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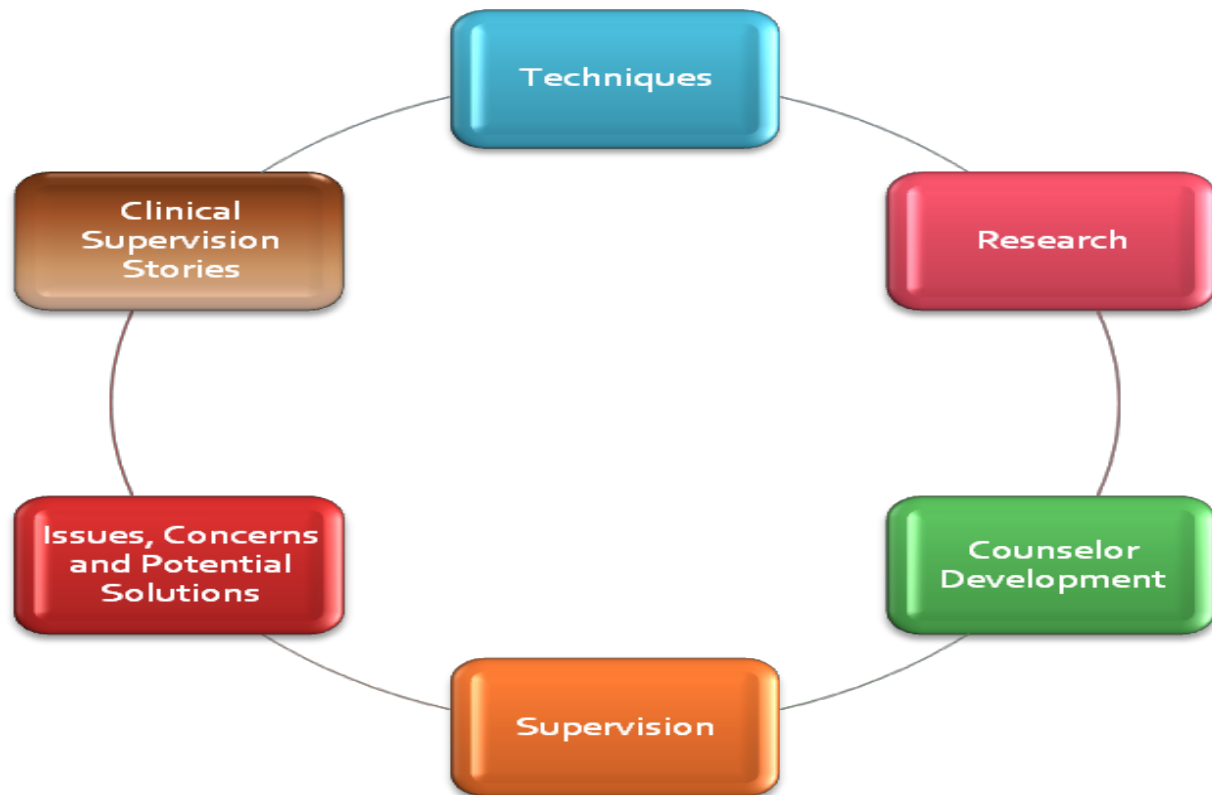
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**The Official Journal
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The mission of the *Journal of Counselor Preparation and Supervision* is to provide a high quality platform for research, theory and practices of counselor educators, counselor supervisors and professional counselors. We believe the journal chronicles current issues, concerns and potential solutions that enable counselors to continue to grow and develop as practitioners, educators and human beings. The journal publishes high-quality articles that have undergone a thorough and extensive blind peer-review.

There are six general categories that help focus the content of the journal.

Research. These articles focus on research (qualitative, quantitative, mixed) in counselor preparation, professional development, supervision, and professional practice.

Techniques. These articles focus on professional models for teaching empirically grounded techniques used by professional counselors, as well as teaching and supervision techniques used in professional preparation programs.

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Dr. Bill McHenry
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The Journal of Counselor Preparation and Supervision

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Editorial

Bill McHenry

Featured Articles

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Diana Hulse

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A pedagogical paradigm for international graduate students studying community counseling

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Strategies to operationalize CACREP standards in school counselor education

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Counselor education admissions: A selection process that highlights candidate self-awareness and personal characteristics

Thomas J. Hernández Susan R. Seem & Muhyiddin A. Shakoor

Editorial

Welcome to the third edition of the Journal of Counselor Preparation and Supervision.

So what's in this edition of the journal?

In the first article, David Tobin, Jessica Bordonaro & Melissa Schmidt provide intriguing evidence for the expansion of scholarship for counselor educators.

In the second article, Thomas Foster analyzes and discusses the role of counselor educators in overall student wellness

In the third article, Larry Burlew & Vanessa Alleyne attend closely to the unique needs of international students studying community counseling.

In the fourth article, Holly Branthoover, Kim Desmond and Michelle Bruno provide useful techniques and considerations for meeting the new CACREP standards in a school counseling program.

In the fifth article, Becky Willow offers a fascinating and useful model for teaching counseling students about multicultural counseling.

In the sixth and article, Andre Marquis, Deborah Hudson and Mike Tursi discuss counseling integration.

In the seventh and final article for this edition, Thomas Hernández, Susan Seem and Muhyiddin Shakoor describe and discuss an counseling program admissions process that integrates student self-awareness and personal attributes as significant factors.

Finally, a personal note. It is with pride that I inform you that I am leaving my position as editor. None-the-less, I want to enthusiastically encourage each and every one of you to continue to support the journal through your article submissions. Further, I would encourage you to also consider joining the journal in other capacities – as an editorial board member, or possibly editor or co-editor. The journal continues to flourish (this is our largest edition to date) as a vibrant dissemination of information for counselor educators like you.

Once again, I would like to send a heartfelt thank you to all of those involved in the creation, development and continued growth of the journal.

Bill McHenry, Editor

Evidence of the Boyer Model of Scholarship in Counselor Education

David J. Tobin, Jessica L. Bordonaro and Melissa M. Schmidt

This study delineated how the Boyer (1990) model of scholarship has been implemented in counselor education. The taxonomy of scholarship was delineated: Scholarship of Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration. The *Journal of Counseling and Development* and *Counselor Education and Supervision* were examined from 2000 to 2008. Examples of scholarship from each journal were identified. Evidence of the Boyer model in premier counseling journals suggests a consistency of approach between this model and scholarly activities in counselor education. An expanded view of scholarship may have positive implications for scholarly activity in graduate education and pretenured faculty.

The Boyer (1990) model of scholarship is generally endorsed by counselor educators (Davis, Levitt, McGlothlin, & Hill, 2006; Ramsey, Cavallaro, Kiselica, & Zila, 2002). Boyer (1990) provided a creative and expansive view of scholarly productivity. Scholarship was reconsidered and no longer viewed as synonymous with research, which was often narrow and harmful to universities, faculty, and students (Ramsey et al., 2002). Referred to as the Boyer model (1990), the broader definition includes the following forms of scholarship: discovery, integration, application, and teaching. This model has found increased support in higher education (Halpern et al., 1998; Rice, 1991).

A redefinition of scholarship may have implications for counselor educators. Ramsey et al. (2002) conducted a national survey of counselor educators and their involvement in scholarly activities. They surveyed perceived expectations related to promotion and tenure and stated that “decisions on recruitment, reappointment, tenure, salary, and promotion are all influenced by scholarly productivity” (p. 41). For this survey, they recognized the five forms of scholarship listed in the Boyer

model: 1) journal articles, 2) conference presentations, 3) other published works (e.g., books, monographs, chapters in books), 4) other written works (e.g., grants, training manuals, evaluation reports for external institutions/agencies), 5) scholarly works pertaining to teaching (e.g., new courses, new programs, student/program handbooks, interdisciplinary curricula). Ramsey et al. contended that counselor educators perceived traditional forms of scholarship such as journal articles and presentations to be most valuable for promotion and tenure within their institutions. They encouraged counselor educators to promote a broader view of scholarship.

An expanded view of scholarship may have implications for preparing graduate students to enter a career in academia. Research by Okech et al. (2006) suggested that doctoral research training may not adequately prepare counselor educators for the expectations of the profession. Others have suggested a need to stimulate greater interest in research among counselor education students (Royalty & Reising, 1986). Counselor educators have expressed a lack of student enthusiasm for research and suggested that interest in qualitative research may create a

better connection to academic research and move students from being consumers to producers of research (Reisietter, Korcuska, Yexley, Bonds, Nikles, & McHenry, 2004). Furthermore, a review of manuscripts submitted to *Counselor Education and Supervision* in the early 90s revealed that descriptive studies were the most popular form of counselor education research and comprised 80% of submissions (Fong & Malone, 1994). This implies a lack of sophistication about research design and a narrow view of scholarship.

The purpose of our study was to examine how the Boyer model of scholarship has been implemented in counselor education. According to Bok (1986), "As a result, published research emerges as the common currency of academic achievement, a currency that can be weighed and evaluated across institutional and even national boundaries. It is, therefore, the chief determinant of status within the guild" (p. 77). Since journal articles remain most valuable for promotion, we delineated the taxonomy of scholarship and provided clear examples of published journal articles that meet these classifications. Ramsey et al. (2002) purported a redefinition of scholarship and a "broader spectrum of scholarly productivity measures are required to adequately reflect the uniqueness and diversity of interests within counselor education research" (p. 42). *Scholarship Reconsidered* (Boyer, 1990) represents a persuasive argument to recognize nontraditional forms of scholarship and delineate these in faculty promotion policies. Unfortunately, most of the references to the Boyer model and the taxonomy of scholarship have been theoretical or abstract conceptualizations. We believe that clear delineation of the Boyer model of scholarship in counselor education may help to promote scholarly productivity; especially valuable for pretenured faculty and graduate students. We were able to provide evidence in use of the Boyer model in counselor education. This article provides practical examples of the Boyer taxonomy of scholarship

evidenced in journal articles published within premier professional counseling and counselor education journals.

Scholarship Defined in Counselor Education

Premier counseling journals were examined from 2000 through 2008. The *Journal of Counseling and Development* and *Counselor Education and Supervision* were reviewed and distinct examples were selected that fit within the respective Boyer (1990) classifications: Scholarship of Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration. We delineated each classification and cited two representative examples from each journal. These journal articles were selected for their clear delineation of the classification. A summary of each article is included.

Scholarship of Discovery

The Scholarship of Discovery focuses on acquiring new forms of information through research studies. According to Boyer (1990), "Scholarly investigation in all of the disciplines, is at the very heart of academic life and the pursuit of knowledge must be assiduously cultivated and defended" (p. 18). The goal of scholarship is to confront what is yet to be discovered and contribute to human knowledge.

Cashwell, C.S., Shcherbakova, J., & Cashwell, T.H. (2003). Effect of client and counselor ethnicity on preference for counselor disclosure. Journal of Counseling and Development, 81, 196-201.

This article described how ethnicity impacted self-disclosure for both the client and counselor and included African American and Caucasian participants. Results indicated that ethnicity affected how information was disclosed in the counseling relationship (i.e., personal issues

and sexual issues). The article exemplified the Scholarship of Discovery because new information was acquired in regards to ethnicity and preferences for self-disclosure.

Jackson, A.P., & Scharman, J.S. (2002). Constructing family-friendly careers: Mother's experiences. Journal of Counseling and Development, 80, 180-187.

This study examined how counselors can better assist clients in blending work and family life. Twenty-six married mothers were interviewed who were employed in a family-friendly career, which is defined as working less than 30 hours per week and spending adequate time with their families. The Scholarship of Discovery was exemplified in this article; themes were uncovered such as partner/family decision making, work satisfaction, and pleasant stress.

Daniels, J.A., & Larson, L.M. (2001). The impact of performance feedback on counseling self- efficacy and counselor anxiety. Counselor Education and Supervision, 41, 120.

This study described the Scholarship of Discovery because new information was uncovered in regard to false performance feedback on counseling self-efficacy and counselor anxiety. Forty-five participants received bogus positive or negative feedback based on their performance. Results indicated that counseling self- efficacy was altered based on feedback given.

Hayes, E.G., Taub, G.E., Robinson III, E.H., Sivo, S.A. (2003). An empirical investigation of the efficacy of multimedia instruction in counseling skill and development. Counselor Education and Supervision, 42, 177-188.

Multimedia instruction was assessed regarding student's counseling skill development. Seventy- three participants (counselor education students) received ratings on pre- and posttest video counseling sessions. Results indicated no difference among the various types of instruction: high-tech multimedia, low-tech multimedia, and traditional instruction and is appropriate for inclusion in the Scholarship of Discovery.

Scholarship of Teaching

The Scholarship of Teaching entices and educates future scholars through teaching and the learning process. This scholarship is related to pedagogical practices and includes articles on supervision, the process of literature reviews, and how to access resources. The most important aspect of The Scholarship of Teaching is to acquire knowledge through strategies and interventions which may improve the education of students.

Burnett, P.C., & Meacham, D. (2002). Learning journals as a counseling strategy. Journal of Counseling and Development, 80, 410-415.

The authors examined how learning journals can be used as a counseling strategy to enhance a therapist's style of counseling. This article is appropriate for the Scholarship of Teaching because knowledge is gained on how learning journals may lead to positive transformation in client outcomes. Recommendations for practice are further explored through the use of learning journals.

Huhra, R.L., Yamokoski-Maynhart, C.A., & Prieto, L.R. (2008). Reviewing videotape in supervision: A developmental approach. Journal of Counseling and Development, 86, 412-418.

This study supports the Scholarship of Teaching through a focus on supervision. Existing literature is reviewed on the use of videotape technology in supervision and the importance of feedback. Guidelines are offered on how to utilize videotape feedback to strengthen counseling skills. Future research is warranted in this area.

Higgins, J.A., & Dermer, S. (2001). The use of film in marriage and family counselor education. Counselor Education and Supervision, (40), 182-192.

This study fits the Scholarship of Teaching through the exploration and use of film in marriage and family counselor education curriculum. Films were used to support the development of counseling skills (i.e. perceptual, conceptual, and executive). Highlights for the use of film in counselor education, as well as strategies for classroom use are provided.

Akos, P., & Galassi, J.P. (2004). Training school counselors as developmental advocates. Counselor Education and Supervision, 43, 192-206.

This article described the importance of training school counselors to promote positive student development. Counselors were encouraged to be developmental advocates by providing an environment suitable for positive outcomes. This article fits the Scholarship of Teaching model since it emphasized the importance of acquiring knowledge to improve the educational outcomes of students. Information included developmental research and curricular examples that highlighted developmental advocacy.

Scholarship of Application

The Scholarship of Application seeks to address how knowledge can be applied to problems and issues in society. The purpose of this scholarship is to identify solutions for social problems. Boyer (1990) contends, "New intellectual understandings can arise out of the very act of application – whether in medical diagnosis, serving clients in psychotherapy, shaping public policy, creating architectural design, or working with the public schools" (p. 23). The Scholarship of Application goes beyond academia and integrates knowledge from one's field to the community.

Fletcher, T.B., & Hinkle, J.S. (2002). Adventure based counseling: An innovation in counseling. Journal of Counseling and Development, 80, 277-285.

This article exemplified for the Scholarship of Application because it provided an innovative way to help clients identify solutions for their problems. Adventure Based Counseling (ABC) offers a hands-on experience for clients that is physical in nature. ABC is beneficial because it helps clients transfer their gains to everyday situations and allows them to experience social, psychological, and spiritual benefits.

Curtis, R.C., & Juhnke, G.A. (2003). Counseling the client with prostate cancer. Journal of Counseling and Development, 81, 160-167.

This article described solutions for counselors dealing with clients diagnosed with prostate cancer and fits the Scholarship of Application model. Counselors with information necessary to direct counseling sessions and help clients resolve their issues. A diagnosis of prostate cancer may result in physical, emotional, and social change as well

as difficulties in interpersonal relationships.

Thomas, S.R. (2005). The school counselor alumni peer consultation group. Counselor Education and Supervision, 45, 16-29.

The Scholarship of Application model exemplified in this article as strategies for school counselors and counselor educators were identified. New school counselors often experience lack of support and isolation. The importance of partnership activities and collaboration was further explained.

Van Velsor, P.R., & Cox, D.L. (2000). Use of the collaborative drawing technique in school counseling practicum: An illustration of family systems. Counselor Education and Supervision, 40, 141-152.

This article provided an overview of brief family interventions and family assessment procedures. This fits the Scholarship of Application because it can be used in several community settings such as in the home and school. The Collaborative Drawing Technique (CDT) teaches counselors-in-training how to effectively work with families.

Scholarship of Integration

The basic premise of the Scholarship of Integration is to make connections across various disciplines to increase knowledge. This scholarship synthesizes, interprets, and connects various disciplines in order to enlighten and educate a variety of professionals. Examples include the combination of two disciplines such as medicine and counseling or sociology and research. Typically, constructs from other disciplines were integrated into counselor education.

Moore III, J.L. (2005). A call for greater collaboration between the counseling

psychology and school counseling professions. Journal of Counseling and Development, 83, 504-508.

The Scholarship of Integration is described in this article through the need for more collaboration between counseling psychologists and school counseling professionals. The article summarized difference in opinions on this subject and provided implications for the field of counseling psychology.

Paradise, L.V., & Kirby, P.C. (2005). The treatment and prevention of depression: Implications for counseling and counselor training. Journal of Counseling and Development, 83, 116-119.

This article integrated the Scholarship of Discovery and Scholarship of Application. The authors discovered that psychotherapy approaches are as beneficial as pharmacological treatment. The article provided an analysis of psychopharmacology and presented implications on how outcome research can be applied to the counseling profession.

Granello, D.H. (2001). Promoting cognitive complexity in graduate written work: Using Bloom's taxonomy as a pedagogical tool to improve literature reviews. Counselor Education and Supervision, 40, 292-307.

The Scholarship of integration was described in this article. The article provides instructions on how to use Bloom's Taxonomy to organize and structure papers. Students can then apply learning to write at more cognitively advanced levels in graduate level courses.

Barbee, P.W., Scherer, D., & Combs, D.C. (2003). Prepracticum service-learning: Examining the relationships with counselor

self-efficacy and anxiety. Counselor Education and Supervision, 43, 108-119.

The Scholarship of integration was exemplified in this article as it describes the importance of prepracticum service-learning in a counselor education program. Prepracticum service-learning correlated strongly with student anxiety. On the contrary, the authors discovered that counseling course work and experience provided a stronger foundation than prepracticum service-learning.

Discussion

The purpose of this study was to examine how the Boyer (1990) model of scholarship has been implemented in counselor education. The taxonomy of scholarship was delineated: Scholarship of Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration. The *Journal of Counseling and Development* and *Counselor Education and Supervision* were examined from 2000 to 2008. There were many examples of journal articles within the Boyer classification. We were able to identify two distinct examples of specified scholarship from each journal. Evidence in use of the Boyer model in premier counseling journals suggests a consistency of approach between scholarship reconsidered and scholarly activities in counselor education. We noted it was difficult to locate articles on the Scholarship of Discovery, as well as the Scholarship of Integration in *Counselor Education and Supervision*. Few articles were found on the Scholarship of Integration and the Scholarship of Teaching in the *Journal of Counseling and Development*. The blurred boundaries inherent with the Scholarship of Integration made it challenging to identify a clear classification. We often engaged in reflective discussion to reach consensus on classification. It may prove interesting to illustrate the

classifications of articles found in other national and state level counseling journals.

An expanded view of scholarship may have positive implications for graduate education and mentoring pretenured faculty. According to Boyer (1990), "scholars are academics who conduct research, publish, and then perhaps convey their knowledge to students or apply what they have learned" (p. 15). Furthermore, the term "scholarship brings legitimacy to the full scope of academic work" (Boyer, p. 16). This reaffirms the contention by Ramsey et al. (2002) that a "broader spectrum of scholarly productivity is required to reflect the uniqueness and diversity of interests within counselor education research" (p. 42). Counselor education researchers have expressed a need to stimulate greater interest in research (Royalty & Reising, 1986), move students from being consumers to producers of research (Reisetter, Korcuska, Yexley, Bonds, Nikles, & McHenry, 2004), and better prepare counselor educators for the expectations of the profession (Okech, Astramovich, Johnson, Hoskins, & Rubel, 2006). Acknowledging and embracing an expansionistic view of scholarship may stimulate greater interest in scholarly activity as opposed to more narrowly defined research. Furthermore, our study reveals valuable contributions to the literature made in each of the classifications within the taxonomy of scholarship. It may be prudent to expose graduate research students as well as new faculty to the Boyer model.

A positive outcome of the Boyer model is that it promotes teaching and scholar activity into scholarly productivity. It is our observation that rethinking scholarship along with institutional support proves encouraging. A contribution of our study was to offer discipline specific examples of the Boyer model applied to published journal articles. Further investigation into the implementation of the Boyer model in counselor education is warranted. Along with increased recognition of the Boyer model, we advocate for

counselor educators and journal editors to develop guidelines on protocol for publishing within the classifications of scholarship reconsidered.

In summary, the Boyer model has been generally recognized in higher education. Evidence in use of this model was revealed in premier counseling journals. This evidence validates the contribution of scholarship reconsidered to scholarly productivity in counselor education.

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Profiles

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Encouraging Student Wellness: An Expanded Role for Counselor Educators

Thomas Foster

Graduate school can present as a time of both self-fulfillment and stress for students; students who lack psychosocial resources and must fulfill other life roles (e.g. employee, spouse, caregiver) during graduate school can experience significant stress levels that can interfere with their academic and personal life. However, students can make healthy choices about how to live, and over time, these choices can develop into a wellness lifestyle. The Wellness Cube Model (WCM) serves as an academic intervention with the purposes to: (a) infuse wellness content and experiences into a counseling program, (b) expose students to wellness, and (c) help both struggling and non-struggling students make positive choices that benefit their professional and personal lives.

Julie, a full-time counseling student at a local university in her second semester of classes also works full-time at a local social services agency. She works full time to pay her bills and save for her upcoming wedding next year. During her second semester, Julie confides in a fellow student she feels overwhelmed. Julie reveals the stress from her job and school are beginning to take a toll on her. She no longer saves time for herself or other people. Before starting graduate school Julie devoted more time to her friends, family, and fiancé; now she finds herself either working, attending classes, or studying. Julie also used to run in the park three times a week as a way to stay in shape; due to her work and school demands Julie has not run for months. Julie created a two year plan to finish her masters degree and get married, all while working full-time; however, she tells her friend she does not know how she can maintain this pace for another year and a half. By the end of the semester Julie's grades are lower than what she had hoped for, she is behind at work, and she feels out of touch with her loved ones. Julie feels overwhelmed and isolated, and wonders if

she has made a mistake about pursuing graduate school.

People make many little choices every day. A portion of these choices relates to how an individual takes care of him or herself; choices about eating, exercising, spending time with loved ones, and appropriately dealing with stress. Over time, these choices can develop into a lifestyle. For counseling students, the type of lifestyle they bring to and develop during graduate school may be influential to their academic and clinical performance. In the case of Julie, her lifestyle consisted of a strong social support system and a strong exercise regimen before entering graduate school; however, due to her unrealistic expectations and the small choices she made during graduate school her lifestyle changed. In turn, Julie felt greater anxiety, isolation, and uncertainty about her ability to finish graduate school.

