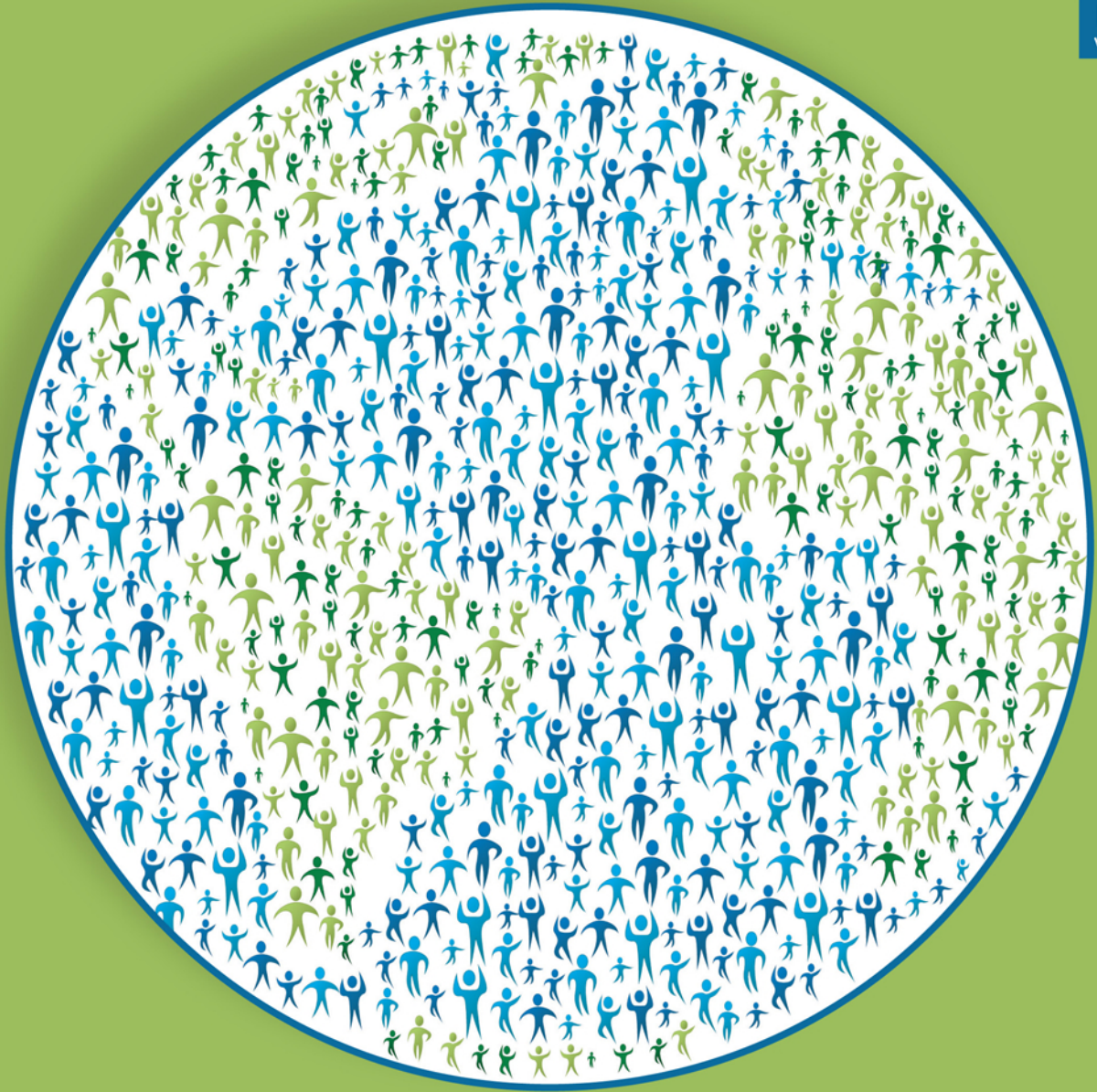


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The World *of the* Counselor

AN INTRODUCTION TO THE COUNSELING PROFESSION



Ed Neukrug



The World of the Counselor

An Introduction to the Counseling Profession

FIFTH EDITION

Ed Neukrug

Old Dominion University



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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Ed Neukrug

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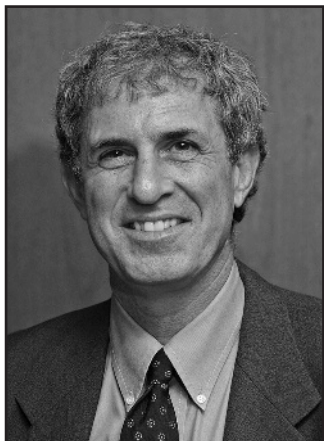
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To my mom, my first counselor

About the Author



Born and raised in New York City, Dr. Edward Neukrug obtained his B.A. in psychology from SUNY Binghamton, his M.S. in counseling from Miami University of Ohio, and his doctorate in counselor education from the University of Cincinnati. Dr. Neukrug is a National Certified Counselor (NCC), Licensed Professional Counselor (LPC), Human Services Board Certified Practitioner (HS-BCP), and Licensed Psychologist.

