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# THE PROFESSIONAL COUNSELOR



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Digest

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## Digest Contents

**Effects of School Counselors' Cognitive Behavioral Consultation on Irrational and Efficacy Beliefs of Elementary School Teachers—DIGEST**

[Go To Digest](#)

**Counselors' Understanding of Process Addiction: A Blind Spot in the Counseling Field—DIGEST**

[Go To Digest](#)

**Preparing Counselors-in-Training for Private Practice: A Course in Clinical Entrepreneurship— DIGEST**

[Go To Digest](#)

**Standardizing the Pre-Licensure Supervision Process: A Commentary on Advocating for Direct Observation of Skills —DIGEST**

[Go To Digest](#)

[Go to \*TPC\* journal](#)

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# Effects of School Counselors' Cognitive Behavioral Consultation on Irrational and Efficacy Beliefs of Elementary School Teachers—DIGEST

## A U T H O R S

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Professional school counselors are well-positioned to affect student success through comprehensive school counseling programming. Consultation is an important component of comprehensive programs that leads to educational opportunities and academic success for students. This study sought to explore the effects of the implementation of two modes of cognitive behavioral therapy during group consultation with elementary school teachers. Aspects of rational emotive behavior therapy and social cognitive theory

were used to provide rational emotive-social behavior consultation (RESBC). Efficacy beliefs and irrational beliefs of teachers were the main variables under investigation.

*This study appears to offer school counselors a viable method for creating systemic change.*

Teachers from three elementary schools were assigned to one of three groups based on school affiliation. The face-to-face group received seven consultation sessions across eight weeks. Each

session was held in the school media center and was 75 minutes in length. The on-line group consultation sessions were asynchronous in nature and also spanned an eight week period. Both consultation formats included presentations of identical content based on a model developed by Warren. The third group of elementary school teachers was placed in a control group and did not receive RE-SB consultation.

Several measures were used during this study to explore the efficacy beliefs and irrational beliefs of the participants. The Irrational Beliefs Inventory (IBI), developed by Koopmans,

Sanderman, Timmerman, and Emmelkamp and

the General Self Efficacy Scale (GSES) were used at the onset of the study to determine the participants' degree of irrationality and level of perceived efficacy. The Teachers' Irrational Beliefs Scale (TIBS) and the Teacher Sense of Efficacy Scale (TSES) were measures administered to participants post consultation to assess the impact of treatments.

The pre-measures indicated no significant differences among the three groups of teachers in terms of efficacy beliefs or irrational beliefs. The measures administered post consultation yielded mixed results across the groups of participants. The overall findings of



this study revealed that RE-SBC, in a face-to-face format, can be an effective way for school counselors to address efficacy beliefs and irrational beliefs of teachers.

This study demonstrates the value of theory-based consultation as a part of a comprehensive school counseling program. RE-SBC, in the face-to-face format, appears to directly

promote the well-being of teachers and indirectly fosters a classroom environment conducive to student success. While continued research is needed, this study appears to offer school counselors a viable method for creating systemic change.

Full Article: Warren, J. M., & Gerler, E. R., Jr. (2013). Effects of school counselors' cognitive behavioral consultation on irrational and efficacy beliefs of elementary school teachers. *The Professional Counselor*, 3, 6-15.

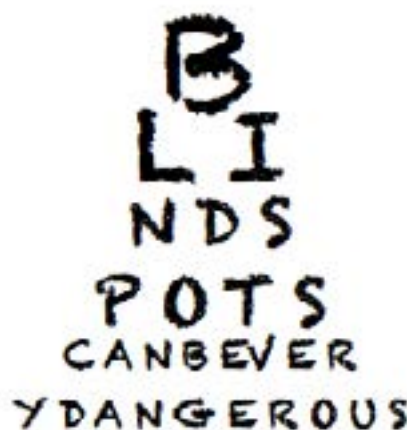
# Counselors' Understanding of Process Addiction: A Blind Spot in the Counseling Field—DIGEST

## A U T H O R S

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**T**he addictions field continues to grow and is expanding beyond the area of substance abuse and substance dependence. Process addictions (PAs) are now an integral aspect of addictions assessment, diagnosis and treatment. This pilot study was conducted to initiate an understanding of levels of knowledge counselors have in diagnosing, assessing and treating clients suffering with process addictions; identify indicators of where and how they learned about process addictions; and explore how they integrate their level of the treatment of process addictions into to clinical practice. The

total sample for our study included 37 counselors who were post-graduate clinicians. The counselors who participated in the study included 59% with a master's degree in



community counseling/ mental health counseling, 8 % with a master's degree in a counseling- related field with a certificate in

addiction, 3% with an educational specialist degree in a counseling-related field and 22% with a doctorate in a counseling-related field. Approximately 89% of respondents indicated that learning about PA for clinicians was very important, 6% noted that it was important and 6% indicated learning about PA was a neutral issue. Less than 13 % of the participants understood that process addiction included compulsive behaviors. Sixty-four percent of the counselors surveyed acknowledged they treated clients with process addictions, but were lacking the training to assess and screen for addictions.