Many counseling students may relate to Julie's story, as graduate school can develop into a time of stress. Student stress can come from many avenues, such as the academic demands of graduate school, (Toews, Lockyer, Dobson, & Brownwell, 1993) other life roles, and a

student's lack of psychosocial resources. For instance, Appel and Dahlgren (2003) described how students doubt their ability to complete school successfully and their insecurity about their financial state. These authors also found students engaged in other demanding life roles during graduate school, such as meeting family obligations and career responsibilities. Regarding family life, Brannock, Litten, and Smith (2000) noted how a student's family must compromise and adjust to the changes that occur during this time to remain balanced while the family member attends graduate school. Families who fail to adjust to the changing family dynamic can experience problems and place additional stress upon the student. Gold (2006) found during graduate school many married couples experience difficulties related to problem resolution, a lack of time together, increased conflicts and arguments, and disagreements about finances.

Protivnak and Foss (2009) noted how counseling students experience academic and personal difficulties as they progress through their respective program. Specifically, students described academic difficulties such as coursework and writing expectations, a lack of communication with faculty members, and the perceived lack of peer competence; personal difficulties related to time management, diminished finances, maintaining resilience, health concerns, and role adjustments.

Students who lack certain psychosocial characteristics may present a higher risk for stress during graduate school. For instance, students with limited emotion-regulation skills, defined as experiencing, controlling, and expressing feelings in appropriate ways (Repetti, Taylor, & Seeman, 2002), may not effectively deal with their stress while attempting to balance the demands of graduate school and other life responsibilities. In addition, students with limited social skills, little motivation for learning, and an external locus of control may experience problems. Bloom and Bell (1979) described a student who works hard,

maintains a constant presence within the department, holds the same professional values as their department, develops working relationships with faculty, and does not complain as a graduate "superstar" (p. 231). Scepansky and Bjornsen (2003) noted students who pursue graduate school participate more in class and possess higher levels of openness, competence, and goal striving; while Nordstrom and Segrist (2009) found internal locus of control is a main predictor of students engaging in graduate school.

Therefore, if students attempt to balance the demands of graduate school with other life roles while lacking adequate psychosocial resources, they may pose a risk for significant levels of anxiety and depression (Frazier & Schauben, 1994), which may lead to impairment (Forrest, Elman, Gizara, & Vacha-Haase, 1999; Kress & Protivnak, 2009; Wilkerson, 2006) and attrition (Cooke, Sims, & Peyrefitte, 1995; Golde, 1998; Jacks, Chubin, Porter, & Connolly, 1983; Leppel, 2002). However, solutions exist that could help students develop and improve their psychosocial resources, meet the demands of graduate school, and manage other life responsibilities.

Solutions for Student Stress

One solution to help counseling students reduce stress lies within the philosophical cornerstones of counselor education. These philosophical cornerstones identify counselor education as a distinct mental health profession and focus on more positive attributes of humanity, such as wellness, prevention, and development (Myers, 1992). Myers, Sweeney, and Witmer (2000) defined wellness from a counseling viewpoint, stating wellness is: a way of life oriented toward optimal health and well-being, in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community. Ideally, it is the optimum state of health and well-

being that each individual is capable of achieving.

Ivey (1991) described development as normal and positive changes that occur in human beings, while prevention defined from a counseling perspective is the reduction of the occurrence of psychological distress (Caplan, 1964). These cornerstones possess much overlap in their definitions, and if applied to students within a counselor training program, can result in a significantly positive outcome for an individual's mental and physical health (Myers, 1992). For example, if students make positive changes (development) and pursue optimal health involving the dimensions of mind, body, and spirit (wellness), their chances of preventing illnesses related to unhealthy lifestyle choices will increase. Even though these three cornerstones relate to each other, for the purpose of this article I focus specifically on wellness because it is both detailed and comprehensive in nature.

The process of wellness

Researchers defined wellness in a number of ways (Adams, Bezner, & Steinhardt, 1997; Archer, Probert, & Gage, 1987; Dunn, 1961; Hettler, 1984; Sweeney, & Witmer, 1991; World Health Organization, 1958). These authors illustrate what dimensions make up wellness (e.g. physical, mental, social, and spiritual), that wellness must be pursued, and how wellness relates to optimal health. While all of these descriptions are important, none touches upon the process of developing into a well life. Reflecting on my own pursuit of wellness, I found three important values to keep in mind. The first value deals with the importance of choice and the changes that follow. "To choose something means to have a relationship with it. The relationship becomes a vehicle for acting out certain aspects of the self and for engaging in certain modes of participation in the world." (Levinson, Darrow, Klein, Levinson, & McKee, 1978). Individuals must choose to engage in activities congruent with a well

life, and a relationship develops between these activities and the person. In addition, an individual may consciously choose to pursue a wellness lifestyle or engage in health-promoting behaviors because they intuitively know it is for their benefit. For example, I developed a relationship with running during college not because I wanted to follow the idea of wellness, but I knew it made me feel better physically and emotionally. Through this relationship, I strengthened the physical aspect of my identity and participated in the world in a new way. Therefore, some people may knowingly pursue a wellness lifestyle, while others make wellness-based decisions for other reasons. What is important to remember are the choices they make and the relationships that follow.

Second, pursuing wellness can begin anywhere within an individual's life. In other words, no prescribed pattern or one right way exists in order to start living well. One person may begin to improve their physical health by choosing to walk in the park twice a week, while another person may want to develop their spirituality by going to church. This flexibility gives people the freedom to begin their quest for wellness in whatever part of themselves they want to improve. Sweeney and Myers (2005) created a four-step wellness counseling model; the third step includes asking clients to pick what areas of wellness they want to work on first. Regardless of where they begin, other wellness variables come into play because many wellness variables relate to one another. For instance, I found my relationship with running reduced my stress and increased my sense of self-worth, both being part of a well life.

Last, pursuing wellness begins by making only a few small changes. Over time, these changes can bring about other changes, and the combination of these changes can develop into a wellness lifestyle. In addition, these changes may occur over a short time or many years. This concept emulates a main assumption of solution-focused therapy, stating how small

changes to one part of a person can affect the whole person (Walter & Peller, 1996, 2000). Referring to my own example, I unknowingly began my quest for wellness with running; I ran because I noticed it relieved stress, increased my self-worth, and improved my physique. My choice to run also led me to reconsider my eating habits since exercise and diet both relate to good physical health. Therefore, due to one small life choice (running), I experienced positive changes in other areas of my life.

Thus, pursuing a well life first involves making the choice to do so. This choice can begin in any part of life and consist of many choices that involve big and small changes. The important thing to remember here is no two individuals will share the same wellness lifestyle. Each individual who pursues wellness will make unique decisions about how to do so. Proposing the idea and process of wellness to counseling students could be effective in not only helping them cope with the struggles of graduate school, but also introduce them to a healthier way of life. This intervention should begin early in graduate school, allowing students to reflect on their current lifestyle choices and decide if change is necessary.

Responsibility of counseling faculty

Counseling faculty should not consider infusing wellness into their curriculum as only an option; faculty should regard this as their professional and ethical responsibility to their students. Associations representing the counseling profession support the proposal for overall wellness for both clients and students within their ethical standards. For example, the American Counseling Association Code of Ethics (2005) requires "counselor education programs delineate requirements for self-growth experiences in their program materials" (Section F.7.b.). Also, the Association for Counselor Education and Supervision Ethical Guidelines (1993) state a counseling supervisor should urge a supervisee to seek personal counseling or

other self-growth experiences if the supervisee's personal issues are interfering with his or her professional performance (Section 2.12). While these associations promote the implementation of wellness into a counselor training program, they give no direction regarding how to accomplish this (Hensley, Smith, & Thompson, 2003). In addition to these associations promoting the wellness of counseling students, many counselor educators petitioned for the creation of an academic wellness intervention model meant to increase student wellness and decrease impairment (Lumadue & Duffey, 1999; Myers, Mobley, & Booth, 2003; Smith, Robinson, & Young, 2007; Wilkerson, 2006; Witmer & Granello, 2005; Witmer & Young, 1996; Yager & Tovar-Blank, 2007). However, at the present time no model exists within the literature that specifically assists counseling faculty on how to integrate wellness into a counseling program.

I intend to present a model counselor training programs can use to introduce wellness to their student body. I constructed the Wellness Cube Model (WCM) to serve as an academic intervention that integrates wellness content and experiences into a masters-level counselor training program. Specifically, counselor education faculty can incorporate this model into their existing counseling program with the aim to help their students make healthy choices that may lead to a wellness lifestyle.

The Wellness Cube Model

The WCM takes the form of a cube (see Figure 1) and consists of four dimensions: (a) Counseling coursework, (b) wellness factors, (c) didactic, containing content assignments and experiential exercises, and (d) Adlerian principles and concepts. These dimensions help describe how the WCM works pragmatically and theoretically. First, I included the counseling coursework many counseling programs normally offer in order to make this model as applicable as possible. Many of these

courses are needed for program accreditation through the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP, 2009), while other courses may be needed to qualify for state licensure. I also included Chi Sigma Iota (CSI) within the coursework section. CSI is the national honorary society "dedicated to promoting excellence in the profession of counseling" (Chi Sigma Iota, 2010a, para. 1). While CSI is not a counseling course, one of its objectives, "to encourage the pursuit of wellness and personal excellence" (3.e.), is congruent with the intention of the WCM and can serve as a resource to help expose wellness to counseling students (Chi Sigma Iota, 2010b). The counseling courses and CSI are located on the left side of the WCM.

Second, I incorporated into the WCM the wellness variables from the Indivisible Self Model (IS-Wel; Myers & Sweeney, 2005a). While the IS-Wel contains three levels (higher order wellness factor, second-order wellness factors, and third-order wellness factors) and four contextual variables (Local, Institutional, Global, and Chronometrical) within the model, I divided the IS-Wel into three sections on the WCM: (a) The IS-Wel in its entirety, (b) the third-order factors, and (c) the contextual variables. Where applicable, these three sections integrate into the counseling courses found on the WCM. For instance, the Counseling Theories course contains several third-order factors related to the class content and can integrate into the course; factors such as Control, Work, Positive Humor, Stress Management, Friendship, Love, Spirituality, Exercise, and Nutrition relate to many counseling theories and incorporate into the readings, discussions, and class exercises.

In another example, Chi Sigma Iota relates to the Local contextual variable on the WCM. Myers and Sweeney (2005a) define the Local contextual variable as "Those systems in which we live most often--our families, neighborhoods, and communities--and our perceptions of safety in these systems" (p.33). When applying

CSI to the Local variable, CSI members and faculty would engage in various volunteer activities within the community. Examples of such activities could include but are not limited to volunteering with the local homeless shelter, community restoration programs, Habitat for Humanity, the Blood Bank, the local animal shelter, and nursing homes. These activities would provide students with experiences outside of the classroom and connect them with their community, which may promote a broad-based comprehension and feeling of wellness. The wellness variables from the IS-Wel model are located on the top of the WCM. For a more detailed description of the IS-Wel model, refer to the following references (Hattie, Myers, & Sweeney, 2004; Myers & Sweeney, 2005a; Myers & Sweeney, 2005b, Myers & Sweeney, 2008).

Third, I included a didactic dimension to the WCM as a way to directly inject wellness into a counseling curriculum, thus making it the more pragmatic part of the model. This dimension consists of two parts. First, the content assignments portion consists of several academic assignments. Each assignment relates to a specific counseling course and wellness factor(s). For instance, within the WCM the third-order factors of Emotions, Positive Humor, Self-Worth, Spirituality, Cultural Identity, and Gender Identity integrate into the Multicultural Counseling course. Within the WCM, each of these third-order factors possess assignments students would complete for class; students would read scholarly literature related to these factors and reflect on them, both from a professional and personal standpoint. Students would complete some assignments out of class and other assignments in groups within class.

The second part of the didactic dimension consists of many types of experiential exercises; I included these exercises to help students reflect on their own wellness and engage in wellness experiences. Experiential exercises included within the WCM are journaling, informal self-assessments, community

service projects, and small, large, and online group discussions. These exercises encourage students to make choices about integrating wellness into their lifestyle. For example, the Lifespan course includes a journaling activity that spans the entire semester and focuses on the wellness factors of Control, Stress Management, Self-Worth, Friendship, Love, Spirituality, Gender Identity, and Exercise. Students who engage in this exercise will reflect on developmental periods they lived through and contemplate future times to come; these reflections will center on the wellness factors mentioned above. Some of the questions students would journal about are as follows:

- Reflect on some things you had no control over as you grew up. What did you want control over at this time? What did you have control over?
- Reflect on your friendships during this time of life. What did you want in a friend? What kinds of things did you do with your friends?
- Reflect on your sense of spirituality as you grew up.
- What kinds of things do you see yourself gaining control over at this time of life? What things might you lose control over? How will you deal with this loss?
- What kind of friendships do you want in the future? Be descriptive in your answer.
- How has your sense of spirituality developed in your life so far? Write about how it has changed over the years. How do you see it developing in the future? During the semester, the instructor would take time to talk with students about their journaling. Using small and large group discussion, students would talk about their reflections of the past and any new insights they developed for their future. The didactic dimension sits on the right side of the WCM.

Last, Adlerian theory serves as the theoretical foundation of the WCM; I included this dimension into the model to remind the user of the importance of its theoretical underpinnings. When developing the WCM I incorporated many Adlerian principles and concepts into the content

assignments and experiential exercises. Specifically, I attempted to integrate as many Adlerian principles and concepts into each assignment and exercise that: (a) spoke to a student's future goals (teleology), (b) accepted a student's subjective reality (phenomenology), (c) considered the multiple dimensions of a student (holism), (d) placed humanity in a positive light, (e) incorporated group work when possible (social interest), (f) attempted to include the three life tasks, and (g) integrated the material into a student's lifestyle. Refer to Ansbacher and Ansbacher (1967) for a detailed description of these principles and concepts. The Adlerian dimension is found on the bottom portion of the WCM and is seen in Figure 2.

Using, Contributing to, and Adjusting the WCM

Think of the WCM as a reservoir for pre-constructed content assignments and experiential exercises related to wellness; these assignments and exercises categorize under specific counseling courses and wellness factors, as seen on the model. I placed cross marks (X) on the face of the WCM to indicate a wellness assignment or exercise exists for a specific course and wellness factor (see Figure 1). For example, on the WCM, the square intersecting the row labeled "Ethics" and the column labeled "Thinking" lies a cross mark; this tells the user an assignment or exercise related to the wellness factor Thinking exists specifically for the Ethics course. By clicking on this cross mark, a file will open containing an assignment(s) and/or exercise(s) faculty members may use. I made the WCM available online; the website is listed with my contact information at the end of this article.

The WCM will grow and evolve over time by adding new content assignments and experiential exercises to the courses. Currently, only one or two assignments and/or exercises exist under each cross mark. I will add new assignments and exercises to provide counseling faculty with

many choices within each course. In addition, I intend to add new cross marks on the WCM where none currently exists. My goal for the WCM is to place cross marks on the entire face of the model, each containing several assignments and exercises to choose from within each cross mark. Also, I hope to include additional counseling courses and other program elements to the WCM. Additional counseling courses may include core courses, such as Counseling Practice, and other common electives, such as Counseling Children and Counseling Older Adults; additional program elements may include strategies for infusing wellness into the admissions process, advising and mentoring, and post-graduate supervision for counselors clocking hours for licensure. Thus, the WCM is young in its development and I invite all counseling faculty who may use it to also contribute to the existing inventory of wellness assignments and exercises. Directions for contributing assignments and exercises are online within the WCM.

Last, the WCM may not fit exactly with all counselor training programs based on the program's curriculum sequence. For example, I constructed the Foundations and Research courses within the WCM as an introduction to wellness and the IS-Wel model. Some counselor training programs may not require students to take these but other courses first. Therefore, I encourage counselor education faculty to revise the WCM to meet the particular needs of their counselor training program. Simply switching content assignments and experiential exercises from one course to another would be a simple adjustment. What is important to remember here is the WCM is a tool and can be used in many ways, depending on the need and makeup of the program. Next, I return to Julie's story and demonstrate how a WCM intervention may help her think about making decisions that can help her pursue wellness.

Story of Julie

Julie enrolled in Lifespan Development course for her third semester. Unknowingly to Julie, the counseling faculty infused academic wellness interventions from the Wellness Cube Model into their coursework. During the beginning of the semester Julie notices a difference in her class; the instructor does not focus on students only learning the material, but also centers on how the material relates to each of them. For instance, the instructor gives an assignment to keep a weekly journal during the lifespan class. As Julie learns about each developmental period she reflects upon her life experiences during these times in relation to many wellness factors, such as relationships, exercise, and stress management. Julie must also think forward to future developmental periods and consider how pursuing wellness can benefit her in both the present and later in life.

At different points in the semester, Julie's instructor uses a combination of small and large group discussions so students may talk about their experiences and reflections. Julie reveals to her peers how she used to spend more time with loved ones and run in the park before entering graduate school. She admitted these activities helped her stay balanced and would relieve stress. Julie also hears similar stories from her peers; they share how graduate school takes up much of their time and there seems little time for self-care. After further discussion however, the class concludes that they must make time for such things as exercise and visiting loved ones. Stephanie, one of Julie's friends who enrolled in the Lifespan class with Julie, also ran in the park before entering graduate school. Both Julie and Stephanie decide to reincorporate running back into their lives by committing to run together twice a week in the park. Julie also decided to schedule a date night with her fiancé every Friday night and meet with her parents for breakfast every Sunday morning, regardless of how much

schoolwork she needs to finish.

Research Opportunities

At this time, the WCM possesses no empirical evidence to prove its validity; however, three research themes emerge that could help substantiate the WCM as a valid intervention. The first theme would determine if exposing students to the wellness content and experiences of the WCM increases student wellness levels on a professional and personal level. For instance, on a professional level students may achieve higher grades, possess little impairment, and perform competent clinical skills. Students may also experience greater wellness within their personal life by reporting lower stress levels, stronger psychosocial resources, greater perspective about life, and more balance between life roles. Longitudinal research designs could determine how counseling student wellness changes as they progress through a counseling program. This type of study could also compare wellness levels between students exposed to the WCM with students not exposed to the WCM at various points during graduate school. In addition, qualitative research could examine students' experiences, attitudes, and perceptions toward wellness while engaged in a counselor training program that utilizes the WCM. This study could explore the decision making process students go through as they move toward a wellness lifestyle.

The second theme would focus on faculty members who use the WCM as an academic intervention and how their use of these wellness experiences may influence their pursuit of wellness. Faculty involvement in a wellness lifestyle is suggested in the directions found within the WCM and should be modeled by faculty to their student body. Faculty with higher wellness levels may benefit in the same ways as their students, achieving more professionally and personally.

The last theme involves how counselors who choose to pursue a

wellness lifestyle carry this lifestyle into their clinical practice. These counselors, engrained with wellness, may conceptualize and intervene with their clients from a wellness paradigm. Research focused on the therapeutic process and outcome measures of wellness counseling could provide a strong argument for the training and implementation of prevention-based treatments consistent with the philosophy of Professional Counseling.

Conclusion

Graduate school can produce positive growth, self-fulfillment, and varying amounts of stress. Juggling roles, managing family responsibilities, heavy course loads, and limited psychosocial resources combine to produce potentially unhealthy stress levels. At the same time, students can make choices to deal with these stressors in a way that promotes wellness. Such decisions can develop into a lifestyle that promotes health and brings wellness into their personal and professional lives. While counseling associations and counselor educators recognize the need little has been done to create a wellness intervention curriculum for counselor training programs. I constructed the WCM with the purpose to infuse wellness into counselor training. While researchers will need to determine if the WCM is an effective intervention for promoting student wellness, the first step lies with counseling faculty. They must decide if wellness is a lifestyle change that should be honored within the counselor education curriculum.

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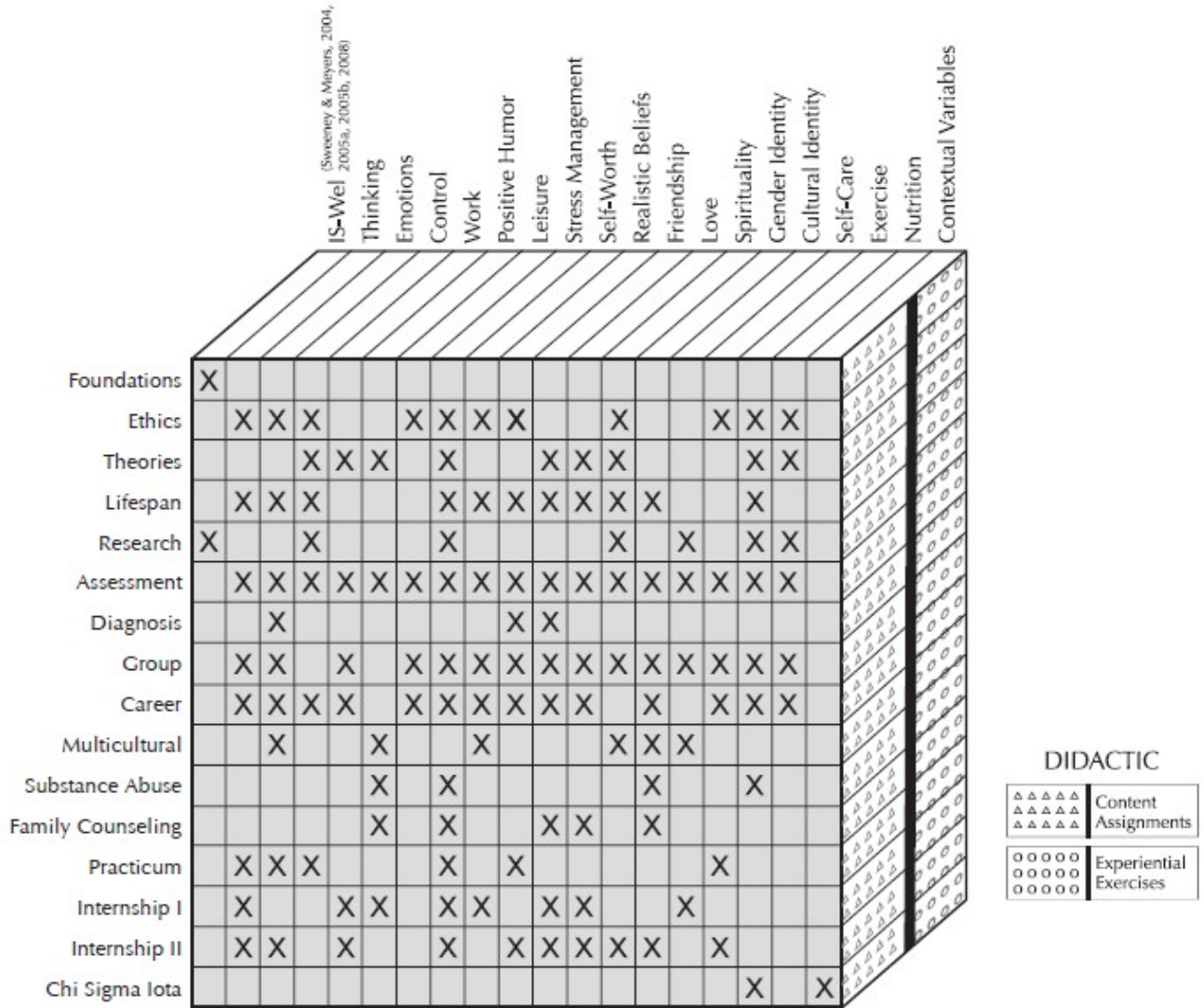
Profile

I possess a Ph.D. in Counselor Education and I am a Licensed Professional Counselor. I am an assistant professor in a CACREP-accredited masters level counseling program. I am a published author and presented at many counseling conferences all over the United States. My research interests involve wellness, counselor training, gerontology, and retirement.