After teaching and directing a graduate program in counseling at Notre Dame College in New Hampshire, he accepted a position at Old Dominion University, in Norfolk, Virginia, where he currently is a Professor of Counseling and Human Services and former Chair of the Department of Educational Leadership and Counseling. In addition to teaching, Dr. Neukrug has worked as a substance abuse counselor, a counselor at a crisis center, an outpatient therapist at a mental health center, an associate school psychologist, a school counselor, and as a private-practice psychologist and LPC.

Dr. Neukrug has held a variety of positions in local, regional, and national professional associations in counseling and human services. In addition, he has received a number of grants and contracts with school systems and professional associations. He has received numerous honors and awards, including being designated a University Professor at Old Dominion University in recognition of his teaching, research, and professional services. He has been a speaker on numerous radio and TV shows, including WBAI in New York City, and National Public Radio.

Dr. Neukrug has written over 70 articles and chapters in books and has presented at dozens of conferences. In addition to *The World of the Counselor*, he has published eight books: *Counseling Theory and Practice*; *The Sage Encyclopedia of Theory in Counseling and Psychotherapy*; *Experiencing the World of the Counselor: A Workbook for Counselor Educators and Students* (4th ed.); *Theory, Practice, and Trends in Human Services: An Introduction to an Emerging Profession* (5th ed.); *Skills and Techniques for Human Service Professionals*; *Skills and Tools for Today's Counselors and Psychotherapists*; *Essentials of Testing and Assessment for Counselors, Social Workers, and Psychologists* (3rd ed.); and *Brief Orientation to Counseling: Professional Identity, History, and Standards*. He has also developed a DVD that illustrates major theories of counseling and another that demonstrates important counseling skills and techniques.

In addition to his books, Dr. Neukrug has been developing Great Therapists of the Twentieth Century (www.odu.edu/~eneukrug), an interactive and animated website where you can “meet” some of the major theorists of counseling and psychotherapy and learn more about them and their theories. He has also developed an interactive survey where you can identify your view of human nature and examine which school of therapy it is closest to (<http://ww2.odu.edu/~eneukrug/therapists/survey.html>).

Dr. Neukrug is married to Kristina Williams Neukrug. They have two children, Hannah and Emma.

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Purpose of Text

They brought the fireman (now firefighter) to my school. I wanted to be just like him. They brought the policeman (now police officer)—that’s a pretty fun job, I thought. My father, a building contractor, came and talked about building bridges. I was very proud. Maybe I would be a building contractor. The doctor, of course, was very impressive also. But they didn’t bring the counselor. In fact, few of us knew about counselors—what they did, who they were. Despite this, I became one. And now I want the world to know who they are and what they do. That is what this book is about.

After teaching for over thirty years, I have found that new students have a deep desire and longing to be counselors. I have also found that they have only a narrow knowledge of the counseling profession. It has been my experience that most students understand the importance of listening to a person who is experiencing distress, but they know little of the broad knowledge needed to be a counselor or the important professional, ethical, and cross-cultural issues that underlie so much of what counselors do. Thus, the purpose of this book is to enlighten students concerning the depth of the counseling profession so they can make an informed decision about whether they want to enter it and to help them begin their journey as a professional counselor with important knowledge and skills.

Since publication of the first four editions of *The World of the Counselor*, many reviewers, faculty, and students have remarked that the text is one of the most comprehensive, yet readable, of its kind. Often, faculty and students have suggested that it is a book that could be used when studying for comprehensive exams or when taking a certification or licensing exam. In revising the text, I have attempted to maintain its comprehensiveness. In addition, I have updated information to ensure accuracy and relevance and have increasingly added ways for you to electronically access information (e.g., URLs).

Organization of the Text

The text presents an overview of the counseling profession by offering relevant content, vignettes, and think pieces for students to ponder. The book loosely follows the common-core curriculum guidelines of the *Council for Accreditation of Counseling and Related Programs (CACREP)*: (1) professional orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) helping relationships, (6) group work, (7) assessment, and (8) research and program evaluation (see www.cacrep.org). The text also offers specific content in the specialty areas of clinical mental health counseling, school counseling, and student affairs and college counseling (postsecondary counseling). Adhering to the CACREP-accredited common-core areas ensures that the text complies with standards in the profession and offers the student a broad knowledge base.

The book is separated into seven sections and an Afterword. In writing the text, I have attempted to weave all eight common-core areas listed above into the first six sections, with the seventh section spotlighting the three specialty areas that students commonly enter: school counseling, clinical mental health counseling, and student affairs and college counseling (postsecondary counseling). The Afterword offers tips for applying to master's or doctoral programs and for applying for a job.