With regards to comfort level in assessing, diagnosing and treating process addictions, 25% of the respondents reported feeling very comfortable; 42% reported feeling comfortable; 22% reported feeling ambivalent; 6% reported not feeling comfortable; and 6% selected not applicable. Approximately

*Most counselors have little training in diagnosing and treating process addiction.*

24% of the respondents had been trained to assess and screen for eating disorders. However, 36% of participants were trained to diagnose eating disorders and only 19% had been trained to treat eating disorders. From the responses of the participants in this pilot study, it can be gathered that counselors without adequate training and continued education are treating clients who live with PAs.



On average, a third of the participants had been trained to diagnose eating disorders, but most had little to no training in diagnosing other various forms of process addiction. Yet, they knowingly are treating clients with addictions. With this admittance that almost 90% of the counselors identified the importance of training counselors to assess, screen, diagnose and treat process addictions, 94% also expressed interest in taking a process addictions seminar or course.

Full Article: Wilson, A. D., & Johnson, P. (2013). Counselors' understanding of process addiction: The blind spot in the counseling field. *The Professional Counselor*, 3,

# Preparing Counselors-in-Training for Private Practice: A Course in Clinical Entrepreneurship— DIGEST

## A U T H O R S

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**L**ittle literature exists within counselor education to address the importance of preparing counselors to succeed in private practice. Offering counselors-in-training opportunities to gain business skills and competencies within counselor education programs might better prepare future students to develop their own counseling-based practices. The authors developed and implemented a graduate-level elective course titled Entrepreneurship in Clinical Settings open to both masters and

doctoral-level students enrolled in graduate-level helping professional programs. The purpose of developing the course was to advance students' knowledge and related skills in formulating a detailed business plan for a successful counseling practice and thereby preparing them to successfully manage the business side of private practice. Within this article, the authors describe the development, implementation and evaluation of a course where students produced a business plan for a counseling-based practice. Implications and

recommendations are explored.

The semester-long graduate course was developed from a pedagogical structure

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*Students reported that they wanted more business knowledge*

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grounded in problem-based learning (PBL), which typically involves the presentation of a set of carefully constructed problems to a small group of students consisting of observable phenomena or events that need explanation. For the Entrepreneurship in Clinical Settings course, students were charged with formulating specific aspects of a business plan, which required them to creatively align their own interests with the plan components while accounting for practical factors that would facilitate or hinder the success of their plan. To meet this goal, each student developed a series of proposals to address the assigned problem, and then worked in small groups to challenge one another through a cyclical feedback process enhanced through the progressive acquisition of relevant knowledge.

Collectively, students articulated that they



benefited from the conversational tone of the class, desired a more robust bridge to connect business-related information to their plans, and profited from developing a business plan in their interest area regardless of their professional development as a counselor. Students reported benefiting from their experience as the development of the business plan forced them to narrow

their focus and develop a feasible strategy for implementing their small business ideas. Though some of the students were several years away from developing a private practice, at the conclusion of the course they reported clarity about their proposed business ideas and a sense of confidence in their plans that they felt would help shape a more specific identity as a professional counselor.

Full Article: Reese, R. F., Young, J. S., & Hutchinson, G. A. (2013). Preparing counselors-in-training for private practice: A course in clinical entrepreneurship, *The Professional Counselor*, 3,

# Standardizing the Pre-Licensure Supervision Process: A Commentary on Advocating for Direct Observation of Skills - DIGEST

## A U T H O R S

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**T**he present paper advocates for standardized regulations/laws for supervision of pre-licensed counselors in the United States, particularly for direct observation of clinical skills. A review of regulations by the American Counseling Association (ACA) Professional Affairs Division reveals that only two states (Arizona and North Carolina) specify requiring supervision interventions that include the use of reviewing audio or videotapes, or live supervision modalities to help evaluate supervisee competence.

While utilizing direct observation of counseling

skills in supervision is recommended by various counseling associations (e.g., ACA), numerous studies have shown the most common method of supervision is self-report. This method of providing information about the content of counseling sessions relies exclusively on the supervisee's subjective beliefs. A limitation of this method may involve a lack of observable information about the counseling session supervisors need to accurately evaluate the effectiveness of the counselor.

Direct observation and practice of skills are linked to self-efficacy, an important component

of therapeutic skill. One researcher has found higher levels of counselor self-efficacy in those receiving greater amounts of direct supervision. Thus, it is likely that increased levels of direct observation during supervision are related to both counselors' self-efficacy and satisfaction with the supervisory experience.

Counselor performance also has been found to be related to self-efficacy and the supervisory environment; counselors who feel confident in their skills and have had adequate supervision have been shown to perform better clinically. Further, researchers have found social work interns who

rated the supervisory experience as positive (i.e., helpful, receiving positive feedback) felt more empowered and reported higher levels of self-efficacy; positive supervisory experiences were linked to self-efficacy and confidence. Standards requiring practices that lead to such outcomes across states are necessary to achieve optimal performance in counselor practice.

The practice of supervision leads to more positive effects in terms of counseling performance and outcomes, and indicates that standardization is especially necessary. The current paper advocates for such standardization and cites the literature on current regulations, extant work in supervision practice and counseling outcomes, and recommendations for regulation and practice.




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*Direct observation and practice of skills are linked to [Counselor] self-efficacy...*

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Full Article: Gray, N. D., & Erickson, P. (2013). Standardizing the pre-licensure supervision process: A commentary on advocating for direct observation of skills. *The Professional Counselor*, 3,