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Appendices

Figure 1. The Wellness Cube Model



A Pedagogical Paradigm for International Graduate Students Studying Community Counseling

Larry D. Burlew and Vanessa L. Alleyne

The authors introduce a pedagogical paradigm for international graduate students studying community counseling in the United States. The paradigm is based on previous research conducted by the authors on the educational experience of four international graduate students in a master's level community counseling program. The paradigm includes five phases and is in the form of a path with an emphasis on respecting the world cultures of students from other countries and addressing the special needs of international students studying in the United States. The paradigm contributes to the ongoing dialog related to the pedagogy of counselor education.

International graduate students represent a special population in the American educational system and face unique challenges while studying in the United States. These students differ from American graduate students, regardless of racial or ethnic identity, because of the unique issues involved with learning to live and study in a foreign country (Bartram, 2007; Jacob, 2001). Chapdelaine and Alexitch (2004) labeled this transition as a cultural shock describing it as "the multiple demands for adjustment that individuals [international students] experience at the cognitive, behavioral, emotional, social, and physiological levels, when they relocate to another culture" (p. 168).

For international graduate students this cultural shock framework includes confronting many challenges such as language issues, long-term separation from home and family, cultural adjustment, and

adjustment to the American educational system (Cemalcilar & Falbo, 2008; Hanassab & Tidwell, 2002; Hyun, Quinn, Madon, & Lustig, 2007; Olivas & Li, 2006; Perrucci & Hu, 1995). While American educators and practitioners (e.g., Dedrick & Watson, 2002; Wedding, McCartney, & Currey, 2009) have made some progress in responding to the needs of international students, Eland (2001) claimed that international students do meet their educational goals, but "their experience could be less stressful and more meaningful if institutions of higher education take into account their unique needs" (p. 99).

As international students struggle with acculturation issues related to studying in a foreign country, they also confront the specific requirements of their programs of study. Angelova and Riazantseva (1999) referred to this as "acquiring the conventions of different disciplinary discourses" (p. 491), while questioning

whether international students are prepared to deal with these discourses. They labeled these conventions “disciplinary enculturation,” which involves both mastery of content knowledge and “field-specific value systems and definitions as well as the reading and writing strategies associated with professional discourse” (pp. 491-2).

Disciplinary enculturation, for our purposes then, refers to the pedagogy of counselor education and must be examined in more detail with regard to training international students in community counseling (CC) programs. However, counselor educators have already been criticized for not having an informed pedagogy, including criticism related to the training of our own diverse American student population (Nelson & Jackson, 2003). As we work on refining our current disciplinary enculturation for American students, concomitant discussions must also occur about the experience and appropriateness of this disciplinary enculturation for international students.

Darcy Haag Granello (2000) suggested that rather than lacking an informed counselor education pedagogy, we may not be sharing or articulating the pedagogy of counselor education thoroughly enough. This article responds to her suggestion by sharing a pedagogical paradigm to address the needs of international students in a master’s level CC program in the United States.

The Needs of International Graduate Students in CC Programs

In a qualitative study, Burlew and Alleyne (2006) examined the experience of four international graduate students studying in the United States in a CC program. Our interest evolved from concerns already voiced about this special population in the American educational system. For example, as early as 1991 Pedersen wrote, “International students return home with the „wrong” skills, or skills unsuited to their home country” (p. 13). Beykont and Daiute (2002) and Perrucci

and Hu (1995) claimed that international students have academic and cultural adjustment issues when studying in the United States that must be addressed. Finally, criticisms (e.g., Stadler, Suh, Cobia, Middleton, & Carney, 2006) about a lack of attention to a strong counselor education pedagogy have produced criticisms about what is being taught to American students. However, little has been documented about international students in these same counselor education classrooms, so their voices are lacking in the literature with respect to effective counselor education pedagogy.

Therefore, it is important to “hear” the voices of international students in CC programs, and the authors listened to these unheard voices in a qualitative study examining the experiences of four international graduate students. These students attended a small Northeast university and were all at the internship stage of their program. While four participants is a small number, the authors believe the interviews provided a beginning to hear the “collective stories” which “take the point of view of interviewing subjects and giving voice to those who are silenced or marginalized in the cultural [study]” (Miller & Glassner, 1997, p. 99) (in this case, the culture of international students in a CC program). The participants were from countries where the profession of mental health counseling is either not well established or nonexistent (from the students’ perspectives). The students were from South America, Nepal, Turkey, and Africa, and ranged in age from 24-34.

The authors determined that the experience of these international graduate students in an American CC program was qualitatively different from their fellow American students. Acclimation to the counseling field, interpersonal isolation and bias, and lack of a shared historical culture all contributed to significant difficulties with adjustment both in and out of the classroom. Our recommendations for change included the following: vigorously challenge the continued use of Eurocentric

counseling theory; improve multicultural competence of American students and faculty to include a global perspective; make concerted outreach, pre-admission, and mentoring efforts to international students; broaden pedagogical strategies to articulate and clarify theory and instruction; make greater use of experiential data available via instruction and the students themselves.

Our findings must be viewed with caution because of the small sample size. However, our work provided an initial opportunity to hear the unique voices of students studying in CC programs who are not from the United States and who may return to their home countries to work. These student voices make important contributions to discussions on the pedagogy of counselor education, particularly related to culturally sensitive educational practices and curriculum. In further response to the voices of international students, we developed a paradigm for addressing the special needs of international students in CC programs, recognizing that other needs may exist that were not identified due to the limited sample size.

Counselor Education Pedagogy: A Response to International Students

The paradigm in Figure 1 represents our response to the concerns and educational needs expressed by international students studying CC. While the recommendations may need to be modified based on variables such as size of institution and program, the model provides guidelines for counselor education programs to address the needs of international students.

Overview

Our paradigm is like a path that takes twists and turns, gradually narrowing as students prepare for the school-to-work transition. The path begins with global multiculturalism, representing the world cultures of adults who are in their home countries or in the United States considering the study of CC. These potential students are adults with rich and varied cultures who bring worldviews that must be honored once they start on the path. The solid line at the left of the path represents the cultural values that stay with each student as she/he

Figure 1. Pedagogical Paradigm for International Students Studying Community Counseling

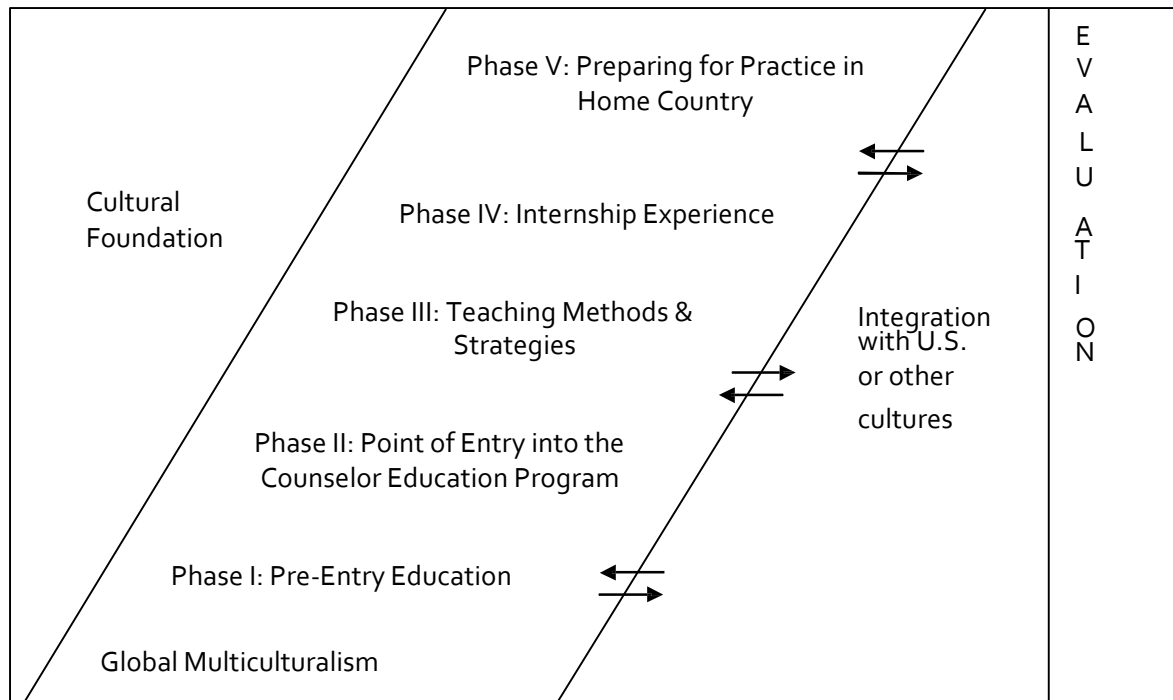


Figure 1. The five phases for addressing the unique needs of an international graduate student in a master's level community counseling program maneuver through the study of CC within an American culture and educational system. The line to the right of the path with two-way arrows represents the interweaving of world cultures with the diverse cultures of American students. Phase I is called "Pre-Entry" and begins when an adult from another country expresses an interest in studying CC. This phase involves learning more about the profession of mental health counseling and being a graduate student in America before applying to a program. Phase II begins when an international student starts a CC program in America. This phase addresses our participants' concerns with acculturation, disciplinary enculturation, bias, isolation from American students, educational support, and the pedagogy of counselor education. Phase III addresses the concerns and special needs of international students related to teaching methods and strategies for both knowledge and skills classes. Phase IV specifically responds to our participants' concerns about completing an internship in a community mental health setting. Phase V addresses our (Burlew & Alleyne, 2006) finding that international students begin a journey "with a lack of connection and understanding to the Euro-American practice of counseling in the United States and finished with an over identification and rigid connection to the Westernized practice of counseling" (p. 52). The challenge in Phase V is to help international students feel comfortable and prepared to return to their home countries to practice, regardless of when and if that occurs. Finally, in our paradigm, evaluation is a continuous process in any educational model, thus a continuous path at the far right of Figure 1.

Foundation: Global Multiculturalism

Our paradigm begins with a student's own world culture (at the bottom of the figure) and perception of what the study of CC means through her/his unique world cultural lens. As with all students, culture serves to filter graduate educational experience and life in America (represented by the solid line at the left in Figure 1). The solid line also represents the rich global perspectives that international students bring to counseling programs. Participants in our study talked about "bringing different perspectives to American students," "being an asset" (in terms of diversity) to the classroom, and providing an "opportunity for professors to think about counseling in cultures different from the U.S." The line at the right in Figure 1 represents a "merging" of multiple world cultures, necessitating adjustment by all students and challenging traditional practices in American education.

Phase I: Pre-Entry Education

Phase I begins when an adult from another country explores the study of CC in the United States. Based on our study (Burlew & Alleyne, 2006), three specific needs should be addressed: a) gaining accurate knowledge about the profession of counseling in America before choosing to study CC and determining how it relates to professions in their countries (or not); b) learning about typical educational methods used in counseling programs, but uncommon in their countries, like self-awareness exercises and videotaping; and c) becoming more aware of cultural adjustment issues. As potential international students are receiving education about CC and studying in the United States, the host academic environment must, in turn, be preparing itself for the merging of world cultures and creating a more global educational environment.

Pedagogical Response

For Phase I self-directed study is the most viable method of education for the international students still residing in their countries. We recommend a program be developed and linked to the counselor education web page. The program will be titled "International Students: Studying Community Counseling in America." Information about CC and studying in America is included followed by questions related to how the information relates to their own countries. Graduate Admissions and the office of International Student Affairs are critical to Phase I education. The following are suggestions about the types of information to include:

1. The roles and responsibilities of licensed counselors (perhaps even a link to the *OOH* and the state licensing board), including samples of potential work sites in America; ask: What professions provide mental health services in your country? Will a master's in CC allow you to work in those professions?
2. A description of the courses in a CC program, including an overview of internship; ask: What knowledge seems familiar versus what isn't? What types of programs teach this type of knowledge in your country? How are internship experiences similar/different than those in your country?
3. Clear definitions, purpose and examples of teaching methods/strategies which initially caused our participants stress like directed discussion, self-awareness exercises, mock interviewing, video/audio-taping, and transcriptions; ask: How familiar are you with these methods of teaching? What concerns do you have about these methods? What adjustments, if any, will you make based on your previous academic experience?
4. Cultural adjustments made by other international students, which can be

accomplished by providing a link to any article on international students studying in America; ask: What experience have you had with cross-cultural education? What concerns do you have about studying in the United States? How will you prepare yourself for a transition to the United States? An excellent source of information can emerge from a blog written by a current or former international student in the program. Such information speaks directly from another international student's own experience, and is a way to incorporate more real life, day to day issues or concerns.

Forming an educational environment sensitive to all worldviews is an ongoing process involving students, faculty, staff, and university personnel. For counselor educators, we must challenge ourselves in the teaching of knowledge and skills related to Euro-American theories of counseling to honor the worldviews about psychological services in other countries. Therefore, for Phase I, the educational recommendations relate to creating sensitivity to world cultures in the educational environment before international students begin a counseling program.

The following are suggestions for creating this culturally sensitive educational environment, even though this is a continuous process and ultimately involves more than just the counselor education program itself.

1. Develop a case study to simulate studying counseling in a foreign country to be used during new student orientation. At the end, students are prompted to imagine they are starting their first class with an instructor lecturing in a foreign language. What unique needs would they have? Additionally, a current or former international student from the program can share her/his experience in coming to study in the United States.
2. In-service training can occur for the program faculty and staff. During this

training, specific issues faced by international students should be addressed, along with the responding educational support needed.

The following questions can be addressed: What changes must be made in the department organization to respond more consistently to the needs of international students? What pedagogical changes can be made to assure that international students “don’t fall behind” due to common American teaching techniques such as class discussions or the use of American films or history unfamiliar to international students? How will language issues be handled in skills building classes? Can we assist international students in developing social/educational networks with American students, giving them an equal advantage of getting past notes or sample exams? How do we reinforce the American concept that students can come to professors and ask for additional time and/or help or admit that they’re confused?

3. Before international students arrive, staff can serve as advocates to help with initial transition issues. Upon acceptance, staff can work jointly with the Office of International Affairs, initiating contact early to address specific needs. Demonstrate an interest in the student by asking questions like: When are you arriving? How will you get to campus? Where are you staying, if arriving before the semester begins? Do you know anybody in the local community? Ask another international student to contact the new student and answer any questions she/he may have.

Phase II: Point of Entry into the Counseling Program

This phase begins when the student is in America and makes the first physical contact (i.e., by phone or in person) with the counseling program and continues through the initial stages of cultural, academic, social, and psychological adjustment. As can be expected, our participants had personal, social, financial, cultural, and

psychological adjustment issues that other international graduate students have reported. Additionally, our participants experienced adjustment related to the disciplinary enculturation of counselor education to include: emphasis on language within the profession; use of APA in writing papers; the Euro-American perspective on the roles and responsibilities of a counselor; specific knowledge related to mental health terms, concepts, and diagnosis. Our participants reported dealing with early bias about language, specific cultures, home countries, and stereotypes and with the “impatience and standoffishness” of American students.

Pedagogical Response

Phase II educational recommendations fall into two broad categories, environmental and personal. While environmental issues relates to the university experience itself, we concentrate on the classroom environment since that is one our participants mentioned most frequently. Personal strategies address the participants’ needs related to adjusting to the disciplinary enculturation aspects studying counseling.

The following recommendations may help create a supportive and culturally sensitive classroom environment for international students.

1. In the beginning classes, like Introduction to Counseling, international students can be given every opportunity to share their views about the educational system in their countries. Differences and similarities can be explored, and students can design supportive strategies to enhance the educational experience of international students.

2. Create as many opportunities as possible, early in the program, for interaction between domestic and international students. This interaction helps with the acculturation of American students

to other world cultures. For example, use small group work, but have international students move among the different groups sharing their world perspectives on the groups' conclusions. Ask international students to develop case studies that might occur in their countries.

3. Your Chi Sigma chapter can sponsor a global multicultural day educating the university community about counseling and psychological services in other countries. International students will help in the planning and implementation of the program.

4. Organize small study groups in all classes for international students. Instructors will most likely have to initiate this because international students will not initially feel as comfortable as domestic students in making these connections. The groups are an important educational support for international students, but they also provide the opportunity for a rich cultural exchange between American and international students.

5. Assign a student mentor or a "buddy," someone who's already gone through the first year, who can be helpful with transition issues.

Educational strategies like those described above help international students receive more educational support from the environment. They also help American students overcome resistance about international students in terms of language, cultural differences or cultural bias, which contribute to American students appearing standoffish.

For adjusting to the more personal aspects in studying CC, a tutorial method or small group work is recommended. If small group work is used, then American students can be included as well. However, if small groups are used, no more than 5 students should be included to ensure that the international student(s) has a voice within the educational process. Examples of strategies include:

1. Include tutorial programs linked to the counselor education web site on specific knowledge and skills such as the APA style of writing, an introduction to mental health concepts in America, or using discussion as a form of expression in classes. This training can occur as small group workshops. If an international student has not had an abnormal psychology course, our recommendation is that he/she takes this as a prerequisite.

2. Develop a peer mentoring program, involving both an American student in the program and an international student already established on campus. The peer mentors can be particularly helpful with social adjustment to American life.

3. Initially, the faculty advisor should meet with the international student weekly. Some international students may need encouragement to freely communicate their needs and concerns with faculty because it may not be a common practice in their countries.

4. Create opportunities for international students to regularly interact with American students, which help them practice their verbal language skills.

Phase III: Teaching Methods and Strategies

This phase relates directly to the classroom experience for international students, and their impressions of the teaching methods and strategies used in counselor education classes. While effective pedagogy in Phase II may create an educational environment more conducive to learning, counselor educators must still ask themselves what teaching methods and strategies best address the special needs of international students in the classroom? The overriding goal of this phase is to select and use teaching methods and strategies that include international students equally in the learning process.

Pedagogical Response

Providing a list of sample teaching methods and strategies could never be comprehensive enough to address all the special needs of international students in CC programs. Therefore, we designed a list of questions that counselor educators can use as a filter when preparing lessons. The questions can help ensure that international students feel comfortable enough to be involved in the classroom experience. The questions are:

How have you addressed the language barriers that might prevent an international student from fully experiencing the process? How have you addressed anything that might be specific to the American culture or American history that might exclude an international student's understanding of the method? How have you addressed common teaching methods in counseling classes like directed discussion or sharing of "private" personal stories so that international students can engage in the learning process? How have you addressed the unique mental health language that is critical to the learning process so that international students can freely engage in the learning process? How have you addressed differences in how the knowledge/skills might be used (or not) in the countries of international students as compared to America and American students?

Example of Applying the Questions

The following example focuses on a lesson for a counseling theories class. Its general purpose is to stimulate a discussion for choosing a theoretical approach based on different types of client issues. This example is not a finished product, but rather it is in the planning stages to demonstrate the use of the questions described above.

Lesson Topic: Client Needs/Theoretical Approach

Objective: The student will be able to accurately describe at least 3 assessment questions to ask self when selecting a theoretical approach for various client issues.

Method: Directed Discussion

Training Aide: Video clip from movie, "Three Faces of Eve" (original version with Joanne Woodward)

During the planning stage of preparing a lesson, use the questions as a filter to assure that the special needs of international students are addressed while developing a lesson. In doing so, there is a greater chance that the international students can be as actively engaged in the educational experience as American students. Each question is addressed below.

1. Language barriers: In advance, make a transcription of the video clip available on Blackboard (BB). In the transcription define any words/jargon that might be specific to the American culture. Ideally, the clip can be translated into the language of the international student(s), even though this may not be possible. Make the clip available in advance to international students (or after the class to view at their leisure).

2. Cultural/historical implications: Plan on introducing the lesson with an historical overview of the 1950s and the climate for treating clients with mental illness. Explain who Joanne Woodward is and why the movie was so significant at the time.

3. Teaching method: Hopefully, the method of using directed discussion has already been introduced to international student(s). However, after the transcription on BB, explain that a directed discussion method will be used to process certain questions about the film's content. Define directed discussion again, its purpose and uses in the educational process, and list a

series of questions that students can consider in advance. To assure that all students have a chance to participate (even quieter American students), a discussion can continue via BB.

4. Unique mental health language: Post definitions of the mental health concepts evident in the video clip like multiple personality disorder (now, dissociative identity disorder) and psychosis on BB, and then review the definitions in class before showing the video clip. Students can post questions about the definitions, which can be addressed before the lesson occurs.

5. Differences in knowledge/skill: A series of questions can be developed to include the unique perspectives of international students. For example, ask students to share where they saw evidence of the various mental health concepts in the clip. Ask international students to explain how behavior exhibited by Joanne Woodward would be explained in their countries. How would it be labeled? What would happen to a person in their countries who exhibited such behavior? Then, ask the class to consider what counseling approach(es) seem appropriate for a client addressing her/his issues based on the description being described by the international students. International students can then share their views on how such a client might respond to the suggested theoretical approaches. Then continue the discussion thinking of Joanne Woodward as the client with her presenting symptoms. Come to a conclusion about factors to consider when selecting a theoretical approach based on client issues.

Assign homework: 1/3 of the class can research common treatment recommendations for dissociative identity disorder in America; 1/3 can research common treatment recommendations for this disorder in other countries; and 1/3 can research alternative healing approaches recommended for this disorder other than talk therapy.

Phase IV: Internship Experience

Internship is the culminating curricular experience in counseling programs, "provid[ing] an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform" (CACREP, 2001, p. 67). The participants in our study (Burlew & Alleyne, 2006) demonstrated an amazing flexibility in working towards success in their internships, but identified initial concerns causing "nervousness, fears, and self-consciousness" in completing an internship. The most common concerns were: little knowledge of community agencies and ways to secure a placement site; a site's lack of knowledge about international students; fears of not fully understanding American clients linguistically and culturally; difficulties in transcribing required tapes; and less understanding of diagnosis and medical terms to competently maintain client records.

Pedagogical Response

Addressing internship concerns must begin early in the program to fully prepare international students for this class when it occurs. As discussed in Phase I, an overview of Internship is included in the Pre-Entry Phase education. This overview includes: purpose, objectives, process of securing a site, responsibilities, types of services and clients, expectations of program and site, and assurance that placement assistance and education of site supervisors about international students occurs, and contact information for the Internship Coordinator. Within the first year of the program and during Phases II and III, the following strategies are recommended.

1. During the first semester, the Internship Coordinator conducts an internship orientation for international students. Students share how fieldwork experiences

occur in their countries, particularly how internships are arranged and expectations of their field work experiences. Immediate issues/concerns about working with American clients are discussed. An overview of the program's internship is provided followed by group discussion about similarities and differences.

2. During the Introduction to Counseling class, site visits to community agencies should be encouraged. The assignment helps international students better understand the placement process. Advanced preparation includes: identifying common resources, such as the Chamber of Commerce, for locating community agencies; initial contacts with agencies; practice with informational interviewing skills; and writing a resume.

3. During the first semester, the Internship Coordinator arranges for international students to attend several internship classes, providing an introduction to the internship experience. Process these visits in small groups, possibly including internship students.