Sections and Afterword

Section I: Professional Orientation. The section encompasses much of the content highlighted in the CACREP common-core curriculum guideline, “Professional Orientation and Ethical Practice,” and more. There are three chapters in this section:

- Chapter 1: The Counselor’s Identity: What, Who, and How?
- Chapter 2: The Counseling Profession’s Past, Present, and Future
- Chapter 3: Standards in the Profession: Ethics, Accreditation, Credentialing, and Multicultural/Social Justice Competencies

Section II: The Helping Relationship I: Theories and Skills. Section II loosely follows the CACREP common-core curriculum guideline “Helping Relationships,” although “consultation” and “systems perspective,” which are listed under this guideline, are covered in Section III. The two chapters in this section are:

- Chapter 4: Individual Approaches to Counseling
- Chapter 5: Counseling Skills

Section III: The Helping Relationship II: The Counselor Working in Systems. This section draws from a number of CACREP curriculum guidelines that address counseling within systems. This section includes couples and family counseling, which draws from the CACREP common-core guidelines on systems located in “Helping Relationships” and from the specialty guidelines on “Marriage, Couple, and Family Counseling”; group work, which is noted in the CACREP common-core curriculum guideline “Group Work”; consultation, which is addressed in the “Helping Relationships” common core area; and supervision, which is addressed in the CACREP common-core curriculum guideline “Professional Orientation and Ethical Practices.” The three chapters in this section are:

- Chapter 6: Couples and Family Counseling
- Chapter 7: Group Work
- Chapter 8: Consultation and Supervision

Section IV: The Development of the Person. The broad spectrum of human development issues in counseling are examined in this section. Loosely following two of the CACREP common-core curriculum guidelines, “Human Growth and Development” and “Career Development,” the following three chapters are included:

- Chapter 9: Development Across the Lifespan
- Chapter 10: Abnormal Development, Diagnosis, and Psychopharmacology

Chapter 11: Career Development: The Counselor and the World of Work

Section V: Research, Program Evaluation, and Assessment. This section is based on the CACREP common-core curriculum guidelines “Research and Program Evaluation” and “Assessment.” The two chapters in this section are:

Chapter 12: Testing and Assessment

Chapter 13: Research and Evaluation

Section VI: Social and Cultural Foundations in Counseling. This section loosely follows the CACREP common-core curriculum guideline “Social and Cultural Diversity.” The two chapters included in this section are:

Chapter 14: Theory and Concepts of Multicultural Counseling

Chapter 15: Knowledge and Skills of Multicultural Counseling

Section VII: Select Specialty Areas in Counseling. This final section examines the three most popular specialty areas in counseling: school counseling, clinical mental health counseling, and student affairs and college counseling or postsecondary counseling. Each of these chapters provides history, defines roles and functions, presents theory and practice issues, and provides the counselor with specific examples of what it’s like to work in each of these specialty areas. Places of employment and potential salaries are also given. The section includes the following chapters:

Chapter 16: School Counseling

Chapter 17: Clinical Mental Health Counseling

Chapter 18: Student Affairs and College Counseling (Postsecondary Counseling)

Afterword. The Afterword provides students with tips on how to get into master’s and doctoral programs in counselor education and related fields and how to apply for jobs in the helping professions.

A Focus on Multicultural and Social Justice Issues, Ethical, Professional, and Legal Issues, and “The Counselor in Process”

The counseling profession has zeroed in on the importance of understanding the critical knowledge and skills related to multicultural counseling and social justice and has also focused on the importance of acting ethically, professionally, and legally. Thus, at the end of each chapter, you will find a section that highlights multicultural and social justice issues and another section that focuses on important ethical, professional, and legal issues related to that chapter’s content. Finally, I conclude each chapter with “The Counselor in Process,” a section that stresses how the self-reflective counselor who is willing to risk changing might deal with issues related to the chapter content.

Pedagogical Aids

Filled with material that highlights the content of each chapter in the text, the *World of the Counselor* includes the following:

1. Personal vignettes from the author and co-authors concerning their experiences in the field of counseling and in related professional fields
2. Vignettes that highlight specific chapter content
3. Testimonials from individuals in the field about their work
4. Experiential exercises that are peppered throughout the text that students can do in class or at home
5. References to websites that can highlight specific course content
6. Tables and graphs that elaborate what is in the chapter content
7. For the instructor, numerous instructional aids (for more information, see the section “Ancillaries to the Text,” later in this preface)

Specific Changes to This Edition

If you’ve seen past revisions of this text, you’ll know that I do not take a revision lightly. Thus, to keep the content updated and to improve the quality of the text, there have been numerous changes to each chapter in the book; if you were to compare this text to the last edition, you would see some substantial differences between parallel chapters. The following describes some of these changes.

Since there is a section at the conclusion of each chapter in the book that addresses ethical concerns, many of these sections had to be substantially updated to reflect the new ethics code of the American Counseling Association (ACA) developed in 2014. In addition, since there have been changes to the accreditation standards of CACREP, chapters that addressed accreditation, particularly the chapters in the first section of the book (“Professional Orientation”) and the chapters in the last section of the book (“Select Specialty Areas in Counseling”), needed to reflect such changes. Also, in 2013, the fifth edition of the *Diagnostic and Statistical Manual* was published (DSM-5). Since diagnosis is touched on in a number of chapters, I ensured that all material relative to DSM reflected the new DSM-5. In particular, I had to revamp a large section of Chapter 10, since it gives an overview of DSM-5.

Other important changes included revamping the section on the roles and functions of clinical mental health counselors (Chapter 17) and of postsecondary counselors (Chapter 18). With significant changes in credentialing, licensing laws, and the nature of the workplace, I thought that the roles and functions of these professionals had deepened and broadened, thus demanding important changes to these chapters.