4. During the second semester, the Internship Coordinator meets with international students individually to discuss personal interests and related internship sites. In small groups or individually, informational interviewing, the role of interviews in America, and the interview process in securing an internship site are reviewed. Based on interests, the Coordinator refers students to two sites, but students arrange their own interviews. Before students begin calling site supervisors, the supervisors a) are informed about the educational strategy and agree to do the informational interviewing; b) have knowledge of the international student's background; and c) will provide feedback about the student's interviewing skills and presentation of knowledge about mental health counseling.

5. As part of Phase III, professors can a) relate theory to practice with examples from community agencies when possible; and b) meet individually with international students to discuss their understanding of practice within that specialty. For example, in the career development or family counseling class, professors can arrange site visits for international students so they can shadow a family or career counselor for a day.

6. Throughout Phases II and III, create opportunities for international students to interact with American students or American populations in some way, which helps strengthen their linguistic and cultural understanding of American clients. In the appraisal class, for example, they can tape an interpretation session and transcribe it (allowing them to experience the transcription process). Their critique can also include linguistic or cultural issues they experienced in working with the client. International students may need more intensive educational support immediately before and during internship. To begin the internship process, the Internship Coordinator can meet individually with international students to discuss potential placement sites. Before any referral is made, potential site supervisors need to understand the special needs of interns from other countries. Training supervisors to work with international students can be included in the program's supervisory training.

After a site is secured for an international student, further educational support must occur. The Internship Coordinator can arrange for a site visit, taking the student with her/him. The Coordinator can act as a "coach" to help the student learn to express her/his needs to the site supervisor. Additionally, the Coordinator can offer in-service training for the staff in working with international populations. The international intern can be part of the training by sharing information about the way psychological services are offered in her/his country.

During the internship class, the instructor can provide tutorial help to international students related to diagnosis, treatment planning, and progress notes. For example, provide concrete examples of what to include in progress notes. Arrange for peer supervision with an American intern to provide consistent feedback on linguistic and cultural nuances in American clients. In class, interactive discussions can occur; international students sharing their experiences with American clients and American students sharing their experiences working with immigrant or foreign clients. The global perspectives on different types of clients can only enrich the internship experience for all students.

Phase V: Preparing for Practice in Home Country

At this phase of an international student's training, counselor educators might be asking themselves, "Have we prepared international students in a culturally sensitive enough way to allow them to return home and feel comfortable practicing counseling in their home countries – if they so choose?" We (Burlew & Alleyne, 2006) concluded that the Euro-American approach to counselor training created an "over identification and rigid connection to the Westernized practice of counseling" (p. 52). Three (3) of our participants concluded that they would align themselves with American schools and/or international organizations practicing from a Westernized worldview if returning to their home countries. They believed this was one of the few options open to them to use their master's degree. If they attempted to practice a Euro-American approach to counseling, three participants felt they would be "pioneers" in establishing the profession in their countries. All questioned whether or not they had the professional experience and capability to be a "pioneer." Finally, three participants believed they would, if at all possible, remain in America and practice.

This rigid connection to the Westernized practice of counseling supports Pedersen's (1991) conclusions, both in terms of a "brain-drain" for their home countries and of returning home with the „wrong" skills or "skills unsuited to their home countries" (p. 13). For Phase V, a major goal is supporting international students as they begin the school-to-work transition. Counselor educators may not be used to supporting students in this aspect of their education, but they can help international students think critically about their training as counselors and how it relates to working in their own countries.

Pedagogical Response

By Phase V, international students should be considering how to return home and secure an appropriate job, at least as one of their alternatives in the school-to-work transition process. Therefore, during the last two semesters of their program, international students should be supported in considering this alternative. Career services can provide the structure for the transition process, even though faculty advisors can meet with the students individually throughout this process. The career center can establish a support group for international students transitioning to their home countries to work (regardless of major). Job search strategies specific to the home countries can be processed, implemented, and then supported by the group's efforts. Finding employment while out of one's home country is difficult, but developing a realistic job search plan based on common strategies typical to one's home country can help prepare an international student for this transition. Counseling international students can share their plans with the internship class, which is educational in nature in terms of learning about the job search process in other countries.

Advisors can work individually with international students, giving them an opportunity to discuss job searching and transition issues that are discipline specific.

Information from these meetings can be shared in the career center support group and shared with other international students. Counselor educators can help by addressing questions like a) What current occupational/job titles exist in your country that provide the types of services you learned about in the counseling curriculum?; b) These job titles exist in what types of organizations?; c) What evidence will you need to document that you have the specific knowledge and skills, and how will you collect that information before you leave the U.S.?; d) In terms of direct counseling services, what approaches/skills will work in your country and/or how will you modify them to work appropriately within your culture?; and e) What is your plan if you eventually pioneer and establish the profession of mental health counseling in your home country?

While working on school-to-work transition strategies for returning to their home countries, students should be encouraged to share questions, plans, and ideas about job searching with whatever indigenous support groups exist in their home countries for finding employment. These contacts in their home countries reconnect them to common employment strategies, help them develop a realistic job search plan, and start their job search networking before leaving the United States.

Summary

International graduate students who study in the United States face unique challenges as they pursue an educational agenda. American educators have long recognized that academic requirements should be adjusted to incorporate the needs and experiences of international students. Despite this knowledge, specific programs of study, which require adoption of a particular disciplinary discourse, have varied tremendously in their ability to successfully embrace and support the concerns and interests of international students.

Counselor education programs offer a demanding blend of academic,

professional, and personal self preparation which may be unfamiliar to students from other countries. American efforts to refine counselor education pedagogy have too often failed to consider the experiences, past and future, of international students. In this regard, the voices of international student have been unheard.

Recent efforts to “hear” the voices of these students have documented the qualitative differences and difficulties which exist for students from other nations (Burlew & Alleyne, 2006). Acclimation to the counseling field, as a uniquely American cultural phenomenon with Eurocentric traditions, proved to be difficult. Additionally, and perhaps unexpectedly for some, experiences of interpersonal isolation and bias, from fellow students, faculty members, or at internship sites, deepened the level of challenge that international students face. In response to these complexities, we developed a five phase pedagogical paradigm for counselor educators which can be adopted and used to begin to address the concerns of international students. Throughout this paradigm is an incorporated theme of respectful consultation and collaboration with those international students who are already in our programs. Just as the ideas for a pedagogical paradigm emerged from hearing international student voices, so too must the plans that are put in place to address their concerns.

Collaborative, consultative work is needed within the department and across university departmental lines as well. Graduate admissions, international student offices, counseling faculty, computer webpage developers, internship sites, housing, student affairs, current and former students must be a part of these efforts. The pedagogical paradigm that we have developed is deliberately broad and far reaching. Our ability to successfully acknowledge, welcome, and incorporate the unheard voices of international students into the discipline of counseling requires no less.

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Strategies to Operationalize CACREP Standards in School Counselor Education

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School counselor preparation programs must train students in counseling skills while addressing the unique factors related to counseling in an educational setting. One way to approach this task is to utilize the general and school counseling standards set forth by CACREP (2009) as a framework for program planning. This article describes one university's course sequencing, program specific courses, and strategies and assignments designed to meet the particular educational needs of future professional school counselors as well as incorporate the CACREP (2009) standards.

The Council for Accreditation of Counseling and Related Education Programs (CACREP) sets forth minimum standards to guide curricula in graduate counseling programs. Since 1981, CACREP has been the dominant accrediting body for the counseling profession (Lumadue & Duffey, 1999). The CACREP (2009) standards defined eight core curriculum standards for students in counseling to obtain knowledge and experience: (a) Professional Orientation and Ethical Practice, (b) Social and Cultural Diversity, (c) Human Growth and Development, (d) Career Development, (e) Helping Relationships, (f) Group Work, (g) Assessment, and (h) Research and Program Evaluation. In addition to these core areas, there are specific CACREP standards for school counseling programs that include knowledge with associated skills and practices in the following areas: (a) Foundations, (b) Counseling Prevention and Intervention, (c) Diversity and Advocacy, (d) Assessment, (e) Research and Evaluation, (f) Academic Development, (g) Collaboration and Consultation, and (h) Leadership. Many counselor educators and counseling professionals look to such

standards for guidance in developing and implementing effective counseling programs.

Holcomb-McCoy, Bryan, and Rahill (2002) conducted a survey of school counselors who were members of the American School Counselor Association (ASCA) regarding their perceptions of the importance and relevance of the CACREP (2001) standards. Their findings indicated support for the knowledge and skill base of accredited school counseling programs. They suggested that the dual influence of K-12 education (e.g., knowledge of the school setting and curriculum) and counseling (e.g., ability to implement individual and group counseling for children and adolescents) is clearly exemplified in the CACREP (2001) school counseling standards. These authors further stated that the importance of being trained in K-12 education and counseling has placed school counselors in a position to advocate for school counseling as a counseling specialty area as well as a K-12 education related discipline, such as special education. Similarly, Olson and Allen (1993) acknowledged both K-12 education and counseling as important forces in school counseling. ASCA (2005) also affirmed

school counselors as specialists within the school environment due to their training in counseling and in K-12 education.

School counseling graduate students are in a unique position to learn about the professional identity of counselors within the school environment. The CACREP (2009) standards serve as a guide for counseling programs to meet the specialized needs of school counselors in both counseling and K-12 education. At Indiana University of Pennsylvania (IUP), the CACREP (2009) standards serve as a foundation for the design of the school counseling program. The purpose of this article is to describe one university's unique school counseling course sequencing, program specific courses, and strategies and assignments designed to meet the particular educational needs of future professional school counselors. The IUP Counseling Department, like many counselor education programs, embraces the notion of the school counselor as an integral part of the preparation process (IUP, 2007b). Therefore, we strive not only to meet the standards set forth by CACREP (2009) but also use those standards in the creation of strategies focusing on the unique role that school counselors fill as education specialists.

University and Department Information

In order to place course offerings in context, it is necessary to provide a brief background of IUP and the Counseling Department. IUP is the largest of the fourteen schools in the Pennsylvania State System of Higher Education (PASSHE). According to the Pennsylvania State System of Higher Education (PASSHE, 2007), IUP is located in rural western Pennsylvania and enrolls approximately 11,724 undergraduate students in 93 undergraduate programs and 2,294 graduate students in 45 graduate programs. The university employs a unionized faculty of 761 full and part-time members.

The IUP Counseling Department is housed within the College of Education and Educational Technology and offers two

degree programs, a Master of Arts in Community Counseling and a Master of Education in School Counseling. School Counseling majors can choose a focus on either elementary or secondary school counseling. The degree program is 48 credits, with a certification-only track available for students with a master's degree wishing to pursue certification as a school counselor in Pennsylvania (IUP, 2007a).

The Counseling Department enrolls approximately 205 students, 87 in the M.A. program, 100 in the M.Ed. program, and 15 students enrolled as either licensure or certification-only students. There are 12 full time tenure track faculty teaching in the program. Both degrees are offered at the main campus as well as one off-campus location, which is approximately 50 miles southwest of main campus and located in the suburbs of the city of Pittsburgh. The Department is currently accredited by the National Council for Accreditation of Teacher Education (NCATE) and CACREP (IUP, 2007a).

School Counseling Program

IUP's school counseling program philosophy is based on a developmental approach to school counseling (IUP, 2007b). The Department is committed to training school counselors within a framework of competencies as outlined by CACREP (2009) and the unified vision of the American School Counselor Association (IUP, 2007b). In order to reach this goal, the Department has infused concepts from the ASCA National Model across the curriculum. First, the Department created a unique two-course sequence for school counseling students. This sequence includes a three credit Introduction to Professional School Counseling course followed by a three credit Management of a Professional School Counseling Program course. In addition to the two-course sequence, school counseling majors take several courses separately from community counseling majors. These courses are tailored specifically for school counselors

and include Educational Appraisal (Assessment), Career Education, and Ethical and Legal Issues in Schools. The intention behind offering school-specific courses is to provide students with opportunities to master content that applies to school counseling. For example, the ethical and legal issues course focuses on state-specific laws regarding confidentiality and privileged communication that may differ from counselors working in community settings. The courses are intended to provide students ample opportunities to learn relevant laws, ethical codes, and decision-making models that will enhance their competence to work with school aged students.

In the age of accountability, counselor education programs strive to enhance the training of future counselors and to demonstrate that trainees are obtaining necessary skills to provide quality care (Eriksen & McAuliffe, 1993). Further, students are taught how to assess the impact of their work using outcomes-based projects and the utilization of data to influence decisions within their school counseling programs. As accountability has become an important indicator in our field, the profession at large has sought to measure competence in various ways. This particular article will focus on one program's efforts to infuse the CACREP and school counseling standards and to provide information on how competence is assessed.

Infusion efforts

The approach of our counseling program is to facilitate students' understanding of the CACREP and school counseling standards through an infusion approach. Generally, we provide a matrix on each course syllabus that outlines how the specific CACREP (2009) and CACREP School Counseling Standards (2009) match each course objective, program objective, and course assignment. In addition, each course contains an assignment intended to be the culminating experience or summative

assignment. This assignment is used to evaluate student competence in course objectives. Other course activities and class work is designed to show students how to apply the standards to real-world school counseling activities. Specific examples of summative assignments and course activities will be detailed below.

Assessment of competence

In each course syllabus, a detailed grading rubric outlines program objectives, course objectives, and CACREP standards. The rubric is included to assist students in understanding how competence will be assessed using the culminating experience or summative assignment. In addition to a traditional grade on the summative assignment, each student receives an evaluation using a Key Assessment Rating (KARS). In 2004, our university created KARS under the guidance of the Dean of the College of Education and Educational Technology. Initial development of KARS was completed to help achieve NCATE accreditation (Jeff Fratangeli, personal communication, June 16, 2008). KARS requires each department to review program objectives as well as course objectives and ensure that assignments, or assessments, align with such objectives. Each department creates a summative assignment that serves as the key assessment. Ideally, key assessments include as many course objectives as possible. At the end of each semester, individual instructors rate student performance on the summative assessment using a three-point key assessment rating (1= unacceptable, 2= acceptable, 3= target). Instructors report these data electronically for each student in each course. These data undergo review alongside other information such as pass rates on Praxis exams and the National Counseling Exam. Taken together, these methods provide avenues for students to meet course objectives while also abiding by professional standards set forth by CACREP and ASCA.

In the next section, we will highlight the specific course objectives and the accompanying strategies and techniques used to teach CACREP (2009) standards in the Introduction to Professional School Counseling, Management of a Professional School Counseling Program, Career Education in the Schools, Educational Appraisal, and Ethics and Legal Issues courses. These examples demonstrate how the standards are infused and how student competence on the standards is assessed.

Introduction to Professional School Counseling

Like most counselor education programs, our training program for school counselors begins with an introduction course. In the program, we begin our infusion approach with the title of the course Introduction to Professional School Counseling, which was changed from Introduction to Guidance Services during our most recent curriculum revision. This title supports the language of CACREP (2009) and ASCA (2005) by using the term professional school counseling.

Again, during curriculum revision, we worked to create catalog descriptions for our courses that would represent our commitment to both CACREP and school counselor competencies as expressed by ASCA. We believe in the importance of a well-written catalog description, as it remains unchanged unless there is a formal

curriculum revision. In addition, many students form their first impression of a program by researching program requirements and course descriptions via the internet. For the introduction course, we crafted the following catalog description,

“This course provides an overview of the history and current trends in professional school counseling, specifically focusing on the role of the professional school counselor within a comprehensive, developmental school counseling program that is based on the ASCA National Model and applicable state models of school counseling” (Author, 2008, p. 92).

In addition to writing catalog descriptions, our curriculum revision included a reworking of all course objectives. Again, we chose to craft objectives that would represent our commitment to the CACREP (2009) standards. Whereas academic freedom allows for modifications of most areas within a course, course objectives are not permitted to be altered, regardless of the professor assigned. Course objectives, then, become a permanent expression of the department’s philosophical stance on teaching a particular course. Objectives may only be changed with input and approval from the entire faculty. Table 1 illustrates two example objectives from the Introduction course and how they are cross-referenced with CACREP.

Table 1: Sample Objectives for Introduction to School Counseling

Sample Objectives	CACREP (2009) Professional Identity standards (Section IIG)	CACREP (2009) School Counseling Standards
Demonstrate regard for identity as a professional school counselor and the importance of professional development and ethical behavior	1b, 1f, 1g, 1h, 1j, 5b, 7f, and 8f	A2, A3
Describe the role of the professional school counselor and defend appropriate activities within the four delivery systems of school counseling including guidance curriculum, responsive services, individual student planning, and system support	1b, 4b, 4c, 4e, 4g, 5b-d	A3, A5, B2, C2

Strategies and Assignments

Unlike other areas of the course that may not be changed, teaching strategies and techniques remain the purview of individual professors. However, one overarching strategy that our department has strived for is to have professors with school counseling experience teach school counseling courses. We understand, however, such teaching assignments are not always possible. In the case that an instructor does not have school counseling experience, we offer mentoring and guidance to that instructor in order to adequately meet course objectives.

In the Introduction to Professional School Counseling course, one simple strategy used to support CACREP (2009) standards is textbook selection. Although professors use a variety of texts, the ASCA National Model (2005) book is always included. In addition, professors choose texts that support and align with standards and competencies (i.e. Erford, 2007; Stone & Dahir, 2006).

One assignment often used in the introduction class is a classroom guidance lesson, designed and taught by two to three students. For this project, students are assigned a content domain (i.e. academic, career, or personal/social) from the ASCA National Standards (ASCA, 2005). Then, students design a one-half hour classroom guidance lesson and teach it to their class members. Lessons are graded based upon adherence to time limits, developmental appropriateness of content, and applicability of lesson content to the standards, competencies, and indicators within their assigned domain. This assignment meets multiple course objectives.

As previously mentioned, each course in the program has a summative assignment, which is intended to be the culminating experience for the course. This is another part of a course in which academic freedom does not apply. All professors must use the same summative assignment, grade the assignment using the same rubric, and enter these data into

KARS. During curriculum revision, summative assignments were reviewed and updated with the same attention given to course names, descriptions, and objectives. For the introduction course, the summative assignment is the Counselor/Program Profile Experience. For this assignment, students interview a current school counselor. The student gathers information about the counselor's background, the current school counseling program at the school, and rewards and drawbacks of the position. After the interview, the student provides a professional synthesis of information from the interview with what they learned in the class. Students are directed to use the ASCA National Model (2005) as a guide for their synthesis. This summative assignment is designed for students to demonstrate competence in the foundational knowledge section of the CACREP school counseling standards, which we believe provides an appropriate basis for the advanced skills and practices they will learn as they matriculate through the school counseling program.

Management of a Professional School Counseling Program

One aspect of our program that we view as distinctive is that school counseling students take a second required course after the completion of the Introduction to Professional School Counseling course. This course, titled Management of Professional School Counseling Services, serves to prepare our students for organizing and managing a school counseling program. This includes a focus on data and accountability that current research supports as necessary (ASCA 2005; Brown & Trusty, 2005). Like the introduction course, the title of this course was strategically chosen. In addition, the catalog description was formulated with CACREP (2009) standards in mind and reads, "This course helps the school counselor acquire the necessary competencies to organize and manage a professional school counseling program.

Emphasis is on planning, designing, implementing, evaluating, and enhancing the school counseling program” (IUP, 2008, p. 92).

As with the introduction course, the objectives for the management course

directly support the CACREP (2009) Professional Identity and School Counseling standards. Table 2 provides two sample objectives from the management course.

Table 2: Sample Objectives for Management of a Professional School Counseling Program

Sample Objectives	CACREP (2009) Professional Identity standards (Section IIG)	CACREP (2009) School Counseling Standards
Design a comprehensive developmental school counseling program (via a strategic plan) that ensures equitable access for all students and is compatible with ASCA National Model	1a, 3f, 3h, 8a-f	A1, A3, A5, A6, B2, C2, C4, C5, D3, E1, F2, F4, H5, I1-3, J1-3, K1-3, L1-2, M 1-6, N3, O1, O3-4, P1-2
Prepare a strategy for program evaluation and enhancement, including data-driven accountability methods	8d-e	A5, C2

Strategies and Assignments

An additional strategy commonly used in the management course to support CACREP (2009) standards is the choice of textbooks (i.e. Dollarhide & Saginak, 2007; Gysbers & Henderson, 2006), which includes requiring the ASCA National Model Workbook (2004). Another strategy is inviting current school counselors as guest speakers to the class. Emphasis is placed on finding speakers that are implementing comprehensive programs and are familiar with the ASCA National Model (2005). A final strategy used in the class is that of student consultation groups. Students are allowed to form consultation groups to assist and support each other in preparing their summative assignment projects. Consultation is considered a key skill in the CACREP (2009) standards.

As with the Introduction to Professional School Counseling course, the Management of a Professional School Counseling Program summative assignment was reviewed and updated during our recent curriculum revision. For the assignment, students plan, design, implement, and evaluate a school counseling program using the ASCA National Model (2005) as a guide. They create a comprehensive school counseling program that includes the foundation, management system, delivery system, and accountability system aspects of the model. This assignment is designed to demonstrate competence in the ASCA National Model and CACREP school counseling standards.

Educational Appraisal

Students, typically take the Educational Appraisal, or assessment course, in their first year of graduate study. Sample course objectives are included in Table 3.

Table 3: Sample Objectives for Educational Appraisal

Sample Objectives	CACREP (2009) Professional Identity standards (Section IIG)	CACREP (2009) School Counseling Standards
The identification of a variety of developmentally and multiculturally appropriate assessment strategies	2a, 2b, 2e, 2f	A6, E3, G2-G3, H1-H3
Utilization of data from school-based information (e.g., standardized testing) and other assessment devices (surveys, focus groups, needs assessments, etc.)	li, 7b, 7f, 7g	A6, H1-H3, I1-I5, J1-J3

Strategies and Assignments

One strategy commonly used in the assessment course is to have students work in small groups to prepare a critical analysis of a standardized test commonly used in the schools. During this process, students learn to draw from the literature (e.g. how the ASCA National Model (2005) encourages use of data from assessment tools) and to apply the ethical guidelines to identify assessment strategies that are appropriate choices for their student population. Small groups of counselor trainees work together to facilitate a larger class discussion on the process that they used to identify relevant cultural factors and ethical and its intended purpose. Student competence on the related standards is assessed by reviewing the quality of their analysis as well as their ability to facilitate a discussion to a larger group. This practice reinforces the role of school counselors as leaders. A second strategy is to have students work with needs assessments to inform decision-making. The needs assessment can be approached using the four elements of the ASCA National Model. For instance, in *planning*, counseling students can use the school mission or goals to inform some of the items on the needs assessment. In *designing* the assessment, counseling students can identify key stakeholders to obtain additional ideas/suggestions and identify potential barriers. Subsequently, s/he can then *implement* the needs assessment by

piloting it during class to peers and a faculty member. Finally, counseling students can *evaluate* the needs assessment and elicit ideas on how to use these data to make decisions for school counseling programming. These efforts aim to enhance the knowledge and skills of counselor trainees and to increase efficacy of using data, assessment, and outcomes so that initiatives, improvements, and changes can occur. Student competence on the relevant standards (e.g., using a needs assessment to assess barriers) is assessed at the various points in this assignment, providing indicators of their knowledge and skills of how data can influence individual counseling and programmatic efforts. Thus, these strategies prepare students for their culminating project, or summative assignment.