Although years ago I had been a part-time school counselor, and even though my wife is an elementary school counselor, I felt that I was not close enough to this important specialty area to do it justice. Thus, I asked a colleague of mine, Dr. Emily Goodman-Scott, if she would revise Chapter 16. Emily has recently moved into academia and

is already well networked within the school counseling professional associations. Her expertise in school counseling is admirable, and I asked her to update this important chapter. I think you will find that the chapter fully covers cutting-edge knowledge relative to school counseling, particularly the national model of the American School Counselor Association (ASCA) and the establishment of comprehensive school counseling programs (CSCPs).

With every revision, one or two chapters are always particularly challenging. For me, Chapter 8, on consultation and supervision, is one of those. Every time I revise it, I work feverishly to make this chapter a bit more cutting-edge, more readable, and somewhat less bulky—yes, I actually try to *reduce* the amount of information. I think you'll find it concise and interesting.

The other chapter that I often find challenging when revising this text is Chapter 13, which covers research and evaluation. I always struggle with presenting this chapter in a readable, focused, and interesting manner. Since writing the last edition, I have conducted research with a colleague from Ryder College, Christina Hamme Peterson. Because she is such an expert on research and evaluation, I thought she might be able to contribute a crisper viewpoint on these important subject areas. I think you'll find that she succeeded admirably, as the chapter is extremely well written and now covers some important areas that were lacking in the last edition.

The above includes some of the major changes, but in addition, many other revisions were made. For instance, I always look to streamline information; thus, when revising the text, I ask myself questions such as "Is this really important?" "Do students actually need to know about this?" and so forth. So I eliminated some information that I thought was not necessary (and, of course, added new information when needed). Needless to say, any revision entails updating references, revising and reconfiguring charts and tables, and working on making sentences, paragraphs, and chapters more readable.

Finally, at the end of each chapter, you will see a reference to CengageBrain. On CengageBrain, you'll find CourseMate tailored to this text that has assessment exercises, vignettes, and experiential exercises that reflect each chapter's content, and students can respond to these activities and later discuss them in class. If you are participating in CourseMate, you may be assigned these activities. I think you'll find them interesting, educational, and fun. Similarly, I have uploaded a workbook called *Experiencing the World of the Counselor* on CourseMate. This workbook has dozens of activities that correspond with each chapter's course content, and your instructor may select some exercises for you to do at home or in class.

Ancillaries to the Text For Students

Cengage Learning's CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes an integrated eBook, glossaries, flashcards, quizzes, video activities, workbook activities,

downloadable PDF of *Experiencing the World of the Counselor* and more—as well as Engagement Tracker, a first-of-its-kind tool that monitors student engagement in the course. CourseMate is available with the text.

For the Instructor

1. ***Experiencing the World of the Counselor***. This companion book can be downloaded by students and faculty on CourseMate. In it, you will find dozens of exercises and activities that can enhance student learning that coincide with chapters in the text.
2. **Online PowerPoint®**. These vibrant Microsoft® PowerPoint® lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.
3. **Online Test Bank**. For assessment support, the updated test bank includes true/false, multiple-choice, matching, short answer, and essay questions for each chapter.
4. **Online Instructor's Manual**. The Instructor's Manual (IM) contains a variety of resources to aid instructors in preparing and presenting text material in a manner that meets their personal preferences and course needs. It presents chapter-by-chapter suggestions and resources to enhance and facilitate learning.

II. Web Sites to Enhance Learning

Over the years, I have developed a number of websites to assist with learning various topics. These include the following:

1. *Great Therapists of the Twentieth Century*: This animated website introduces you to about twenty famous therapists of the twentieth century, with whom you can interact and learn important information. The site should be viewed on Google Chrome or on a Safari browser. Go to <http://www.odu.edu/~eneukrug/gttc/>.
2. *Survey of Your Theoretical Orientation*: This 72-item survey allows students to compare their theoretical orientation to a number of well-known therapeutic approaches and schools of therapy (psychodynamic, cognitive-behavioral, existential-humanistic, postmodern). Go to <http://www.odu.edu/~eneukrug/therapists/booksurvey.html>.
3. *Stories of the Great Therapists*: This website has short, select stories about a number of famous therapists of the twentieth century. Go to: <http://www.odu.edu/~eneukrug/therapists/index.html>.
4. *Galton's Board*: This website presents a version of Galton's Board, a computer-generated normal curve where students can ponder the nature of normal curves and statistical probability.

Acknowledgments

This book could not have been completed without the help of a number of people from Cengage. First, a special thanks to Julie Martinez, Product Manager for Counseling and

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Many others associated with Cengage were also critical to the completion of this project. Teresa Christie at MPS Limited was Project Manager and worked very closely and diligently with me to finish this book. She was great. Thanks, Teresa! Lori Bradshaw, Developmental Production Editor at S4 Carlisle Publisher Services, was always there to ensure that the book was on track and that things went smoothly. Lynn Lustberg, who filled in briefly as Project Manager, was extremely helpful. Veerabhagu Nagarajan, Associate Project Manager from Image Research & Permissions for Lumina Datamatics, was critical in securing the artwork and pictures in the text. Finally, thanks to Sue McClung, the copy editor, who worked hard to make sure that *The World of the Counselor* was accurate and readable. Thanks so much.

A book like this tends to go through a number of faculty reviews, and in this case, I have the following faculty to thank for reviewing parts or all of the text. Their time and effort are sincerely appreciated. Thanks go to David Kleist, Idaho State University–Pocatello; Kristopher Goodrich, University of New Mexico; Thomas McLure, Faulkner University Birmingham; Jason K. Neill, Colorado Christian University.

A very special thanks for the hard work of Christina Hamme Peterson and Emily Goodman-Scott for their revisions to Chapters 13 and 16, respectively. Their efforts have made these chapters considerably stronger. In addition, I would like to send special thanks to Gina Polychronopoulos, whose work on the PowerPoints, Test Questions, and Glossary were essential to the final version of this book. Thanks, Gina!

- CHAPTER 1 The Counselor's Identity:
What, Who, and How?
- CHAPTER 2 The Counseling Profession's
Past, Present, and Future
- CHAPTER 3 Ethics, Accreditation,
Credentialing, Multicultural
Counseling, and the Standards
Associated with Them

Overview

The first section of this book offers an overview of important professional issues in the field of counseling. A common theme running through Chapters 1 through 3 is how the counseling profession has developed its unique professional identity. This topic is explored by looking at how we are the same, as well as how we are different from other mental health professionals. This is done by examining our unique history and by describing the standards of our profession.

Chapter 1 defines counseling and distinguishes it from related fields such as guidance and psychotherapy. This chapter compares different kinds of mental health professionals who do counseling, and it concludes by examining the characteristics of an effective counselor. Chapter 2 reviews the history of the counseling profession, tracing it from the distant past, through the beginnings of the mental health field, to the current status of the profession. It also offers us a glimpse into its future. Chapter 3 explores the development and implementation of four important standards in the counseling profession: ethics, accreditation, credentialing, and multicultural/social justice competencies.

At the conclusion of every chapter in the book, chapter content is tied in with important multicultural/social justice issues; ethical, professional, and legal issues; and, in a section called "The Counselor in Process," issues of how the counselor lives as a person and professional in the world.

The Counselor's Identity: What, Who, and How?

CHAPTER

1

... counseling has proven to be a difficult concept to explain. The public's lack of clarity is due, in part, to the proliferation of modern-day practitioners who have adopted the counselor label. They range from credit counselors to investment counselors, and from camp counselors to retirement counselors. Although their services share the common ingredient of verbal communication, and possibly the intention to be helpful, those services have little in common with ... [psychological counseling].

(Hackney & Cormier, 2013, p. 2)

Sometimes as a child, I would have a temper tantrum, and my mother would say, “I just don’t understand why you get so angry; maybe I should take you to see a counselor.” This threat intimidated that there was something terribly wrong with me, and perhaps, in some way, also showed her love for and desire to understand and help me.

I used to wonder what it would be like to see a counselor. It couldn’t be a good thing if my mom was using it as a threat, I thought! On the other hand, maybe counseling would be a place where I could talk to someone who understood me, someone who could understand my moods, moods that felt normal to me yet were being defined as being wrong, or kind of abnormal. Maybe seeing a counselor would be okay. In fact, maybe a counselor would say I was normal! But what exactly would a counselor do, I wondered?

Thankfully, over the years I’ve had the opportunity to be in counseling. And, irony of all ironies, I became a counselor. Well, maybe my mom intuited early that I was going to be intimately involved in counseling in one way or another!

This chapter is about defining the words *counseling* and *counselor*. First, I will highlight the word *counseling* and distinguish it from related words such as *guidance* and *psychotherapy*. Then I will compare and contrast counselors with other mental health professionals who do counseling. Next, I will examine the characteristics of an effective helper.

As we near the end of the chapter, I will provide an overview of the various professional associations in the counseling field, with particular emphasis on the American Counseling Association (ACA). I will conclude the chapter by highlighting the importance of multicultural issues in the field of counseling and by focusing on ethical, professional, and legal issues that apply to counselors.

Guidance, Counseling, and Psychotherapy: Variations on the Same Theme?

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

(ACA, 2013a, para. 2)

This statement, recently endorsed by a wide range of counseling associations, took a long time coming, as over the years, the word *counseling* has not been easily defined. In fact, for years there have been differing opinions about what counseling is and how to distinguish it from guidance and psychotherapy. Let me offer some of my own associations with these words, and see if they match your own. For instance, when I hear the word *psychotherapy*, I think of the following words: *deep, dark, secretive, sexual, unconscious, pain, hidden, long-term, and reconstructive*. The word *counseling* makes me think of *short-term, facilitative, here and now, change, problem solving, being heard, and awareness*. And lastly, *guidance* makes me think of *advice, direction, on the surface, advocacy, and support*. Did these associations ring true for you? Now, let's look at how the literature has defined these words.