The comprehensive strategy occurs via the summative assignment, which draws on several course objectives as well as the aforementioned standards. The summative assignment is a case study that requires students to utilize the planning, designing, implementing, and evaluative components of the ASCA National Model (2005). For this assignment, school counseling trainees interact with a “student” and administer several assessment instruments (pending informed consent). Students solicit feedback from the “student” on the experience of testing in order to apply developmental understanding, to consider individual context, and to increase awareness of multicultural factors to gain a better idea of

student results. School counseling trainees learn to identify and recognize limitations of testing. Finally, trainees synthesize the findings of their interviews and assessment results and discuss overall impressions. Student competence on several standards is assessed via this assignment. For example, counselor trainees must demonstrate endorsement of the idea that multiple factors can affect the personal, social, and academic functioning of students. This is assessed by viewing their overall write up of this case. Further, competence must be demonstrated in relation to their ability to administer instruments and to synthesize their findings related to the personal, multicultural, and developmental aspects of the case.

Other strategies used in the assessment course include use of interviews of school professionals (e.g., via

pod casts and using Skype technology), discussing accountability and assessment in schools, and demonstration of how to use measures of central tendency and item analysis. For example, the instructor can demonstrate accountability by using item analysis and descriptive statistics from course quizzes or exams to reinforce concepts of accountability, content validity, and fairness. Many of the skills relevant in the appraisal course also exist in the career education course, where students learn about many types of career exploration and assessment tools.

Career Education in the Schools

Career Education in the Schools is also a course specifically designed for school counseling students. Examples of course objectives are included in Table 4.

Table 4: Sample Objectives for Career Education in the Schools

Sample Objectives	CACREP (2009) Professional Identity standards (Section IIG)	CACREP (2009) School Counseling Standards
Use of Identity Masking in Manuscript Submission career education and academic work standards, and ASCA career standards to develop, implement, and evaluate a career counseling program in a school setting	4a-4g, 6a, 7b-7g	A5, C2, C4, D2
Design and implement individual planning, including appropriate assessment, by integrating career counseling in school settings while attending to the academic and psycho-social impact of career issues.	2a, 2b, 3a,3f, 3h, 4a-g, 5d, 7b-7g	A5, A6, C2, C4, D2, E2, F2, G1, G3, H2, H5, K2, L1-K3, N2-N3

Strategies and Techniques

Examples of additional strategies used in Career Education in the Schools include intentional selection of career textbooks that include the ASCA National Model and chapters that are school-specific. In addition, it is recommended that school counseling trainees receive the opportunity to explore career software that is designed to meet CACREP (2009) Professional

Identity Standard 4g. Further, students are required to explore career concerns of a marginalized student population and deliver their findings to their peers.

A final strategy used in Career Education in the Schools is implemented via the summative assignment and spans several course objectives and standards. School counselor students develop a school counseling career unit for either K-6 or 7-12 students. The unit must include measurable

objectives, a philosophy of why such a unit is important (drawing on relevant professional journal articles), Pennsylvania career education and work academic standards, ASCA career competencies/standards, and a minimum of four lessons of how the competencies will be implemented and evaluated. This culminating assignment allows students to demonstrate their competence in the course content including relevant CACREP standards.

Ethical and Legal Issues in School Counseling

The Ethical and Legal Issues in School Counseling course is offered exclusively to school counseling students so that ample time and energy can be expended on issues unique to those working with minors in a school setting. Examples of course objectives are included in Table 5.

Table 5: Sample Objectives for Ethical and Legal Issues in School Counseling

Sample Objectives	CACREP (2009) Professional Identity standards (Section IIG)	CACREP (2009) School Counseling Standards
Understanding of ethical guidelines and training needs related to multicultural counseling and working with diverse cultural groups	1j, 2a-2f, 3e-3f	A6, B1, C1, C3, D1, D3, E1-E4, F1-F4
Understanding the nature of the school counseling profession in terms of professional, ethical, and legal responsibilities and conflicts	1A-1J, 2A-2G, 7G, 8F	A1-A3, B1, E1

Strategies and Techniques

One strategy used in the ethics course is the inclusion of textbooks and recent supplemental readings that are specific to school counselors. Utilization of such resources provides students with real life examples of ethical and legal situations they are likely to face in their work as practicing school counselors. Further, the selected textbook (Stone, 2005) provides readers with additional resources to consult to obtain state-specific information. A second strategy is to require students to apply ethical decision-making models to specific case vignettes. Such applied practice enables students to increase intentionality in decision-making as well as to learn to interpret the code of ethics. Students completing such practice gain an appreciation for the complexity of decision-making and this can lead to increased utilization of supervision and consultation. Student competence on standards related

to understanding ethical and legal considerations are assessed with homework assignments and exams. These assignments assess competence by reviewing the appropriateness of their ethical and legal considerations regarding specific cases as well as the ability to apply a ethical decision making model. A third strategy is incorporation of professional identity activities such as identifying examples of student advocacy, listening to podcasts specific to school counseling, and participating in values sorts and subsequent discussions of how to maintain professionalism when personal values and beliefs may conflict professional duties. This strategy assesses competence on the standards related to self-awareness and sensitivity to others (e.g., school standard D1) by providing a forum for students to reflect on their values. Ideally, using self-awareness and knowledge will serve as an impetus to further development of cultural sensitivity. A final strategy to help achieve

course objectives is the creation of a professional disclosure statement (identified as the summative assignment). The professional disclosure statement includes multiple course objectives, CACREP General Standards 1c, 1h, and 6g, and CACREP School Specific Standards A3, A6, A11, and C2. Student competence on foundational standards related to professional identity is assessed based on accuracy of information as well as indication of a thorough understanding of professional roles and functions expected in today's school counselors.

Conclusion and Recommendations

In conclusion, strategies for infusing the CACREP (2009) standards into school counseling curriculum have included a two-course school counseling sequence designed to specifically address creation and implementation of a comprehensive school counseling program; as well as sample assignments designed to demonstrate application of learning. In addition, counselor educators are encouraged to be mindful of the language used in course titles and course descriptions. The specific words chosen give meaning to the course. In the course examples described above, course titles and descriptions are congruent with ASCA and CACREP (2009) language. This helps to give a clear indication of course content. In addition, the textbooks for each of the courses are chosen with the ASCA National Model and CACREP (2009) standards in mind. Books are chosen that use similar language and philosophy to help support the mission of the school counseling program. Further, emphasizing the use of consistent language across the curriculum (e.g. professional school counselor vs. guidance counselor) encourages the development of a professional school counseling identity. In addition, through the creation of courses specifically designed for school counselors (e.g., Educational Appraisal, Career Education in the Schools, Ethical and Legal Issues in School

Counseling), students are able to infuse and apply knowledge obtained in previous courses. These specifically designed school counseling courses allow faculty to emphasize the dual influence of counseling and education on professional school counselors. In addition, the professional identity of students is strengthened as they begin to understand the specific demands of providing counseling services in the school environment. Consequently, when students are enrolled in the core counseling courses they begin to apply the content specifically to the school environment. The consistency in language and conceptualization across courses lends itself to direct application of the material across content areas. This direct application across content areas is of the utmost importance to school counseling students who are learning to navigate the dual influence of both education and counseling on the demands of a professional school counselor (Holcomb-McCoy, Bryan, & Rahill, 2002; Olson & Allen, 1993).

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Race Obsession-Avoidance Paradox: A model for multicultural training in counselor education

Rebecca A. Willow

The ability to discuss race-related issues is critical to multicultural competence. Counselor educators who address race-related issues in the classroom cite student resistance as a challenge to competency development. The *Race Obsession-Avoidance Paradox* (ROAParadox) identifies juxtaposed obsession and avoidance about race as a cultural phenomenon. The ROAParadox model was applied in a multicultural counseling course as a strategy for educating counseling students. Teaching scenarios illustrate the use of this model as a strategy to facilitate discussions on race relations and racism. Student responses and implications for teaching applications are provided along with recommendations for future research.

Specific awareness, knowledge, and skills with regard to race relations are expected of multiculturally competent counselors. The Association for Multicultural Counseling and Development recommended areas of competency including exploration of racial identity, recognition of discomfort, biases, and attitudes, understanding the racial identity of others, and the cultural context of racial content (<http://www.amcdaca.org/amcd/competencies.pdf>, n.d.). The opportunity to address issues related to race and racism in counselor training is vital to the acquisition of multicultural competencies.

It is incumbent upon counselor educators to provide students with the opportunity to develop competencies needed to address race in a therapeutic setting. The ability to discuss racial and ethnic concerns within the counseling relationship is a critical force in counselor effectiveness whereas a lack of ability may impair the counselor-client relationship (Day-Vines, et al., 2007).

Researchers indicated that White counselors who discussed racial and ethnic differences with clients of color were rated

as more credible by their clients (Zhang & Burkard, 2008). Clients of color also rated those working alliances as more positive and stronger than did clients of color whose White counselors did not discuss racial and ethnic differences (Zhang & Burkard, 2008). In addition to consideration of therapeutic effectiveness is the ethical imperative which states that the ability to address client concerns related to race, ethnicity, and culture is the responsibility of all counselors (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>). In fact, lack of competency in the area of race-related concerns may be viewed as an ethical violation due to its potential for client harm (Day-Vines, et al, 2007). Counselor educators are challenged to prepare counselors for racial and ethnic interaction. However, counselor educators report that facilitating educational experiences to address racism can be fraught with challenges (Alexander, Kruczek, & Ponterotto, 2005; Day-Vines, et al., 2007; Estrada, Frame, & Williams, 2004; Fier & Ramsey, 2005; Rothschild, 2003; Watt et al., 2009). Many of the challenges discussed were related to student anxiety

and resistance to race-related dialogue. Swigonski (1999) reflected, "The task of constructively engaging students in the process of learning about racism can be daunting" (p. 124.). Further investigation into strategies that may help counselor educators prepare trainees to broach the subjects of race, ethnicity, and culture is needed (Day-Vines et al., 2007; Rothschild, 2003; Steele, 2008).

Race-related dialogue is foundational to development of counselor multicultural competencies. The purpose of this article is to describe a model that facilitates race-related dialogue. First, the Race Obsession-Avoidance Paradox (ROAParadox) is described. The paradox presents a framework for understanding cultural influences on race relations. Second, the ROAParadox is presented in the form of a model that visually depicts the paradox. Finally, teaching scenarios that illustrate the application of the model in a multicultural counseling course are presented. Student responses and implications for teaching strategies are provided and recommendations for future research are explored.

The Race Obsession-Avoidance Paradox (ROAParadox)

The Race Obsession-Avoidance Paradox (ROAParadox) is a phenomenon that emerged based on an extensive review of the last two decades of literature on race relations and racism in the United States (Willow, 2003; Willow, 2008). Although I noted many factors that have influenced race relations in the United States, the themes of obsession and avoidance were remarkable because of their frequent repetition throughout the literature. The ROAParadox describes the simultaneous existence of these two themes which creates a previously unarticulated sociocultural paradigm that may be used to view race relations and racism in the United States. *Race relations* refers to the way people "get along" racially and to a general sense of racial climate. *Racism* refers to the

system of oppression based on racial prejudice and power. The phenomenon is further detailed by examination of the two disparate elements of the paradox, obsession and avoidance.

Obsession

Obsession refers to a recurring and habitual focus, preoccupation, or fixation. The term obsession captures the tenor of race relations in America. Terkel (1992) interpreted this national climate in his work, *Race: The American Obsession*. Obsession accurately reflects the tone of social science literature related to race. D'Souza (1999) discussed America's "neurotic obsession with race that maims our souls" (p. 431). Michaels (2006) portrayed the United States as "eager to keep race at the center of the American experience" (p. 49). These references are representative of the obsession theme throughout the social science literature on racism.

Professional counseling literature also reflects this fixation on race. For example, Day-Vines, et al. (2007) described counseling within "a racially-charged society" (p. 402). Tomlinson-Clarke and Wang (1999) noted that within counselor training contexts, "silence...screams, begging to have issues of race and racism addressed" (p. 160). Lee observed that, "Race is the big dead elephant in the room" (as cited in Kennedy, 2007, p. 24). Lappin and Hardy (1997) stated that "therapy in the United States occurs in one of the most race-conscious countries in civilized society today" (p. 47). The theme of racial obsession is consistently represented in popular, social science, and counseling literature.

Avoidance

The other major theme throughout the literature on race is the propensity toward avoidance, which refers to the act of dodging or denying. Representative comments illustrate this recurrent theme. For instance, "talking about racism is one of

the most difficult endeavors in America . . . The color line is a curtain of silence” (Shipler, 1997, p. 473). In addition, “racial inequality persists in the United States, even if it does not have an urgent place on our national agenda and it is not fashionable to discuss it...” (Shapiro, 2004, p. xi). Similar observations are reflected throughout the social science literature. The tendency to self-consciously shy away from frank and open discourse on the topic of racism is well-documented. Likewise, the counseling literature reflects the theme of avoidance. Lee said, “We are still so reluctant as a nation to talk about [race]” (as cited in Kennedy, 2007, p. 24). Bernard and Goodyear (2004) referred to counseling in a culture that is “phobic about race” (p. 125). Lappin and Hardy (1997) stated,

Although race is one of the principle ways in which the self is defined, it is often ignored in virtually all areas of clinical practice. Clients, trainees, and supervisors alike whose lives are impacted profoundly by skin color and/or racial identity are often expected to deny this dimension of themselves in therapy and supervision. (p. 48)

The tendency to avoid racial content in counseling is a widely addressed theme throughout the multicultural counseling literature. Estrada et al. (2004) stated that discomfort and avoidance of addressing race in therapy resulted in the marginalization of racial issues and was perpetuated by counselor trainees who were inadequately prepared for diverse clinical practice. A motif of silence on racial issues in therapeutic sessions is “like a system whose shared denial evolves over time” (Lappin & Hardy, 1997). The theme of avoidance of race-related topics is consistent and repeated throughout the examined literature.

The Paradox

Obsession is defined as preoccupation or the focus of energy. Avoidance is defined

as evasion or the withdrawal of energy. I have termed the phenomenon the *Race Obsession-Avoidance Paradox* (ROAParadox). Although they are contradictory, the concepts of obsession and avoidance are both valid descriptors of the nation’s racial climate. These contradictory themes elucidate a paradox that identifies a paradigm for examination of race relations in the United States. Because this is a sociocultural phenomenon, individualized experience with race relations occurs within the context of this paradox. The examination of the ROAParadox through the use of Bronfenbrenner’s (1979) ecological systems theory is useful to describe the experience of the individual within a sociocultural environment.

The ROAParadox as a macrosystem phenomenon

Bronfenbrenner’s (1979) ecological systems theory identified the significance of understanding human development within the context of the multi-layered environment. He articulated the bi-directional interaction among the environmental layers and between the individual and the environment. Bronfenbrenner’s ecological model was depicted using concentric circles or layers surrounding the individual in the center. The innermost layer was the microsystem, which referred to the setting in which the individual lives, for example, the family. The mesosystem referred to relations between microsystems, for example the relationship between family and teacher. The exosystem included the social settings or broader community in which the individual lives, for example, a workplace or school system. The macrosystem described the culture in which individuals live, and included values and customs. The chronosystem, referred to environmental events and sociohistorical circumstances, such as an earthquake. The ROAParadox is best described within an ecological model as an element that exists within the macrosystem. The review of the literature suggested that the

ROAParadox is a cultural phenomenon embedded in the national consciousness.

W.E.B. Dubois has been commonly quoted as having described race in 1903 as *the problem* of the twentieth century. Similar sentiments are still used in contemporary references to race relations (Castillo, et al., 2006; Johnson, 2006; Michaels, 2006). Significant social and political progress has been made to uproot oppressive forces and to improve the lives of people of color in the United States (Dalton, 1995). At the same time, the national climate continues to be characterized by perpetuation of the basic elements of obsession and avoidance of racial issues (Constantine, 2007; Miller & Garran, 2008; United States Department of Justice, 2009). The ROAParadox offers a view of how the opposing forces of obsession and avoidance may act as an impediment to progress on race relations in the United States. The usefulness of the ROAParadox is supported by its description of the essential lack of change in the nation's historical racial climate. As such, the ROAParadox describes a factor within the macrosystem that shapes the individual's experience with race and racism.

Other constructs that address individual experience with race-related material are racial identity development theories. Racial identity theories describe race-related development with a focus on the individuals' management of race-related material (MacAuliffe, 2008). The racial identity development of individuals is dictated largely by racial group membership. White people and people of color develop differently based on their sociocultural experience. Racial identity theories focus on individual development.

The ROAParadox focuses on the macrosystems influence or sociocultural context that affects all individuals in the United States. This does not suggest that the effects of the ROAParadox on individuals or groups are unilateral. As with any macro-level cultural factor, the influence of that factor is filtered through various group and individual identity factors.

However, the existence of this paradox at the macrosystems level serves to frustrate racial engagement, and poses an obstacle to race-related dialogue. Therefore, the elements of the paradox, obsession and avoidance, may contribute to frustration of racial healing.

It is within the same context that counselors develop multicultural competencies. Clearly, counselors are subject to the same forces of socialization as the general population. Counselors grappling with development of race-related competencies may benefit by understanding the macrosystem influence of the ROAParadox. Moreover, unlike the general public, it is incumbent on multiculturally-competent professional counselors to understand the potential implications of such sociocultural phenomena, and to develop abilities to address issues that involve race in the therapeutic environment. Impediments to dialogue such as those illustrated by the ROAParadox are significant because a willingness to engage in racial discourse is considered essential to the reduction of anxiety about race (Dalton, 1995; Hudson & Hines-Hudson, 1999; Johnson, 2006; Kivel, 1996; Rothschild, 2003). Furthermore, the need for counselors to engage in racial dialogue in order to develop multicultural competencies is widely asserted by counselor educators (DeRicco & Sciarra, 2005; Estrada, et al., 2004; Rothschild, 2003). It is the role of counselor educators to create pedagogical strategies to facilitate race-related skill development.

The Race Obsession-Avoidance Paradox (ROAParadox) Model

The ROAParadox articulates a cultural phenomenon that influences the individual experience of race relations. In order to facilitate race-related discussions in the classroom, I designed the ROAParadox model to aid in the explanation and presentation of the phenomenon (see Figure 1). A model is defined as a "simplified description of a system" (Abate, 1997, p. 509). Models may be criticized for

their tendency to oversimplify or reduce complex concepts. However, they are useful to educators to present complicated systems in an easily understood manner. The two themes in the ROAParadox model, obsession and avoidance, are represented by opposing arrows that come together at a focal point. The center dot symbolizes the impasse that stymies open engagement and healing of racial issues. Meaningful symbols are incorporated. The ideogram means “avoid” in the hobo or gypsy sign system. The numeral II is the alchemist sign for “fixation”. The integration of these symbols into the same figure further symbolizes the paradox. The ROAParadox model is a visual depiction of the paradoxical phenomenon that juxtaposes racial obsession and avoidance in the United States.

Use of the Race Obsession-Avoidance Paradox (ROAParadox) model in counselor preparation

I am a counselor educator and associate professor in a CACREP-accredited Community Counseling program at a private, mid-Atlantic, co-educational university. I used the ROAParadox model in a course entitled, *Multicultural Issues in Counseling*. My students ranged in age from twenty-five to forty-five and most were raised in the regional area. Students were 90% female and predominantly White, while approximately three percent identified as African American or multiracial. The model was used as a tool to interpret the cultural climate of race relations in the United States and its impact on the race-related experiences of individuals. I used the paradigm to promote understanding and facilitate dialogue on race relations and racism with counseling students. The ROAParadox model was introduced in a *Multicultural Issues in Counseling* course because of its relevance to my course content which includes discussions on racism. When facilitating race-related

discussions, it was important to create a safe classroom environment.

Establishment of Safe Environment

Students’ resistance in multicultural classes can be rooted in their resistance and lack of preparedness to manage the emotions that emerge during discussions of race (Mio & Barker-Hackett, 2003; Steele, 2008; Watt et al., 2009). When difficult dialogues are introduced in the classroom, it is important to establish a respectful training climate (Utsey, Gernat & Hammar, 2005). I acknowledged the intense work expected in the course and asked the class to establish ground rules that would allow them to feel safe in taking personal risks, being vulnerable, and challenging one another or me during the course. I informed them that they may anticipate feeling a possible range of emotions like anger, guilt, shame, frustration, fear, and hurt. I required students to complete a weekly reflection paper to channel their reactions and feelings. Students were reminded that, “this is difficult work” that contradicts cultural norms. Open discussion of race relations and racism counters common social practices (Swigonski, 1999). This makes the establishment of clear classroom norms essential for providing a safe and trusting therapeutic environment.

Establishment of Sociocultural Context

Within the course, I emphasized a systemic view of privilege and oppression with assigned readings, classroom discussions, experiential assignments, and lectures. Consistent with this philosophy, I presented the ROAParadox as a systemically-rooted, macrosystems level obstacle to racial dialogue. This represented a paradigm shift for students in their understanding of why they may lack self-efficacy with regard to racial issues. My use of the model gave them permission to “not know” how to discuss race and other forms of oppression because they were raised in a culture that discourages such conversation.

One implication of ROAParadox is that failure to acknowledge the context of cultural awkwardness about race promotes an inadequate understanding of the individual's experience with race-related issues. I suggested that this recognition of the macrosystems level influence may require a paradigm shift. Conceptualization of oneself as influenced by a larger system that has discouraged honest discussions of race relations is a more accurate paradigm than to attribute one's anxieties strictly to personal incompetence.

Articulation of the paradox is not intended as a rationalization for abdicating individual responsibility. However, it may validate individual anxiety and lack of competency regarding race. Multicultural competencies suggest that it is also critical to take individual responsibility for developing race-related competency. Use of the paradigm can promote the idea that counselors are responsible to challenge the pressures that create the paradox. In the following teaching scenarios, the pedagogical strategy of situating racial discomfort within a socio-cultural context seemed to ease classroom racial dialogue, and both validated and provided an explanation for the individual experience of race-related anxiety.

Teaching Scenarios Illustrate Application of the ROAParadox Model

The ROAParadox model was used in a classroom setting to: (a) offer an alternative paradigm to consider racism; (b) enrich understanding of macrosystem influences on individual experience of racial issues; (c) facilitate racial dialogue; (d) prompt student self-reflection. Three teaching scenarios are described. In the first scenario, use of the ROAParadox model prompted student self-reflection on a client relationship. In the second scenario, students used the model to contemplate contemporary racial attitudes. These examples depict how the ROAParadox model may be used to inform discussion of macrosystem influences on individual

experiences with racial issues. In the third scenario, use of the model provided an alternative paradigm to examine current political discourse. This example demonstrated how the ROAParadox model may be used to enrich discussion of contemporary cultural (macro) experiences. In each scenario, it was my observation that use of the model encouraged students' propensity toward racial dialogue and self-reflection. Student names and identifying features were masked in order to protect confidentiality.

Teaching scenario #1

This scenario provides an example of how I used the ROAParadox model in my multicultural class as a tool to stimulate student reflection on personal experiences with race relations and racism. A few weeks after I explained the ROAParadox in my multicultural class, a student volunteered to share her reflections on the application of the paradox. Michelle worked in a residential treatment facility (RTF) for adolescents. Michelle is White, as were most of the other counselors at the facility. The clients who they served were mostly African American or Hispanic.

Discussion of the ROAParadox caused Michelle to reflect upon her experience at the RTF. She recalled feeling defensive about her treatment of the clients and believed that she needed to prove to them that her behavioral decisions were not racially-based. She described her feelings of discomfort as a distraction from her work with clients and a barrier to authentic relationships. She reported that she did not feel empowered to explore or express her discomfort because she observed that there was a culture of silence surrounding the interracial environment at the institution. She shared that only a few days before she left that position she had an occasion to speak with an African American client about the unacknowledged racial dynamic between the two of them. Michelle described that conversation as "freeing" and wished that it had occurred much earlier

than it had. She acknowledged her supposition that the relationship would have been much different if race had been addressed.