Over the years, counseling has been defined in a variety of ways suggesting that it could be anything from a problem-solving, directive, and rational approach to helping normal people—an approach that is distinguishable from psychotherapy (Williamson, 1950, 1958); to a process that is similar to but less intensive than psychotherapy (Nugent & Jones, 2009); to an approach that suggests that there is no essential difference between the two (Neukrug, 2011).

Some of the confusion among these words rests in their historical roots. The word *guidance* first appeared around the 1600s and was defined as “the process of guiding an individual.” Early guidance work involved individuals giving moralistic and direct advice. This definition continued into the twentieth century, when vocational guidance counselors used the word to describe the act of “guiding” an individual into a profession and offering suggestions for life skills. Meanwhile, with the development of psychoanalysis near the end of the nineteenth century, came the word *psychotherapy*. Meaning “caring for the soul,” the word was derived from the Greek words *psyche*, meaning spirit or soul, and *therapeutikos*, meaning caring for another (Kleinke, 1994).

During the early part of the twentieth century, vocational guidance counselors became increasingly dissatisfied with the word *guidance* and its heavy emphasis on advice giving and morality. Consequently, the word *counseling* was adopted to indicate that vocational counselors, like the psychoanalysts who practiced psychotherapy, dealt with social and emotional issues. As mental health workers became more prevalent during the mid-1900s, they too adopted the word *counseling* rather than use the word *guidance*, with its moralistic implications, or *psychotherapy*, which was increasingly associated with psychoanalysis. Tyler (1969) stated that “those who participated in the mental health movement and had no connection with vocational guidance used the word counseling to refer to what others were calling [psycho]therapy . . .” (p. 12).

In the training of counselors today, the word *guidance* has tended to take a back seat to the word *counseling*, while the words *counseling* and *psychotherapy* are generally used

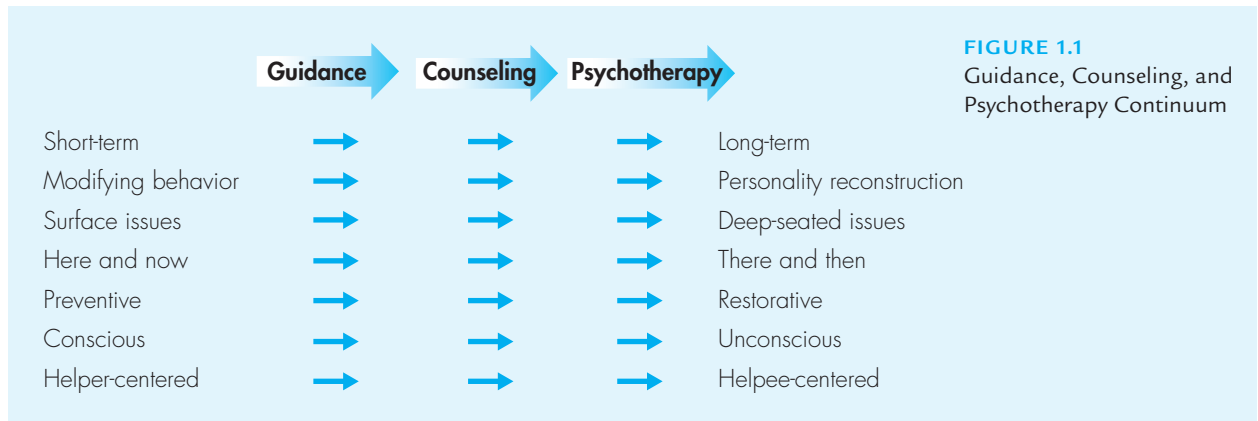


FIGURE 1.1
Guidance, Counseling, and
Psychotherapy Continuum

interchangeably in textbooks. Examine most texts that describe theories of counseling and compare them to a text that describes theories of psychotherapy, and you will find them to be nearly identical. In other words, theories of counseling and psychotherapy are indistinguishable. In fact, both words often are in the title. For example, C. H. Patterson noted in his very popular text, *Theories of Counseling and Psychotherapy*, that “. . . counseling and psychotherapy are both used in the title of this book because it appears to be impossible to make any clear distinction between them” (Patterson, 1986, p. xvii). In a similar vein, Corey (2013), the author of one of the best-known text on theories of counseling and psychotherapy, simply does not address the issue, choosing to use the words interchangeably.

Despite the lack of distinction made in most texts, a differentiation between counseling and psychotherapy is likely to be made by the average person, perhaps by many counseling students, and even by professors of counseling. Acknowledging this common usage, one model of understanding these terms would place *guidance* and *psychotherapy* on opposite extremes, with *counseling* falling somewhere in the middle of the continuum (see Figure 1.1).

Comparison of Mental Health Professionals

Whether we call it *guidance*, *counseling*, or *psychotherapy*, in today's world we find a number of professionals practicing it. In fact, although differences in the training of mental health professionals exist, over the years their professional duties have begun to overlap (Todd & Bohart, 2006). For instance, many school counselors do mental health counseling; counseling and clinical psychologists do educational consultation; psychiatrists do counseling; social workers and others practice psychoanalysis; mental health counselors do family therapy; and some psychologists can prescribe psychotropic medications (Rinaldi, 2013). Let's examine some of the similarities and differences among various professionals, including counselors, social workers, psychologists, psychiatrists, psychoanalysts, psychiatric mental health nurses, psychiatrists, human service practitioners, and psychotherapists.