After considering the implications of the ROAParadox concept, she reported that she understood her experience at the RTF more clearly. She had believed that she was personally inadequate and flawed for her feelings of discomfort and her awkwardness with the racial dynamic at the facility. The ROAParadox provided a different lens for viewing her RTF experience. This new paradigm illuminated that speaking about race and racial differences was not part of the RTF culture, as the RTF's culture was a byproduct of the larger culture's tendency to both fixate on race and avoid racial engagement. In other words, Michelle could see that her own preoccupation and silence about racial issues was a direct parallel to the obsession and avoidance in the larger culture described by the ROAParadox. She reported her belief that she felt more equipped to address racial differences in a counseling relationship based on her understanding of the ROAParadox concept and subsequent classroom discussions. In this case, use of the ROAParadox model: a) invited the student to examine her own fears and anxieties regarding racial interactions; b) offered the student a view of her own experience as situated within the larger sociocultural context and as a byproduct of that context; and c) increased the student's self-efficacy as she imagined future opportunities to broach the subject of race with clients and supervisors.

Teaching scenario #2

This scenario exemplifies how I used the ROAParadox model to facilitate classroom discussion of racism at the sociocultural level. I introduced the concept of the color-blind racial attitude and engaged the class in discussion. Color-blind racial attitude is the claim that race is no longer a relevant issue and is often used as a rationale to avoid race as a topic (MacAuliffe, 2008).

I asked students to generate demonstrated examples of color-blind racial attitude. Examples included comments like, "I just see the human race, not skin color" and "I don't see you as Black". I asked the class to consider color-blind racial attitude using racial identity development theories and the ROAParadox model. Both frameworks provide insight into the avoidance of dialogue about race. Color-blind attitudes which deny or distort the relevance of race are associated with less advanced racial identity development statuses (Gushue & Constantine, 2007). Because of this denial, the color-blind racial attitude leads to avoidance of racial dialogue.

The color-blind racial attitude was confirmed as being inconsistent with multicultural competence. The denial of race as a meaningful factor in determining identity may be seen as a mechanism to avoid dialogue about race. This was illustrated through the use of both racial identity development theories and the ROAParadox model.

The examination of color-blind attitude from different frameworks seemed to create an awareness of the complexity of racism. Students observed that there may be multiple factors that influence an individual's facility with discussion of racial topics. Students noted that lower level racial identity development status typically indicates that a person will display less ability to manage racial content. The ROAParadox model posits the idea that there are societal pressures to avoid racial discussions as well. Through this discussion, students said that they better understood the critical nature of their ability to broach the topic of race in the therapeutic environment.

Teaching scenario #3

This teaching scenario provides an example of how I assisted students in use of the ROAParadox model in my multicultural course as a lens to analyze current events. I invited my class to read the speeches that

characterized current controversy in national politics surrounding racial dialogue. An overview of the speeches is provided here for clarification.

During the 2008 presidential campaign, there was significant controversy reported in the media surrounding comments made by Reverend Jeremiah Wright, who was Senator Obama's pastor. Wright's commentary expressed anger toward White people and the policies of the United States. Obama offered a response to the controversial comments in his own speech on race when he characterized the country as being in "a racial stalemate we've been stuck in for years" (Obama, 2008). Several months later, newly appointed Attorney General, Eric Holder made a speech that also sparked controversy when he characterized the United States as having an "ingrained inhibition against talking about race" (United States Department of Justice, 2009). The following excerpt captures the spirit of Holder's speech.

...In things racial we have always been and continue to be, in too many ways, essentially a nation of cowards. Though race-related issues continue to occupy a significant portion of our political discussion, and though there remain many unresolved racial issues in this nation, we, average Americans, simply do not talk enough with each other about race....We must find ways to force ourselves to confront that which we have become expert at avoiding... We know, by "American instinct" and by learned behavior, that certain subjects are off limits....Our history has demonstrated that the vast majority of Americans are uncomfortable with, and would like to not have to deal with, racial matters We are then free to retreat to our race protected cocoons where much is comfortable and where progress is not really made (United States Department of Justice).

Students were immediately able to identify the consistencies between Holder's and Obama's assertions and the ROA Paradox. I engaged the class in the following discussion items: (a) What parallels do you see in the public reactions to Wright's and Holder's speeches?; (b) Explain what contributed to the controversy sparked by both speeches; (c) In interpretation of this controversy, discuss how one's race might influence worldview?; (d) How might your interpretations inform your multicultural competence? Students engaged in a conversation about: a) the veracity of the ROA Paradox as it related to these speeches; b) race and the political environment; c) media treatment of issues surrounding race; d) the tendency of White Americans to insist that attempts at frank, critical dialogue about racism by African Americans be tempered by reference to how much progress has already been made; e) the nuances of tone as they apply to racial speech; and f) how their increased awareness of these issues extended their level of self-efficacy.

Student responses

Based on my observation and student feedback, this model has utility for classroom discussions of race and racism. In general, student comments about the ROA Paradox model suggested usefulness for understanding individual experience with race within a sociocultural context. Students were willing to engage in discussion about their personal experience with both obsession and avoidance of racial content and shared their own observations that related to the ROA Paradox phenomenon.

Furthermore, it was my casual observation that discussions of race relations were eased by my use of the ROA Paradox model. I observed a decrease in student defensiveness when discomfort and awkwardness about racism was discussed as a macrosystem phenomenon. Use of the model appeared to be especially helpful in tempering fears regarding language use,

and not wanting to “say the wrong thing and offend somebody”. Additionally, openness to a range of affective and cognitive responses to racial content was encouraged.

Understanding of the macrosystems influence on their individual experience of race-related issues seemed to be an illuminating experience for students. Students reported that they were able to see their own experiences with race relations within the sociocultural context illustrated by the ROAP phenomenon. They were also able to identify examples of the paradox and its role in individual and cultural events. Students reported that they engaged in significant self-reflection as a part of this learning experience. They reflected specifically on personal and professional race-related situations and reported a range of affective, cognitive, and behavioral responses. From this deeper understanding of the macrosystem influences on individual experiences with race, some students reported increased feelings of self-efficacy regarding their competency in racially-charged situations. Presentation of the ROAParadox model had some unintended consequences as well. In their weekly reflection papers, some students proposed alternative and supplemental interpretations of the model. In conceptualizing these interpretations, they engaged in critical thinking and self-reflection on racial tensions, their own biases, and their own life experiences. Students considered how their personal behaviors related to race have contained both elements of obsession and avoidance. Some students identified a range of affective factors that served as catalysts to promote both obsession and avoidance. They were able to use the model to consider racism on an individual, or micro-level, and on a cultural, or macro-level. In a manner similar to the way an optical illusion can be seen from two different perspectives, one student suggested that the point in the center of the model could alternatively be viewed as the dominant or the oppressed group. The depth of analysis that students

used in their consideration of the model was unanticipated. My goal to facilitate racial dialogue was achieved. In addition, students demonstrated creative and critical analysis of the model and the underlying paradigm.

Discussion

Counselor educators have widely expressed concerns about the challenges of facilitating race-related learning in the classroom (Alexander, et al., 2005; Day-Vines, et al., 2007; Estrada, et al., 2004; Fier & Ramsey, 2005; Rothschild, 2005; Swigonski, 1999). Student resistance due to anxiety regarding racial dialogue is specifically discussed. The propensity to avoid racial content in counseling is a widely addressed theme throughout the multicultural counseling literature.

I presented the ROAParadox as an alternative paradigm that provides an interpretive lens for examining race relations in the United States. The ROAParadox model is a visual depiction of the phenomenon and was introduced as a teaching strategy to assist educators who want to facilitate discussions of race relations or explore sociocultural variables that provide a context for racial climate. I used this model in my *Multicultural Issues in Counseling* class to explain the racial dynamic created by the recurrent and consistent themes of obsession and avoidance.

It was my observation that use of the ROAParadox model in the teaching scenarios prompted self-reflection regarding race-related issues. The model’s use also provided fodder for rich class discussion and promoted understanding of sociocultural factors that contribute to maintaining the system of racism. These uses are consistent with suggested strategies for the development of multicultural counseling competencies (DeRicco & Sciarra, 2005; Rothschild, 2003; Tomlinson-Clarke & Wang, 1999).

I observed that use of the ROAParadox model facilitated self-understanding through a cultural context

and provided an interpretive lens to authenticate individual struggles with race-related questions. This is consistent with Tomlinson-Clarke and Wang's (1999) recommendation for the creation of a "paradigm for teaching racial-cultural issues within a training climate that respects practitioners and clients alike as racial-cultural people within their sociopolitical contexts" (p. 160). They contended that such a paradigm would be a catalyst for counselors to understand racism beyond the cognitive and intellectual level and more on an affective level.

Affective responses of anxiety and defensiveness were described by Johnson (2006) as having "done more than perhaps anything else to keep us stuck in our current paralysis by preventing each of us from taking the steps required to become part of the solution" (p. vii). The ROAParadox identifies a cultural framework that validates individual feelings of anxiety, defensiveness, and guilt surrounding race relations. The understanding of one's own racial anxiety as the result of a culturally-generated and maintained system, versus a result of personal failing or defect, may be experienced as validating and less shame-based. Thus, barriers to engage in racial dialogue may be reduced and mobilization toward dialogue and healing may be encouraged.

The model could be utilized in any course where the sociocultural context of race relations and racism is discussed. The model has primarily been used to facilitate classroom dialogue. However, it could also be used as a supervisory tool to assist counselors-in-training in understanding and navigating racially-charged field experience environments. Estrada, et al., (2004) emphasized that race is not adequately addressed in counselor supervision. The lack of attention to race in supervision is echoed by other researchers (Duan & Roehlke, 2001; Estrada, et al., 2004; Lappin & Hardy, 1997). Teaching scenario #1 in this article is an illustrative example. In this case, the ROAParadox model could have been used as a facilitative tool to initiate

discussion about the role of race among staff and residents and provide challenge and support for the counselor to broach the subject of race and racism with her clients.

There are several limitations to consider regarding the use of the ROAParadox model. First, the model has had limited exposure and use. Second, data regarding its use has been limited to qualitative, self-report, and evaluative feedback. The model has not yet been empirically tested as a strategy for increasing multicultural counseling skills. Further research in the applicability and use of the ROAParadox model is warranted and necessary to ascertain its generalizability to other counselor educators who are interested in facilitating race-related discussions. Further research in the form of a summative, qualitative evaluation is recommended.

Use of the ROAParadox model is predicated on instructor skill in facilitation of race-related dialogues. As with all models used for educational purposes, instructors need to possess adequate competency in the subject area. The ROAParadox model offers an alternative paradigm and teaching strategy for educators who are prepared to engage students in the challenging work of race-related discussion.

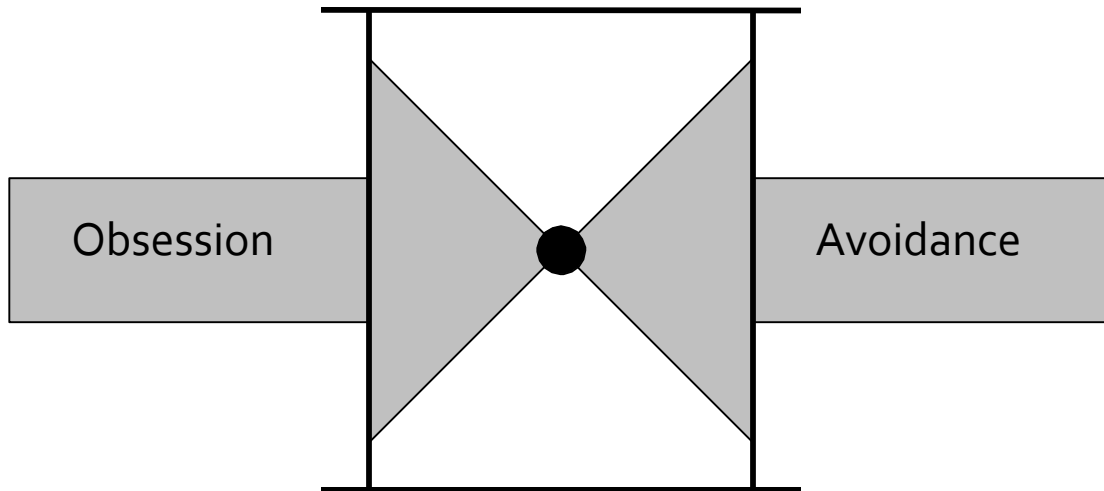
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Figure 1
The Race Obsession-Avoidance Paradox (ROAParadox) Model



In this visual conceptualization of the race obsession-avoidance paradox (ROAParadox), meaningful symbols are incorporated. The ideogram means “avoid” in the hobo or gypsy sign system and II is the alchemist sign for “fixation”. That they both exist simultaneously in the same figure expresses the paradox. The center dot represents the individual or group that becomes immobilized by the pressures, symbolized by the arrows, of obsession and avoidance.

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Perceptions of Counseling Integration: A Survey of Counselor Educators

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Counselor educators were surveyed in order to assess their knowledge of integrative counseling approaches, their views regarding the importance of such approaches, and how much emphasis on integrative counseling is given in their counseling courses. A large majority of participants reported that integration in counseling is very important and that they emphasize it in their teaching of counseling theories and/or methods courses. Implications of these findings are discussed, including suggestions for counselor educators and counseling journals.

Despite broad recognition that theories are indispensable to effective counseling (Corey, 2009; Corsini and Wedding, 2010; Fall, Holden and Marquis, 2010; Prochaska and Norcross, 2003), very little definitive research demonstrates the *consistent* superiority of one counseling approach over the others (Asay and Lambert, 2003; Hubble, Duncan, and Miller, 1999; Wampold, 2001). Confronted with an excess of 400 different forms of counseling/psychotherapy (Karasu, 1986) and a growing chasm separating research and practice (Miller, 2004) counselors and other mental health professionals are often perplexed about which approach to use with a given client (Castonguay, 2005). Whereas the single-school, or pure-form, theoretical approaches have historically competed for dominance (Norcross, 2005), psychologists and other mental health professionals have been *integrating* these approaches for decades (Goldfried, 1982).

Five different integrative approaches – each with different sub-types – have been developed and are now well-established: eclectic, common factors, theoretical

integration, assimilative integration, and metatheoretical integration. *Eclecticism* involves tailoring treatment for each individual and her specific issues, guided not by theoretical principles but by what has been beneficial in previous work, whether based on past experience or empirical research (Beutler and Clarkin, 1990; Lazarus, 2003; Norcross, 1986a). The *common factors approach* emphasizes that a significant percentage of the effectiveness of the different counseling approaches is due to what diverse approaches have *in common* with one another, as opposed to their unique, specific differences; thus, similar to eclecticism, it affords the ability to draw from interventions from numerous theoretical approaches (Beitman, 2003; Frank, 1982; Garfield, 2003; Hubble, et al., 1999; Rosenweig, 1936; Wampold, 2001). *Theoretical integration* involves the integration – at a deep theoretical level -- of two or more of the pure-form approaches, along with their associated interventions (Ryle, 1990; Wachtel, 1977). *Assimilative integration* involves counselors who – while being firmly grounded in a single, preferred

counseling approach – include and incorporate (assimilate) interventions or perspectives from other counseling approaches into one’s preferred mode of theory and practice (Messer, 2003; Safran, 1998; Stricker and Gold, 1996). Finally, *metatheoretical integration* involves creating theoretical frameworks of a more comprehensive order - at a higher level of abstraction - than traditional single theories; because of this higher level of abstraction, metatheories operate from a conceptual space beyond the single-school theories such that “the current relativism [of eclecticism] can be transcended by discovering or constructing concepts that cut across the traditional boundaries of the psychotherapies” (Prochaska and Norcross, 2003, p. 515; Prochaska and DiClemente, 1984; Mahoney, 1991; and Wilber, 2000). Scholarly attention to integrative issues is certainly present in counseling literature; examples of integration in counseling include Corey (2009), Fernando (2007), Hansen (2000, 2002) and Kelly (1991).

However, in contrast to psychology, there appears to be less focused, formal, and sustained attention to integrative issues. For example, *The Society for the Exploration of Psychotherapy Integration* (SEPI) held its first congress in 1985; SEPI has held annual international conferences every year since; and journals that are devoted exclusively to the issue of psychotherapy integration have been published for more than two decades: *International Journal of Eclectic Psychotherapy*, which was published from 1982-1986 and then changed its name to *Journal of Integrative and Eclectic Psychotherapy* (published from 1987-present), and *Journal of Psychotherapy Integration* (published from 1991-present by the American Psychological Association). This relative lack of attention to integration in counseling is surprising, given that the thrust of integrative counseling/psychotherapy is consistent with the counseling profession’s values of viewing and responding to clients in a culturally-sensitive, holistic manner.

Moreover, integrative issues are tremendously fertile with regards to theoretical, practical, and research issues. Our hypothesis was that many counselor educators may be unaware of significant, clinically relevant developments in the integration movement. Thus, students graduating from counseling programs could be served by more focused attention to integrative approaches in their counseling programs. This research project had three main goals: first, to assess counselor educators’ views regarding the importance of integration; second, to ascertain how knowledgeable counselor educators are about approaches to integrative counseling; and third, to determine how much emphasis they place upon integrative approaches when they teach and/or supervise counselors-in-training.

Methods

Participants

Because the population of interest in this study was counselor educators, the entire membership of the Association for Counselor Education and Supervision (ACES) was sampled. An email list of all ACES members (1820 email addresses) was purchased. However, 801 of those email addresses never reached their addressee (763 were “failed delivery status notifications”; 25 were out of the office replies; and 13 people replied stating they were not [or no longer] counselor educators). Two reminder emails were sent to encourage those who had not yet completed the survey to please do so; the first reminder was four weeks after the initial email and the second reminder was eight weeks after the initial email. The survey appears to have been received by 1019 counselor educators, of which 416 participated, representing a 41% response rate. Although some standard mail surveys involving issues of theoretical orientation, eclecticism and integration in the 1980s and 1990s received response rates between 58%-62% (Jensen, Bergen and Greaves,

1990; Norcross and Prochaska, 1982, 1988), response rates to surveys, in general, and particularly, web-based surveys, have been declining in the last two decades. For example, Sheenan (2001) examined response rates for email surveys since 1986 and found a decline from an average of 46% in 1995 to 31% in 1999. Likewise, Bachmann, Elfrink and Vazzana (1999) reported a similar decrease in response rates for an identical survey completed in 1995 and again in 1998. Thus, it appears that our 41% response rate compares favorably with recent trends in survey research.

Participants read an information letter and provided their informed consent by clicking a button on the web-based *Survey Monkey*. The final section of the survey, which was completed by 308 participants, involved demographic questions. Of those completing the demographic section of the survey, 65% were women and 35% were men. Participants' ethnicities were: African-American (4%); Hispanic-American (1%); Latino/Latina (1%); Asian-American (4%); Native-American (1%); Caribbean-American (.3%); Anglo (74%); and 15% "other" of which the largest group was multi-ethnic (8%). Participants' ages were as follows: 25-29 (10%); 30-39 (24%); 40-49 (27%); 50-59 (25%); 60+ (14%). The procedures and methods of this study were approved by the University of Rochester's Human Subjects Review Board.

The researchers were able to include only counselor educators – in contrast to ACES members who are students, practitioners, and/or field supervisors – in their data analysis because question 2 asked each participant "Do you teach either theories or methods/techniques courses?" Of the 416 participants, 260 reported teaching theories or methods/techniques courses; these are the participants whose responses are reported in this article because they are the ones most likely to impact the preparation of counselors-in-training.

Instrument and Procedures

Participants responded to a researcher-created questionnaire designed to elicit their views of, and knowledge regarding, integrative counseling approaches as well as how much emphasis on integrative counseling is given in their counseling program. "Integrative counseling" and "counseling integration" were defined in the cover letter as those counseling approaches that do not limit themselves to strict adherence to a pure-form or single-school approach to counseling, such as *strictly* person-centered, cognitive, or existential approaches. The survey was piloted on 15 ACES members and their feedback unanimously communicated that the survey instrument possessed face validity.

A survey design was chosen for the study because the desired information needed to come from actual counselor educators (Fink, 2009). The items on the survey included two forced-choice questions (yes or no); five Likert scale questions that were most often either "completely negative," "somewhat negative," "neutral," "somewhat positive," and "completely positive," or "completely disagree," "somewhat disagree," "neutral," "somewhat agree," or "completely agree;" and four multiple choice items. In addition, two open-ended questions were also included. Given that the purpose of the study was to gain an understanding of the views of only one group (counselor educators) as opposed to comparing groups or predicting outcomes, descriptive statistics were determined to be the most appropriate tool for the quantitative data analysis (Fink, 2009). The quantitative results section will thus report the percentage of participants who responded a given way to each question, including any missing values or unanswered questions.

The qualitative data from the responses to the question "If there is anything else about the issue of integrative counseling that you want to share, please do so below" were analyzed following the guidelines of Bogdan and Biklen (1998) and Creswell and Plano Clark (2007). In the

preliminary, exploratory stage of data analysis, the responses were initially read several times, and memos were written in the margins as a preliminary step to developing a qualitative codebook (Creswell and Plano Clark, 2007). On the third and subsequent readings, various words and phrases stood out and were often repeatedly encountered; these phrases became the initial coding categories. This process was performed numerous times, and each subsequent time the coding categories were either modified, new categories developed, or old categories discarded. Toward the end of this process, the codes were divided into major codes and subcodes (i.e., smaller categories within the major code; Bogdan and Biklen, 1998). At this point each major code was also assigned a label and Roman numeral, and each subcode was assigned a label and an alphabetic letter; the Roman numerals and letters were subsequently written next to each phrase or "unit of data" (Bogdan and Biklen, 1998, p. 182) that corresponded to that specific category.

Results

Quantitative

The responses to the first question "How important do you believe integrating the different counseling approaches is?" indicate that counselor educators believe that integration is very important. The percentage of respondents who identified integration as "very important" or "extremely important" was 81.9%; in contrast, only 4.5% indicated that integration is "minimally important" or "not at all important" while 13.5% indicated that integration is "somewhat important." In response to the question "When you teach graduate-level counseling theories and/or methods courses, to what extent do you emphasize the integration of the different approaches to counseling?" 71.6% reported that they emphasize the integration of different approaches "completely" or "quite a bit;" in contrast, only 9.6% stated that they emphasized

integration "A little" or "Not at all," while 16.2% reported emphasizing integration "Somewhat;" 2.6% of participants skipped this question.

In response to the question that asked participants to mark the box next to those forms of integrative counseling that they believe they are competent to teach and/or supervise, more respondents identified themselves as competent to teach theoretical integration than other forms of integration (69.3%). Respondents identified themselves as competent to teach other forms as follows: Systematic or technical eclecticism (56.1%), common factors approach (45.1%), metatheoretical integration (22.5%) and assimilative integration (16.8%). Sixteen participants (6.2%) responded that they were not competent to teach any of the identified forms of integration.