Counselors

For many years, the word *counselor* simply referred to any “professional who practices counseling” (Chaplin, 1975, p. 5). However, most individuals who call themselves counselors today have a master’s degree in counseling. These days, counselors are found in many settings and perform a variety of roles. For instance, they may serve as school counselors, college counselors, mental health counselors, substance abuse counselors, couples and family counselors, and so forth. The counselor’s training is broad, and we find counselors doing individual, group, and family counseling; administering and interpreting educational and psychological assessments; offering career counseling; administering grants and conducting research; consulting on a broad range of educational and psychological matters; supervising others; and presenting developmentally appropriate guidance activities for individuals of all ages. Although not all counselors are experts in psychopathology, they do have knowledge of mental disorders and know when to refer individuals who need more in-depth treatment.

Although there are many different kinds of counselors, all tend to have had common coursework in professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, the helping relationship, group work, assessment, and research and program evaluation. In addition to these common core areas, counselors generally have had coursework in a counseling specialty area, which might include classes in the history, roles and functions, and knowledge and skills of that specialty area. Finally, all counselors have had the opportunity to practice their acquired skills and knowledge at field placements, such as a practicum or internship.

Today, most counseling programs at the master’s level offer degrees in one or more of the specialty areas recognized by the accrediting body for counseling programs, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP; discussed further in Chapter 3). These include school counseling; clinical mental health counseling; marriage, couple, and family counseling; addiction counseling; career counseling; and student affairs and college counseling. Rehabilitation counseling is accredited by a separate body, the Council on Rehabilitation Education (CORE), and follows similar curriculum guidelines to those above, with an added emphasis on courses related to working with individuals with disabilities. However, a joint accrediting effort between CACREP and CORE is currently underway. Not all programs use the exact names that CACREP suggests, and some programs offer specialty areas outside of those delineated by CACREP. However, most programs will offer a core curriculum and field work similar to that noted above.

All counselors can take an exam to become a National Certified Counselor (NCC) that is offered by the National Board for Certified Counselors (NBCC, 2014a, 2014b). NBCC also offers subspecialty certifications in clinical mental health counseling, school counseling, and addiction counseling. In addition, all 50 states, Puerto Rico, and the District of Columbia have established licensing laws that allow a counselor who has a master’s degree in counseling, additional training, and supervision to practice as a Licensed Professional Counselor (LPC); some states use a related term (ACA, 2012a). Whereas certification is generally seen as mastery of a content area, licensure allows counselors to practice independently and obtain third-party reimbursement for their practice (an in-depth discussion of credentialing can be found in Chapter 3). The professional association for counselors, the ACA, currently has 20 divisions that focus on a variety of counseling specialty areas (a further discussion of ACA and its divisions is provided later in this chapter).

While keeping in mind that a person with a master's degree in counseling is primarily a counselor and secondarily a school counselor, mental health counselor, or a counselor in some other specialty area, the following are brief descriptions of some of the more prevalent counseling specialty areas.

School Counselors

A *school counselor* has a master's degree in counseling and a specialty in school counseling. Some states credential school counselors on the elementary, middle, and secondary levels, while other states offer credentialing that covers kindergarten through twelfth grade (K–12). Today, the majority of school counseling programs are CACREP accredited, which currently requires a minimum of 48-credit hours. The professional association for school counselors is the American School Counselor Association (ASCA), which is a division of ACA, although one can become a member of ASCA without joining ACA. In recent years, the ASCA National Model has been used as a model for the training of school counselors (see Chapter 16). In addition, over the past few decades, there has been a push by professional training programs, professional associations, and many in the field to replace the term *guidance counselor* with *school counselor*, as the latter term is seen as deemphasizing the guidance activities of the school counselor (Baker & Gerler, 2008). Individuals who go through a CACREP-accredited school counseling program can become NCCs, and in most states, with additional coursework, they can obtain their LPC as well.

Clinical Mental Health Counselors

A *clinical mental health counselor* is an individual who has obtained his or her degree in clinical mental health counseling or a closely related degree in counseling (e.g., agency counseling). Although in the recent past the CACREP standards supported a 48- and then a 54-credit clinical mental health counseling program (sometimes called *agency* or *community counseling*), CACREP's current standards support a 60-credit clinical mental health counseling degree. Although not all programs are CACREP accredited, individuals who obtain a degree in clinical mental health counseling or related degrees are generally trained to conduct counseling or psychotherapy for those who are struggling with life problems, emotional issues, or mental health disorders. They are usually found working in a wide variety of agencies or conducting counseling and psychotherapy in private practice. The clinical mental health counselors' professional association is the American Mental Health Counselors Association (AMHCA), which is a division of ACA, although one can now be a member of AMHCA without joining ACA. Individuals who have a CACREP-accredited master's degree in clinical mental health counseling often become NCCs and LPCs.