The majority of respondents (82.0%) indicated that they distinguish between integrative and eclectic counseling approaches. Question six asked participants to "Mark the box that best matches your evaluation of *single-school* (pure-form/non-integrative) therapies." Question seven asked participants to "Mark the box that best matches your evaluation of *eclectic* counseling approaches (using interventions from different counseling approaches based upon a *pragmatic* basis – such as what has worked in the past with similar clients -- rather than based upon a consistent theoretical rationale)." Question eight asked participants to "Mark the box that best matches your evaluation of *integrative* counseling approaches (using interventions from different counseling approaches based upon *conceptual* principles and practice that transcends merely combining different counseling approaches)." The responses to questions six-eight are presented in Table 1. Ninety-one percent of the participants reported positive evaluations of integrative counseling approaches, in contrast to 47.9% and 26.2% for eclectic and single-school approaches, respectively.

When asked to mark the box of the approach they generally counsel or

counseled with, the vast majority of respondents reported an integrative or eclectic approach. Responses were: "I generally counsel/counseled with an integrative approach" (75.6%); "I generally counsel/counseled with an eclectic approach" (14.2%); "I generally counsel/counseled with the same approach (i.e., cognitive, existential, psychodynamic) with all of my clients" (10.2%). Thus, more than five times as many respondents reported practicing integratively than eclectically and more than seven times as many respondents reported practicing integratively than from the same (non-eclectic or non-integrative) approach.

Respondents were then asked to identify the approaches that they *currently teach* in their theories and/or methods courses; the results were: 1) Person-centered, 85.8%; 2) cognitive-behavioral, 82.2%; 3) Adlerian, 74.1%; 4) existential, 73.6% ; 5/6) gestalt, 68.5% ; 5/6) rational emotive behavior therapy, 68.5%; 7) cognitive, 66.0%; 8/9) family systems 65.5%; 8/9) behavioral, 65.5%; 10) reality 63.5%; 11) psychodynamic 61.9%; 12) integrative 56.3%; 13/14) constructivist 52.8%; 13/14) narrative, 52.8%; 15) feminist, 52.3; 16) multimodal, 34.0%; 17) Jungian, 33.5%; 18) eclectic, 27.4%; 19) transactional analysis, 21.3%; 20) transpersonal, 12.7%; and 21) integral, 7.1% (see Figure 1).

When asked to "Please mark the box(es) next to the area(s) that you draw upon when you educate and/or supervise counselors," responses were: 1) psychology, 93.3%; 2) human development, 89.2%; 3) spirituality, 63.7%; 4) philosophy, 55.2%; 5) literature, 45.7%; 6) psychiatry, 35.0%; 7) sociology, 29.6%; and 8) social work, 23.3% (see Figure 2). Some respondents (22%) marked "other;" of those, virtually all of the responses were either "personal experience" or "counseling literature/theory" ("counseling" was not included as an option because – given that all respondents were *counselor* educators – they were presumed to teach primarily from counseling literature).

Participants were asked to "Please provide the name of the person(s) you most associate with each integrative approach below." With the exception of the last question, far more participants skipped this item than any of the other items (only 113 out of 260 participants completed this item; see Table 2). Exemplars of *systematic or technical eclecticism* include Lazarus (2003), Norcross (1986a) and Beutler and Clarkin (1990). Forty-four participants wrote Lazarus, one wrote Norcross, and one wrote Beutler; 17 participants entered names other than the above exemplars; and 50 participants wrote "I don't know," "N/A," "no one person," or "no one." Exemplars of the *common factors approach* include Frank (1982), Rosenweig (1936), Garfield (2003), Beitman (2003), Hubble, Duncan, and Miller (1999), and Wampold (2001). Fifteen participants wrote Hubble, Duncan, and/or Miller; five wrote Frank; two wrote Garfield; two wrote Rosenweig; and one wrote Beitman; 36 participants entered names other than the above exemplars; and 52 participants wrote "I don't know," "N/A," "no one person," or "no one." Exemplars of *theoretical integration* include Wachtel (1977) and Ryle (1990). Six participants wrote Wachtel; 52 participants entered names other than the above exemplars; and 55 participants wrote "I don't know," "N/A," "no one person," or "no one." Exemplars of *assimilative integration* include Messer (2003), Safran (1998), and Stricker and Gold (1996). Seven participants wrote Messer; two wrote Gold; 16 participants entered names other than the above exemplars; and 88 participants wrote "I don't know," "N/A," "no one person," or "no one." Exemplars of *metatheoretical integration* include Prochaska and DiClemente (1984) and Wilber (2000). Ten participants wrote either Prochaska and/or DiClemente; three wrote Wilber; 16 participants entered names other than the above exemplars; and 84 participants wrote "I don't know," "N/A," "no one person," or "no one."

Sixty-eight participants responded to the last question: "If there is anything else

about the issue of integrative counseling that you want to share, please do so below.” The major codes that emerged from the responses included: the importance of integration in training counseling students; the timing of introducing integration to students; concerns about integration not being implemented in a systematic manner; and admissions regarding their lack of knowledge of integration.

The importance of integration in training counseling students

Examples of comments for the major code “the importance of integration in training counseling students” included: “I think it’s very important to train and supervise counselors in integrative counseling;” “I have developed, with colleagues, an integrative model based on our practice experience. It has been amazingly helpful to our trainees;” and “...integration provides a shared clinical language, helps to demonstrate client progress, and provides accountability.” This major code also included three subcodes: inadequacy of current resources (given the importance of integration); ethical concerns relating to not being integrative; and the importance of metatheories in integration. Examples of comments for the subcode of “inadequacy of current resources” included: “I would like to see more research and textbooks available in this area. I believe students and faculty would benefit from having such coursework as a requirement;” “There are not enough classes in regular programs that discuss integration, although I believe this is what most clinicians do in practice;” and “The survey is interesting – my hope is that this is some small step toward getting rid of our present texts and thinking and moving to a totally new approach.” Examples of comments for the subcode of “ethical concerns related to not being integrative” included: “I moved this way (toward integration) many years ago but find younger colleagues unable to move beyond „theory of choice” which is about the counselor and NOT the client. I think this

represents a serious ethical concern regarding training and counseling;” and “I believe it is important to be open to client differences, which may require you to step outside of your own (single-school) personal theory.” Examples of comments for the subcode of “importance of metatheories in integration” included: “It is important for the counseling field to be moving to a unified metatheory...” and “counselor educators would do well to teach the principles of critical thinking and metatheoretical evaluation so that future counselors can knowingly participate in ongoing integration.”

The timing of introducing integration to students

In line with Castonguay (2005), respondents who commented on the major code “the timing of introducing integration to students” always preferred introducing students to single approaches before integrative approaches. This major code included two subcodes: the necessity of learning single-school approaches before integrative approaches and students’ developmental status. Examples of comments for the subcode “the necessity of learning single-school approaches before integrative approaches” included: “New counselors-in-training must learn at least one theory well before they can truly „integrate” other theories in a systematic, thorough manner. It is important to help counselors-in-training understand that process;” “It’s been my experience that students need to have a basic understanding of first-generation theories before they can intelligently integrate them. Thus, an introductory theories and methods course is not the place to delve into types of integrative and eclectic approaches;” and “I think that students need to understand theories from a basic perspective first, then to learn how to select from other theories as warranted by the client and his/her demographics and by the presenting and underlying issues;” and “In the master’s program, we do try to get them to stick to

one or two theories in their practices, and focus more on integrative processes in the doctoral course." Examples of comments for the subcode of "students" developmental status" included: "I believe the counselor's level of development strongly influences his/her ability to integrate theoretical concepts and apply them effectively;" "Integrative understanding...is a higher level of understanding and takes place on the more advanced learner/practitioner level as counselors move toward competence and then mastery. The early development of counselors is focused upon the development of basic helping skills and a basic understanding of theory and techniques;" and "I believe integrative counseling is a developmental process."

Concerns about integration not being implemented in a systematic or theoretically-based manner

Examples of comments for the major code "concerns about integration not being implemented in a systematic or theoretically-based manner" included: "I believe that counselor educators are misinforming students by telling them they should be eclectic. In my experience with students, this usually equates to a lack of theoretically-based intentionality;" "Too often „integrative counseling“, whether in theoretical or pragmatic applications and considerations, has replaced the now taboo eclecticism. Rarely do I see integration applied from a systematic or coherent foundation;" "What often occurs is that the term „integration“ is used a posteriori to justify unstructured, non-systematic, and „what seems to work“ processes;" and "[Integration] is an approach that I believe relieves the counselor from having to truly learn and implement theory."

Admissions regarding their lack of knowledge in this area

Examples of comments for the major code "admissions regarding their lack of knowledge in this area" included: "I am not

sure if I understand the difference between eclectic and integrative counseling;" "I really appreciated your distinction between integrative and eclectic approaches to counseling;" and "I've never heard the term „integrative counseling“ until receiving your survey. I've heard and discussed [only] eclectic methods and approaches. My curiosity is stirred."

Discussion

The data from this study are consistent with previous studies that have surveyed the theoretical orientations/affiliations of psychologists and other mental health professionals (Jensen et al., 1990; Norcross and Prochaska, 1982; 1988) in that the vast majority of counselor educators report that the integration of counseling approaches is very or extremely important to them and that they emphasize integration when teaching graduate level theories and methods courses. However, the data also reveal discrepancies between participants' reported valuing of integration and their knowledge of different, well-established forms of integration. For example, despite the fact that 69.3% of participants reported being competent to teach theoretical integration, only six of them (5.3% of the 113 who answered the latter open-ended question) wrote the name of Paul Wachtel as a theoretical integrationist, and he is widely acknowledged by other integrationists as the primary exemplar of theoretical integration (Gold, 1993; Norcross, 2005; Norcross and Newman, 2003). Moreover, even though Lazarus' multimodal therapy is an approach described in many of the commonly used counseling theories texts, only 44 participants (38.9%) listed his name as an exemplar of technical eclecticism (only one mentioned Norcross and another mentioned Beutler); and this was by far the integrative path that participants were able to provide the name of common exemplars with the highest frequency. When asked to provide the name of the person(s) they most associate with the five integrative

approaches, in each case the most common response was “I don’t know,” “N/A,” “no one person,” or “no one” (44.2% for systematic or technical eclecticism; 46.0% for the common factors approach; 48.7% for theoretical integration, 77.9% for assimilative integration, and 74.3% for metatheoretical integration). In contrast, the percentage of participants who were able to provide the name of common exemplars of those integrative approaches were 40.7%, 22.1%, 5.3%, 8.0%, and 11.5% respectively. Another apparent discrepancy in our data involves the finding that only 56.3% of participants reported currently teaching integrative counseling, whereas 81.9% reported believing that integration is very or extremely important.

On the other hand, it could be argued that we were overly selective in who we consider exemplars of the five integrative paths. For example, Rogers was identified by five participants as an exemplar of the common factors approach; the reason we did not consider him such is that although he emphasized “core conditions,” adherents of the common factors approach are interested in those therapeutic factors common to *most or all* approaches, and there are elements of various therapies that Rogers would not have believed were necessary or important (i.e., exposure to feared situations, modeling, behavioral regulation). Although we had several exemplars in mind for each integrative approach (based upon overviews of the integration movement such as Goldfried, 1982 and Norcross, 2005) prior to analyzing the data from this study, we considered each name that participants wrote more than once that we had not included. We subsequently performed literature searches to confirm or disconfirm whether that person is frequently regarded as an exemplar of such in the professional literature. Several of the exemplars mentioned in this manuscript resulted from this process. Also of interest is the work of Gerald Corey (2009), who describes an assimilative integrative approach in his book *The Art of Integrative Counseling*. Despite

Corey’s personal integrative approach of being rooted in a theoretical foundation of existential therapy and assimilating “basic concepts and techniques from a number of the other action-oriented therapies” (2009, p. 90), he was not identified as such by any of the participants.

A final point worth highlighting is the distinction between eclecticism and other forms of integration. Counselor educators in this study reported negative evaluations of eclecticism ten times as frequently as they did negative evaluations of integration. Whereas eclecticism tends to be more “actuarial” and pragmatic than theoretical (Norcross, 2005), integration tends to be more theoretically systematic. As mentioned in the results section, a number of participants stressed what they considered the importance of the systematic (theoretical) nature of one’s conceptualization of practice; for example: “I believe that counselor educators are misinforming students by telling them they should be eclectic. In my experience with students, this usually equates to a lack of theoretically-based intentionality.” Although we certainly recognize the merit of systematic eclecticism, especially when interventions are chosen from sound research, we also recognize limitations to practicing without a coherent conceptual framework to guide one’s practice, in part because meta-analytic reviews have suggested that many therapies that have garnered the title “empirically supported” have many significant limitations (Westen and Morrison, 2001). For an in-depth exploration of the issue of being systematically guided in one’s integration, see Marquis, Tursi, & Hudson (under review).

Limitations

The design of this study was an online questionnaire, distributed to the entire membership of ACES, for the purpose of exploring counselor educators’ views pertaining to integrative counseling. As an exploratory study, it represents a first

step in the process of linking counselor educators' views with their actual practice of educating counselors-in-training. Clearly, more work will be needed to ferret out how counselor educators' views impact students as well as counselor education programs at large.

Of the 1019 email addresses to which the survey was sent, 41% of the participants responded, of which 260 were counselor educators. To the extent that a significant number of ACES members who are counselor educators did not respond, we cannot be certain regarding how representative the data are of the entire population of counselor educators because there could be systematic differences pertinent to integrative counseling of those who responded to the survey and those who did not. Moreover, the survey was administered only once, and thus could not capture any changes that might occur in the field, especially were they to occur rather suddenly (Fink, 2009).

In addition to asking participants if they believed they were competent to teach each of the five integrative approaches, participants' knowledge of the different integrative approaches was assessed by asking them to list the name of the person they most associate with each integrative approach. It could be argued that some participants understood the concepts and practices of a given integrative approach yet could not recall the name of an exemplar of such an approach. Thus, the relatively low percentages of participants who listed common exemplars may be an exaggerated underestimation of participants' knowledge of the different integrative approaches. Finally, it is possible that some of the wording of the definitions of integrative counseling communicated value-laden assumptions and, thus, could have biased some of the participants' responses. For example, in the cover letter, "integrative counseling" and "counseling integration" were defined as "those counseling approaches that do not *limit* themselves to *strict* adherence to a „pure form" or single-school approach to counseling" (italics

added here). In the body of the survey, *integrative* counseling approaches were defined as "using interventions from different counseling approaches based upon *conceptual* principles and practice that *transcends merely combining* different counseling approaches" (italics added here). The problems with the terms "limit," "strict," and "transcends merely combining" is that they communicate to the participant that the designer of the survey believes that integrative approaches are preferable to single-school or eclectic approaches. On the other hand, it also seems self-evidently true that those who counsel with the same (single-school) approach *are* limiting themselves and their clients, and to do so seems to require adherence that is strict. The word "transcend" in the phrase "transcends merely combining" was meant in its meaning of "to include and go beyond," not in its (secondary) meaning of "to outstrip or outdo in some attribute, quality, or power" (Webster's New Collegiate Dictionary). It, again, seems irrefutable that integrative approaches include combining different counseling approaches yet go beyond merely combining them (i.e., theoretical integration involves *synthesizing* different elements of different counseling approaches into a higher order whole). Although it is possible that those three terms could have biased some of the participants' responses, we do not believe that it is likely for two reasons. First, the data we obtained from ACES members are remarkably consistent with the responses of other mental health professionals regarding their views of integration, eclecticism, and single-school approaches (Jensen et al., 1990; Norcross and Prochaska, 1982; 1988; Norcross et al., 1989). Second, none of the participants in the pilot study communicated that they perceived a bias in the wording of the survey questions.

Implications for Counselor Education

We believe there are compelling implications from this study, most of which

appear to warrant some degree of attention in both counselor education programs and the journals and organizations of the ACA. In essence, counselor educators and their students could benefit from having more formal venues to help them remain abreast of the continued developments in the integration movement. Given that the majority of clinicians – including counselors – report practicing integratively, counselor educators must be knowledgeable of the different integrative approaches so that they will be able to teach and train their students in them.

The integration of various theoretical approaches is clearly a major trend in the counseling field (Corey, 2009; Gold, 1993; Norcross, 2005). Despite widespread agreement that clients are best served by some sort of integrative counseling (Corey, 2009; Andrews, Norcross, and Halgin, 1992) and our finding that a significant majority of counselor educators believe that integration is very important, we are unaware of any counseling programs with an explicit emphasis on training in integrative approaches, nor are there any counseling journals that focus on such. In contrast, numerous psychology programs across the U.S. and Canada explicitly educate and train students in eclectic and integrative therapy (Norcross, 1986b). In fact, Norcross and Kaplan (1995) conducted a survey of SEPI members and received responses informing them of more than 150 integrative programs, workshops and courses in the programs taught by SEPI members; these were in psychology programs (SEPI is composed primarily of psychologists, psychiatrists and social workers; in 2009, there were only three counselors in SEPI, one of which is the lead author of this article and another who is the lead author's student).

Suggestions for the counseling profession

In addition to curricular changes that would involve more explicit focus on the theory and practice of integrative approaches, other concrete steps toward

ensuring that counselors do not fall behind other mental health professionals with regard to the issue of integration would be to establish a journal devoted to the theory, practice and research of integrative counseling. An initial step that could spark such momentum would be for *The Journal of Counselor Preparation and Supervision* or another counseling journal to devote a special issue to integrative counseling, perhaps with an emphasis on issues related to training students in counseling integration (i.e., issues related to topics such as whether to teach integration from the beginning coursework or only after students know a number of different approaches -- and how to implement them -- well). Pertinent to this topic, Messer has noted that

integration may take place only partly through the novices' conceptual learning that allows them to represent problems in terms of surface features only. For therapists to integrate on a deeper level, they must first understand and integrate *within* each individual therapy and, only then, across therapies... This is not to say that teaching psychotherapy integration directly is not useful, but only that we recognize that the most meaningful integration will take some time and probably come about only after some years of experience. (2003, p. 155)

Another focus of such a special issue could involve a discussion of barriers to integrative training and what can be done to overcome those barriers. Given that 81.9% of participants responded that integration is very or extremely important to them yet only 56.3% of them currently teach or train their students in integrative counseling, one must ask "What barriers are making the teaching of, and training in, integrative counseling difficult?" One potential barrier involves data received from our survey: many counselor educators think that counselors-in-training need a solid foundation in single-school approaches before they can effectively

integrate. This leads to the question of whether or not integration is a feasible goal for most master's students. In-depth exploration of such issues will surely serve our profession (Marquis et al., under review).

Conclusion

Our data suggest that counselor educators may not be educating counselors-in-training to a degree commensurate with how important most counselor educators state integration is. While our data suggest this, we also need further research to discern in more detail the actual integrative teaching and supervisory practices in counseling programs, as well as research investigating the effectiveness of such integrative practices. Several authors have outlined the many difficulties in integrative education and training (Andrews et al., 1992; Norcross, 1986b; Schacht, 1991). However, as stated above, only 41% of those solicited for the survey responded; thus, the respondents may represent different views on integration, compared to counselor educators who did not participate in this study. Although only conjecture at this point, respondents may represent a more positive attitude toward integration because the cover letter informed potential participants of the content of the survey and hence, possibly attracted a greater percentage of those who are interested in integration. If the respondents in this study represent counselor educators who are more interested in integration than most, then counselor educators, in general, may not be as open to integration as our data suggest and the overall outlook for integration within the counseling field overall could be more bleak than our data indicate. If, on the other hand, the participants provided a relatively representative view of the population of counselor educators, then the issue at hand is primarily one of implementation.

Considering that most counselor educators and other mental health professionals in the United States identify

as integrative (Corey, 2009; Jensen et al., 1990; Norcross, 2005), interest in integration is clearly strong. Building on this interest, counselor educators play a critical role in helping counseling students develop coherence in their integrative stances. We view counselor educators' roles as essential in helping counselors-in-training cultivate not only an attitude of openness toward integration and an appreciation that integrative approaches are necessary to serve a diverse array of clients, but also as central in educating them with regard to the knowledge base of integrative approaches, including when, why and how to integrate.

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Counselor Education Admissions: A Selection Process that Highlights Candidate Self-Awareness and Personal Characteristics

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This article describes an experiential model for applicant selection in a master's level counselor education graduate program. While nonintellectual aspects are emphasized in the model, some traditional measures are also considered. The program's emphasis on counselor self-awareness and personal characteristics is articulated. A discussion of the model's rationale, the interpersonal aspects of candidate selection and a discussion of the group-oriented interviewing process is provided. Contemporary and future challenges for application selection models in Counselor Education programs are articulated.

In the 21st century, counselor education faces a number of challenges, not the least of which is, the influence of technology upon delivery of curriculum, web counseling and a widespread impetus towards solving problems quickly. In addressing these issues the field of counselor education seems to be moving away from what is the core of counseling: the self of the counselor. The importance of knowing oneself in order to be helpful to others seems often to get lost in the business of training counselors. However, the literature abounds with references to the importance of the adage "counselor know thyself" (e.g., self-understanding and awareness) and of personal characteristics of the counselor (e.g. Corey, 2001; Locke, 1998; Hackney & Cormier, 2009; Nagpal & Ritchie, 2002; Ramirez, 1999; Sciarra, 1999; Seligman, 2009). Thus, despite these 21st century challenges, counselor education programs need to reconsider the question of counselor self-awareness and personal characteristics as essential components in training. This article addresses a counselor education program's admissions model that examines both interpersonal qualities (e.g.

listening and feedback skills) and intrapersonal qualities (e.g. self-awareness and personal characteristics) of applicants in its selection process. A review of the literature on admissions selection criteria is provided along with selection variables that access personal qualities and self-awareness of candidates. Finally a review of the advantages and disadvantages of this selection process is discussed.

A Brief Review of the Literature

The selection of applicants for counselor education programs received much attention in the 1970s and 1980s. Most counselor education program reported using traditional or intellectual measures of academic success (e.g., undergraduate grade point average and exams such as the Graduate Record Examination and the Miller Analogies Test) in their selection process (Gimmestad & Goldsmith, 1973; Hollis & Dodson, 2000; McKee, Harris & Swanson, 1979; Pope & Klein, 1999; Rothstein, 1988). The efficacy of using such intellectual measures was examined. Research discovered little if any relationship

between traditional academic measures and counseling outcomes (Hosford, Johnson & Atkinson, 1984; Hurst & Shatkin, 1974; Jones, 1974; Kuncel, Hezlett, & Ones, 2001; Markert & Monke, 1990; Morrison, & Morrison, 1995; Rothstein, 1988; Sampson & Boyer, 2001).

Since the 1970s, counselor educators acknowledged that in addition to the academic, research, and clinical training challenges faced by students (Leverett-Main, 2004), counselor education must also provide experiences that increase student self-awareness and foster personal development (CACREP, 2001, 2009). Smaby, Maddux, Richmond, Lepkowski and Packman (2005) found academic measures such as entrance examinations and undergraduate grades were not accurate ways to assess or predict personal development. Personal development is “an individual’s ability to develop increased understanding of self and to translate this understanding into effective counseling and social interactions” (Smaby, et. al, p. 45). These researchers suggested that additional measures of personal development, at the point of admission, might be necessary. It has also been argued that the admissions process is a time when counselor educators can be gatekeepers, and thus, behaviorally assess their students accordingly for their potential as counselors (Lamadue & Duffey, 1999).

Despite the field acknowledging the importance of personal characteristics in the admission process, scant literature exists on this topic. The need for admission procedures to select more fully functioning individuals (Foulds, 1969; Rothstein, 1988) and to develop selection indices that measure applicants’ ability to help others (Anthony & Wain, 1971; Bath & Calhoun, 1977; Carkhuff, 1969a, 1969b; Hurlburt & Carlozzi, 1981; Rogers, 1975; Rothstein, 1988) was well established in the late 20th century. This need focused on nonintellectual qualities that were perceived as essential to effective counseling (Carkhuff, 1969a, 1969b; Carkhuff & Berenson, 1967; McKee et. al, 1979;

Nagpal & Ritchie, 2002; Rothstein, 1988). Potential selection criteria included personality characteristics (e.g., self-actualization, interpersonal warmth, affective sensitivity, self-awareness) (Carkhuff, 1969a; Hurlburt & Carlozzi, 1981; Jones, 1974; McKee, et al, 1979; Nagpal & Ritchie, 2002; Rogers, 1975; Rothstein, 1988), social intelligence (e. g., social sensitivity, person perception, empathy) (Osipow & Walsh, 1973; Pope & Klein, 1999), cognitive flexibility (e. g., tolerance of ambiguity, complexity) (McKee et. al, 1979) and communication skills (e. g., empathy, respect, genuineness, interpersonal communication) (Carkhuff, 1969a; Carkhuff & Berenson, 1967; King, Beehr & King, 1986; Pope & Klein, 1999; Rogers, 1970; Rothstein, 1988; Truax, 1970). This literature suggested that counselor attributes are crucial to one’s ability to be an effective helper. The research in this area examined the relationship between the nontraditional academic factors, or the attributes of the counselor, and counselor effectiveness, and found mixed results, concluding that the relationship was ambiguous at best (Atkinson, Stasco & Hosford, 1975; Osipow & Walsh, 1973), while other studies indicated the existence of a relationship (Anthony & Wain, 1971; Hurst & Shatkin, 1974; McKee, et al, 1974; Rothstein, 1988; Tinsely & Tinsely, 1977). Indeed, Leverett-Main (2004) indicated that the skill of a counselor is less dependent on academic aptitude and more on personal qualities and interpersonal skills which might be best assessed through an interview process. Furthermore, Torres-Rivera, Wilbur, Maddux, Smaby, Phan, & Roberts-Wilbur (2002) argue that personal awareness was essential to the appropriate use of counseling skills.

In sum, there seems to be a consensus in the field that measures of personal development are important aspects to be considered in counselor education programs’ selection process (Carlozzi, Campbell, & Ward, 1982; Helmes & Pachana, 2008; Leverett-Main, 2004; Pope & Klein, 1999; Smaby et al., 2005;

Wheeler, 2000). The field, however, offers little guidance in terms of how to assess personal attributes or characteristics and self awareness of applicants. Below we offer an admissions model that attempts to assess personal attributes and self – awareness along with traditional criteria. We also provide a discussion of how we attempt to reconcile strengths or limitations in the personal development area with strengths or weaknesses in traditional admissions criteria.

Selection Criteria

There is no single factor or test score that determines applicants' admission. Data used to reach an admission decision include both traditional and nonintellectual measures. Traditional admissions criteria used are: (1) a graduate application with the applicant's written objectives for entering the program, (2) all undergraduate and graduate transcripts, and (3) three letters of recommendation. The nontraditional measures utilized are: (1) a level of facilitativeness score derived from responses to audiotaped client vignettes, and (2) a group interview that involves all counselor education faculty and approximately 8 to 10 candidates.

Graduate Application

In addition to the typical types of questions asked in graduate applications, the candidates are asked to write a statement of objectives. This statement includes candidates' objectives for wanting to be a professional counselor, a description of their professional or scholarly career, and commentary on their past work and experience as these relate to their field of study. There are three objectives for this selection criterion. First, faculty review the statement for graduate writing ability. Second, faculty try to gain a sense of the individual candidate's personal characteristics and his or her level of self-awareness. Finally, faculty assess for candidate fit with the program.

Transcripts

Because faculty members do not believe that grade point average is an effective predictor of a candidate's ability to help others (Markert & Monke, 1990), the department has no undergraduate or graduate grade point requirement. While undergraduate grade point averages below a 2.75 raise some concern in terms of the candidate's ability to do the didactic, academic work required at the graduate level, a low grade point average does not automatically eliminate a candidate who demonstrates strength in some of the nonintellectual areas the department deems are important to becoming an effective professional counselor.

Recommendation Letters

Candidates are required to provide three letters of reference. References are asked to: (1) evaluate the candidate's ability and motivation to do graduate work, (2) indicate any evidence that the candidate has the ability to be a helping person, (3) assess the candidate's openness to receiving constructive feedback, and (4) identify the candidate's strengths and limitations regarding emotional stability, self-motivation, self-awareness and maturation. This criterion is another attempt to obtain a picture of the candidate as a whole person, especially his or her ability to hear feedback in a non-defensive manner, and his or her strengths and limitations.

Pre-training measure of ability to help others

Carkhuff (1969a, 1969b), Rothstein (1988) and Rogers (1970) all argued that the best index of a future criterion is a previous measure of that criterion. They suggested that the selection process should include a pre-training measure of the applicant's ability to communicate effectively the conditions of empathy, genuineness and respect. In an attempt to assess

candidates' natural ability to be of help to others, the department examines candidates' written responses to 6 audiotaped client vignettes. The responses are evaluated for facilitativeness using Carkhuff's (1969a) scoring (1.0 – 5.0). The Carkhuff score along with a brief qualitative summary of the candidate's approach to helping is provided. One faculty member does all the scoring and the qualitative summary of all candidates' 6 responses. Faculty look for applicants with ability to listen, identify feelings and thoughts, and to provide relevant feedback without judgment, minimization, denial or problem solving.

Group Interview

Group interviews were posited as another way to assess nonacademic factors important to counselor effectiveness (Atkinson, Stasco & Hosford, 1978; Biasco & Redferring, 1976; Childers & Rye, 1987; Felton, 1972; Wilson, 1956). Group interviews were also viewed as a more effective way than individual interviews to discover applicants who might attempt to disguise their real selves. Further, group interviews also allow for the examination of interpersonal effectiveness, especially in terms of inducing behavior that is predictive of future behaviors, and to determine ability to handle ambiguity. Thus the department developed a semi-structured group activity to assess candidates' interpersonal proficiency and intrapersonal capacity. This activity focused on candidates' ability to present in a meaningful, cogent fashion, and to listen and give feedback without judgment or evaluation. Furthermore, this activity provides an opportunity for candidates to demonstrate their level of self-awareness, ability to handle ambiguity and general personhood.

Eight to 12 candidates are invited to a group interview in which they engage in a triadic exercise. This group interview takes place in the department's counseling laboratory where the candidates are seated in a group room while faculty observe the group interview through observation

windows. (See figure 1). One faculty member, who sits in the group room, proctors the group interview. Two candidates at a time are asked to sit, one in Chair A and one in Chair B. In Chair A the candidate has three minutes to present why he or she wants to be a counselor, the personal qualities or behaviors that will make the candidate an effective counselor, and the personal qualities or behaviors that the candidate believes need to be improved or changed in order to be an effective counselor. While the candidate in Chair A presents, the candidate in Chair B listens. When the Chair A candidate's three minutes have elapsed, time is called by the proctor. Then the Chair B candidate is given two minutes to feed back what he or she heard to the Chair A candidate. If the Chair B candidate feeds back what the Chair A candidate said in less than two minutes, the candidate is allowed to use the remaining time to make a comment or ask a question. Both Chair A and B candidates are instructed to use the full time allotted and are told to stop when their time is done. Once the Chair B candidate is finished, the proctor indicates that Chair C is open to any other group candidate to use in order to give feedback, share a thought or ask for clarification. Any group applicant has the opportunity to participate in Chair C. The idea is that once a group member has interacted with either Chair A or Chair B or both, the participant in Chair C leaves the chair so other candidates may become involved in Chair C activity. Chair C remains open for two minutes. When Chair C's time has elapsed, this portion of the triad is complete, and the next pair of Chair A and B candidates begins. In all, every applicant will be instructed to participate in Chair A and in Chair B, and all prospective candidates have the opportunity to participate in Chair C. (Please see Appendix A).

Ultimately, the entire process asks of each candidate "Who am I?" All faculty observing the group interview assess candidates regarding their degree of participation in each Chair. In Chair A,

faculty look for the ability of candidates to present themselves in a clear, logical, and concise manner. Additionally faculty look for a degree of self-awareness regarding candidates' motivations for entering the counseling profession, and their personal and professional strengths and limitations. Faculty pay attention to a candidate's listening skills including clarification and use of questions, feedback skills, and theme identification in Chair B. Furthermore, faculty attend to the Chair B candidate's ability to provide feedback to Chair A in a clear, concise, complete, and organized manner. Faculty look for a candidate's degree of participation in Chair C along with an assessment of the quality of the

candidate's interaction with Chair A and/or B. For example, does the candidate ask a question that furthers knowledge about the participant in Chair A or B? Does the candidate express how she feels about something that Chair A or B shared? Does the candidate demonstrate an ability to emotionally connect with others or does the candidate present self as an authority or come across as judging or lecturing? Throughout the group interview process, the faculty work to gain a sense of a candidate's self-awareness, sensitivity to others, and degree of openness. Ultimately, faculty attempt to gain insight regarding the personhood of each candidate.

Table 1: Group interview screening criteria

	Screening Criteria
Chair A	<ul style="list-style-type: none"> • Ability to present self – succinctness, clarity, organization • Level of self-awareness and knowledge of self • Degree of openness • Ability to express affect
Chair B	<ul style="list-style-type: none"> • Listening skills • Asking for clarification • Feedback skills • Organization and accuracy of feedback • Theme development • Ability to hear and address affect • Ability to balance cognitive and affective demands related to interacting with another person without becoming distracted by his or her own personal agenda
Chair C	<ul style="list-style-type: none"> • Degree of participation • Quality of interaction • Ability to hear and address affect • Ability to balance cognitive and affective demands related to interacting with another person without becoming distracted by his or her own personal agenda

Admissions Process

All candidates who submit a completed graduate application form are invited to provide written responses to 6 client audiotaped vignettes. Next each and

every faculty member reviews all applicant files that contain the following: (1) the graduate application, (2) grade point average, (3) recommendation letters and (4) Carkhuff score and qualitative summary of each candidate's responses to client

vignettes. Each candidate's file receives a score on a scale of 1 (low) to 5 (high) from each faculty member. A mean score is then derived for each candidate. Then candidates are rank ordered based upon their score, and the top 40-45 candidates are invited to attend a group interview. Finally, each faculty member reviews the rank ordering of candidates, and the selected candidates are briefly discussed. An individual faculty member may advocate to include a candidate in the group interview or exclude a candidate whose rankings placed him or her in that category. Ultimately, the faculty come to a consensus regarding who will be invited to the group interview. Approximately four group interviews are held across four consecutive days each semester.

Immediately after the group interview is completed, the faculty meet to make an admission decision regarding each candidate. The task is to select those candidates who best fit the program. The objectives for this stage are to: (1) assess candidates on their performance during the group interview on the behaviors identified above; (2) learn how each faculty member perceives the candidate through the group interview; and (3) utilize perceptions of the faculty regarding each candidate with the other data to make appropriate selections. In pursuit of these objectives, faculty hope to see what the candidate is like as a person. Overall, the faculty ask the following types of questions regarding candidates' performances in the three chairs.

- Does the candidate interact with others in a genuine manner (e.g. do they seem to talk at or talk down to others, do they seem genuine in their interactions)?
 - Can they listen accurately (without interpreting, assuming, interjecting their issues)?
 - Do they have some self-awareness regarding their strengths and limitations?

- What is the level of their self-awareness as related to their age and life experience?
- Can they give feedback (e.g., can they reflect back to Chair A without downplaying limitations, embellishing or being judgmental)?
- Can the Chair A candidate present in an organized, succinct and direct manner?
- Is the Chair B candidate's feedback organized and clear?
- Can the Chair A, B, or C candidate hear themes?
- Does the candidate appear sensitive to others in terms of differences, experiences?
- How transparent does the candidate appear to be?
- Can the candidate manage his or her anxiety regarding involvement in the group interview?

After a discussion of a candidate's group interview performance, the faculty also consider the candidates' Carkhuff score, letters of recommendations, undergraduate grade point average, and written objectives. These criteria are examined in order to assess candidates' ability to hear affect and focus on client concern (Carkhuff score). Further, faculty look at the candidate's undergraduate grade point average and written objectives to see if there might be writing challenges at the graduate level for that particular individual. Additionally, letters of recommendation are utilized to gain a perspective on the candidate's ability to hear feedback, level of emotional maturity and ability to perform academically at the graduate level. Then, each faculty member votes using a zero to 5 scale: (1) A score of less than 2 indicates rejection, (2) a score between 2 but less than 3 indicates conditional acceptance, and (3) a score of 3 to 5 indicates acceptance. A mean score for each candidate is then derived.

For a candidate who enrolled in a course or courses as a non-matriculated student *before* attending the interview, the faculty begin the process by hearing from any individual faculty member who has had personal experience with the candidate in the classroom and who can address the candidate's ability to do graduate work and has some knowledge of the candidate's personal characteristics, such as self-awareness, openness to feedback, ability to listen and to provide feedback. If the interview is the department's first experience with a candidate, faculty work with the information gathered in the application and in the interview process. What follows are examples of different levels of candidate's performance and subsequent admission decisions: (1) satisfactory Carkhuff score and performance in the group interview; (2) satisfactory Carkhuff score and poor performance in the group interview; (3) unsatisfactory Carkhuff score and a satisfactory performance in the group interview; and (4) unsatisfactory Carkhuff score and performance in the group interview. Each example is discussed in terms of the faculty's perception of the candidate (non-matriculated student) or no prior knowledge of the candidate and all the admission criteria.

Satisfactory group interview performance and Carkhuff score

The easiest admission decision usually occurs when the candidate has performed satisfactorily on the Carkhuff as well as in the group interview. On these occasions, faculty members review all of the data and typically find congruence between what the candidate demonstrates in the group interaction and who she or he is on paper. In cases like this, Carkhuff scores, together with faculty's individual ratings, as well as other traditional indicators convey a unified perspective of an individual the faculty all believe is a good prospect for the program and one who is likely to succeed.

Satisfactory Carkhuff score and poor performance in group interview

In those cases where the Carkhuff scores are satisfactory but the candidate has performed poorly in the group interview, faculty discuss their individual perceptions of the candidate's performance in the group interview and their reactions to the written objectives and other traditional data. If the candidate was a non-matriculated student, faculty also confer about the perception of the individual faculty member who taught that candidate. If the candidate had a successful classroom experience, the faculty's experience with the candidate helps other faculty members understand things about the candidate, which may have led to questionable performance in the group interview. For example, the candidate may have struggled with challenges in terms of confidence, interacting with others in public, or displaying self-confidence in the face of faculty. In a case like this, the instructor's personal classroom experience with a candidate is taken into consideration in the decision-making process.

In cases where the Carkhuff score is satisfactory but the candidate has had a less than successful class performance and has performed poorly in the group interview, faculty listen to the instructor's perception of the candidate in terms of academic performance and self-awareness. Additionally, faculty discuss the candidate's group performance and share their reactions to the written objectives and other traditional data. The combination of poor performance in academics and self awareness in a class, and in the group interview often leads to a decision of rejection.

Unsatisfactory Carkhuff score and satisfactory performance in group interview

In instances where the Carkhuff score is less than satisfactory but the candidate has had a successful classroom performance and did well in the group

interview, faculty discuss the candidate's ability to listen and provide feedback during the group interview and compare that performance to the candidate's Carkhuff score. For example, the candidate may have heard accurately and addressed affect during the group interview but had a lower Carkhuff score indicating a dismal of affect and irrelevant questions. Faculty may decide that the candidate's performance in the group interview outweighs the low Carkhuff score. Overall, faculty view the Carkhuff score as an exceptionally helpful admission criterion. Often the written responses to the audiotaped client vignettes reveal certain nuances about how well the person listens or makes distinctions between content, levels of affect, or expressed and unexpressed feelings. All faculty may see the person as a good candidate based upon that individual's group interview performance but on the basis of the Carkhuff score, see a lack of or poor ability to identify feelings, or a tendency to try and talk the client out of their feelings. When data are mixed (i.e. the candidate does poorly on the Carkhuff but moderately well in the interview and has references that encourage the faculty about the candidate's potential,) the faculty's review often leads them to accept the candidate on conditional terms. Most often conditional acceptance means that the candidate is expected to take the department's introductory course and upon successful completion of the course and recommendation of the faculty instructor, participate in the group interview process for a second time. Successful performance in the group interview will result in conditional acceptance being changed to acceptance. Poor performance results in loss of matriculated status or rejection.

Unsatisfactory Carkhuff score and group interview performance

When the applicant performs poorly on the Carkhuff and in the group interview, faculty are less likely to admit a candidate. When a candidate's performance in the

group interview mirrored his or her Carkhuff score (e.g., the candidate did not listen accurately, downplayed affect or asked irrelevant questions during the group interview and ignored and/or downplayed affect in his or her responses to the case vignettes), faculty tend to view the candidate as not possessing the necessary skills for admission. When the candidate has been a student in a class, the instructor's perception of the candidate's academic ability and self-awareness based on personal knowledge in the class room is taken into account. Because faculty are inclined to believe in the positive potential of humans, they look for any indication that the applicant may be a good candidate. Often there may be indicators in letters of reference or other traditional data. In cases where faculty find little evidence or indication they reject the candidate.

In sum, each candidate is discussed, and both objective data and subjective perceptions are shared by the faculty. The whole admissions process is an attempt to answer the questions "who is this person?" and "what skills and personality attributes does this candidate possess?" and seeks to clearly define the potential of the applicant to be a successful college, mental health or school counselor. While there is no assigned weighting for each selection criterion, the department as a whole tends to weigh more heavily the nontraditional factors (e.g., Carkhuff score, performance in the group interview) in its final decision. This often involves dialogue and sharing of perspectives. The faculty attempt to reach consensus regarding the admission decision for each candidate. Ultimately, the final decision on each candidate is reached by a faculty vote.

Balancing traditional and nontraditional criteria in the admissions decision process

While this admissions process clearly values nontraditional admissions criteria, the faculty are aware of the need to balance a candidate's personal attributes

with his or her ability to perform academically at the graduate level. The candidate, who does well in the department's nonacademic and traditional academic selection criteria, is accepted. For a candidate who does well with nonacademic selection criteria but appears deficient in traditional academic measures such as undergraduate grade point average and writing ability, the decision to accept or reject is not as clear. The faculty tend to reject a candidate if his or her written objectives reveal that the candidate's writing is disorganized, contains errors, and is generally unclear. In such situations, the faculty might question the candidate's ability to excel at the graduate level even with academic support. Experience has demonstrated that low undergraduate grade point averages (e.g.: below a 2.75) often indicates that a candidate will struggle with writing and other academic work at the graduate level. The faculty discuss whether or not the department has the resources to be able to support a student who may have significant deficits (e.g. how much faculty time would be required to assist this candidate become successful).

Advantages and Disadvantages of this Admissions Model

While the faculty believe that this admissions model has advantages, there are also challenges in using such a selection process. A major advantage of this admissions process is the fact that the department examines both traditional and nonacademic measures. Thus candidates who may not perform as well on traditional academic measures such as grade point average or writing are provided with an opportunity to demonstrate their nonacademic abilities such as self-awareness, ability to help others, listen and give feedback (Atkinson et al., 1978).

Another advantage of this selection process is the department's emphasis on the importance of the adage "counselor know thyself." Counselor self-knowledge is critical to effective counseling especially in a

diverse society (Locke, 1998; Sue, Arredondo & McDavis, 1991). Sciarra (1999), for example, articulates the need for counselors to be self aware in order to be culturally sensitive, and suggests that the two traditional counseling terms of interpersonal and intrapersonal have analogues in multicultural counseling; that is, the counselor must be able to understand his or her own culture and to examine culture between him or herself and the client. The department's selection allows for candidates to demonstrate their intrapersonal and interpersonal qualities.

An additional advantage to this process is the involvement of all faculty in the admission decision process. All faculty have a stake in each candidate admitted to the program and is aware of potential strengths and limitations of each graduate. While each faculty member's perception of a candidate's performance in the group interview is based upon the selection criteria it also involves individual reactions. However, the nuances of candidate personality and ability are assessed and experienced by all faculty. This allows for a consensus to emerge with each decision and can compensate for just one faculty member's idiosyncratic reaction to an individual candidate.

This selection process which allows for faculty's reactions, feelings and thoughts about a candidate to be a part of the decision making process can be an advantage. This approach to admissions allows for clinical judgment that is balanced with traditional admissions criteria. In a study that examined evaluation criterion and decision-making processes used during admissions in four counselor education programs, Nagpal and Ritchie (2002) found that the faculty appeared to utilize the admission interview to screen out applicants who were inappropriate rather than to choose the best qualified candidates. A strength of the admissions model presented here is its articulation of characteristics that are used for evaluation of applicants (e.g., ability to hear and address affect, listening and feedback skills, self-awareness, etc.).

Thus this model helps faculty select rather than just eliminate unsuitable candidates.

This admission process also has disadvantages. A disadvantage is that only selected candidates are invited to the group interview and, thus, faculty do not assess all candidates' nonacademic abilities. This may result in candidates who may be strong on nontraditional criteria but not as strong in traditional areas to not be invited for the group interview. Thus, the department may miss candidates who have characteristics that the literature has identified as necessary for being an effective counselor.

This process also employs the use of subjective, nonacademic measures that some might argue reduces the ability of the faculty to select on an objective basis. Personality characteristics and level of self-awareness are less easy to quantify than a test score such as the GRE. Therefore, a disadvantage to this admissions model might be the need to balance objective measures with these less quantifiable, yet qualitative measures that the literature suggest should be considered in screening potential candidates for counselor education programs (Leverett-Main, 2004; Smaby et al, 2005).

Another disadvantage of this selection process is the requirement that all candidates come to campus to attend the audiotape session in which applicants supply written responses to client vignettes. This requirement may limit who applies to the program because of the issue of travel.

The time and energy the admission process entails may be a disadvantage. The fact that all faculty review all applicants, meet to discuss the rank ordering of applicants, and participate in the assessment of candidates' performance in group interviews requires a significant time commitment. This is time that takes away from other faculty activities.

Considerations and Future Research

Nagpal and Ritchie (2002) suggested that personal characteristics

used for candidate selection need to be behaviorally defined to increase objectivity during the interview assessment and faculty decision-making processes. The admissions model presented here could be refined to provide behavioral definitions of the evaluation criteria used for the group interview. Additionally, the Carkhuff scale (Carkhuff, 1969a) emphasized empathy as a skill. The department recognized that this focus on affect reflects a western European value, and thus the use of this scale may not be appropriate for candidates whose cultural identity differs from this western European worldview. The department is currently conducting a study examining the relationship among gender, race/ethnicity, and Carkhuff score to identify any potential biases with the use of this scale.

The department is also discussing how it might structure the admission process so that candidates who live a distance from campus can still apply. This is of particular interest because of inquires from international students about our program.

In summary, counselor education continues to struggle with how to select the best candidates for training as counselors. The model offered here is an attempt to address the need to assess personality characteristics as a part of the admissions process. As a discipline we continue to be faced by the following question: How can we select applicants who possess the values and characteristics that are viewed by the profession as essential to competent counseling? The challenge for counselor education is to develop ways to assess the personal characteristics of candidates that the literature deems necessary to be an effective counselors.

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Appendix A: Physical arrangement of the admissions group exercise