Marriage, Couple, and Family Counselors

Marriage, couple, and family counselors are specifically trained to work with couples and with family systems and can be found in a vast array of agency settings and in private practice. These counselors tend to have specialty coursework in systems dynamics, couples counseling, family therapy, family life stages, and human sexuality, along with the more traditional coursework in the helping professions. The American Association of Marriage and Family

Therapists (AAMFT) is one professional association for marriage and family counselors; another is the International Association of Marriage and Family Counselors (IAMFC, n.d.). IAMFC is a division of ACA, although one can join IAMFC without joining ACA.

Although all 50 states and the District of Columbia have some requirement for marriage and family licensure, the requirements can vary dramatically (Association of Marital and Family Therapy Regulatory Boards, 2014). While some states license marriage and family counselors who have studied from programs that follow the curriculum guidelines set forth by AAMFT'S Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), other states prefer licensing counselors who have studied from programs that follow the 60-credit CACREP guidelines for marriage, couple, and family counseling, and still others have set their own curriculum guidelines for credentialing. Most states that offer marriage, couple, and family counselor credentialing allow helping professionals with related degrees (e.g., counseling, social work, psychology) to also practice marriage and family counseling, so long as they follow the curriculum guidelines set forth by the state and abide by any additional requirements for credentialing. Individuals who go through a CACREP-accredited marriage, couples, and family counseling program can become NCCs, and in most states, with additional coursework, they can obtain their LPC.

Student Affairs and College Counselors

Student affairs and college counselors (post-secondary counseling) work in a variety of settings in higher education, including college counseling centers, career centers, residence life, student advising services, multicultural student services, and other campus settings where counseling-related activities occur. Usually, these counselors will have taken specialty coursework in college student development and student affairs practices and may have attended a 48-credit, CACREP-accredited program. There are two main professional associations of counselors in higher education settings: College Student Educators International (this organization was formerly the American College Personnel Association and has kept the acronym ACPA), which tends to focus on administration of student services; and the American College Counseling Association (ACCA), which is a division of ACA and tends to focus on counseling issues in college settings. Today, one can join ACCA without joining ACA. Individuals who go through a CACREP-accredited student affairs and college counseling program can become NCCs, and in most states, with additional coursework, they can obtain their LPC.

Addiction Counselors

Addiction counselors study a wide range of addiction disorders, such as substance abuse (drugs and alcohol), eating disorders, and sexual addiction. They are familiar with diagnosis and treatment planning, and they understand the importance of psychopharmacology in working with this population. Today, CACREP offers a 60-credit accreditation in addiction counseling. In addition to AMHCA, addiction counselors often belong to the International Association of Addictions and Offender Counselors (IAAOC), which is also a division of ACA. Many addiction counselors can become certified through their state, and NBCC offers a national certification as a Master Addiction Counselor (MAC). Individuals who go through a CACREP-accredited addiction counseling program can become NCCs, and in most states, with additional coursework, they can obtain their LPC.

Rehabilitation Counselors

Rehabilitation counselors offer a wide range of services to people with physical, emotional, and developmental disabilities. “Rehab” counselors work in state vocational rehabilitation agencies, unemployment offices, or private rehabilitation agencies. CORE is the accrediting body for rehabilitation counseling programs, although CACREP’s 2016 standards may also have an accreditation process for rehabilitation programs. Currently, the curriculum in rehabilitation counseling programs largely parallels CACREP-approved programs and also includes specialty coursework in such areas as vocational evaluation, occupational analysis, medical and psychosocial aspects of disability, legal and ethical issues in rehabilitation, and the history of rehabilitation counseling. Recently, CACREP and CORE developed an agreement to allow select CORE-accredited programs to also obtain accreditation as clinical mental health counseling programs (CACREP, 2014a). Many rehabilitation counselors join the National Rehabilitation Counseling Association (NRCA), the American Rehabilitation Counseling Association (ARCA), a division of ACA, or both. Today, one can join ARCA without joining ACA. Rehabilitation counselors can become NCCs, or with additional coursework, LPCs; however, many choose to become Certified Rehabilitation Counselors (CRCs) through a certification process offered by the Commission on Rehabilitation Counselor Certification (CRCC).

Pastoral Counselors

Pastoral counselors sometimes have a degree in counseling but can also have a degree in a related social service, or even just a master’s degree in religion or divinity. Pastoral counselors sometimes work in private practice or within a religious association. Pastoral counselors, religious counselors, or counselors with a spiritual orientation might join the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), a division of ACA, the American Association of Pastoral Counselors (AAPC), or both. AAPC offers a certification process for those who are interested in becoming Certified Pastoral Counselors (CPC). Depending on their degree, pastoral counselors may be able to become NCCs, and in some states, LPCs.

Social Workers

Although the term *social worker* can apply to those who have an undergraduate or a graduate degree in social work or a related field (e.g., human services), the term has recently become more associated with those who have acquired a master’s degree in social work (MSW). Whereas social workers traditionally have been found working with the underprivileged and with family and social systems, today’s social workers provide counseling and psychotherapy for all types of clients in a wide variety of settings, including child welfare services, government-supported social service agencies, family service agencies, private practices, and hospitals.

Training as an MSW in many ways parallels training as a counselor, although differences in the history of these fields leads social work and counseling programs to emphasize different areas of the helping relationship (see Chapter 2). With additional training and supervision, social workers can become nationally certified by the Academy of