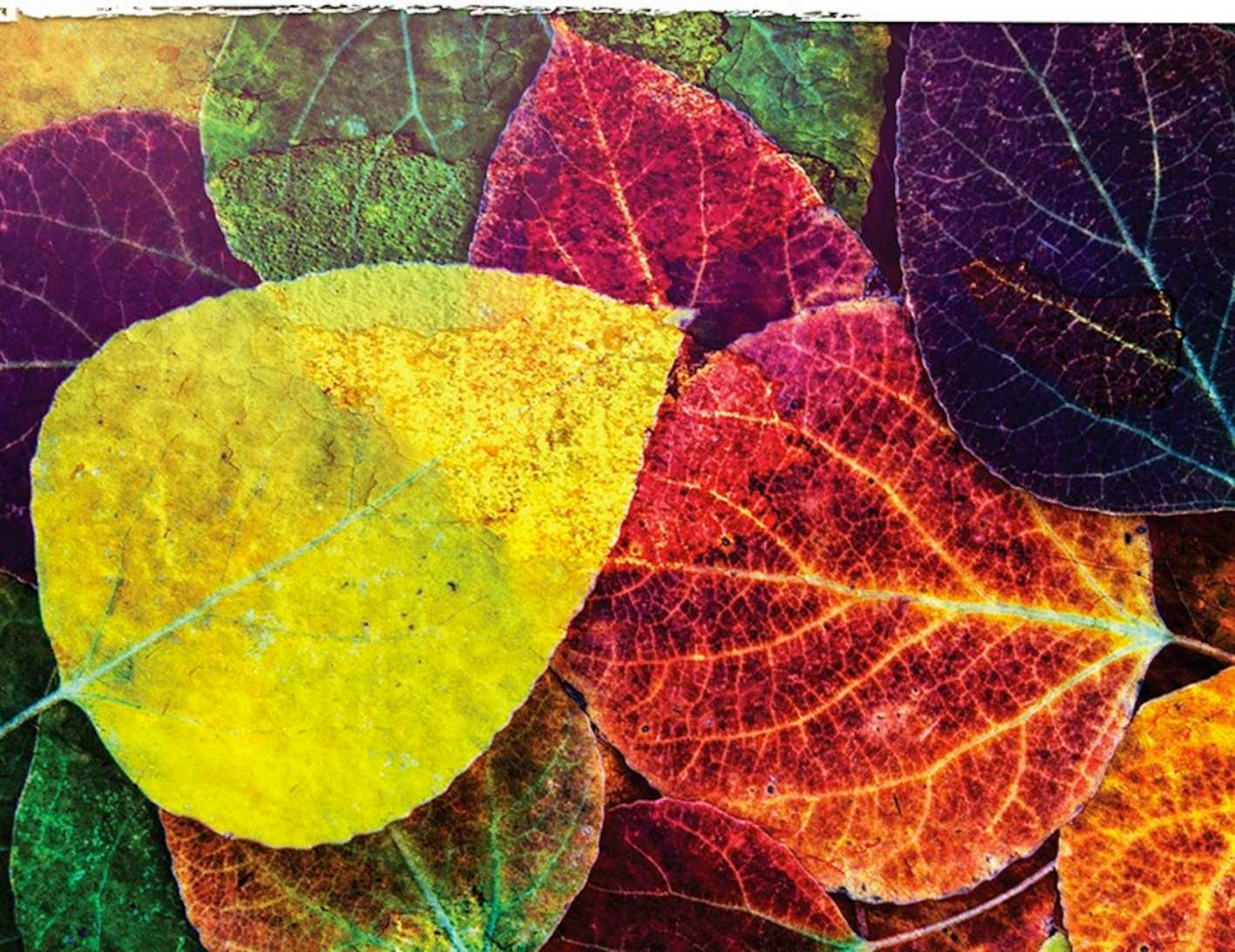


The Merrill Counseling Series

8TH EDITION

COUNSELING
A Comprehensive Profession

SAMUEL T. GLADDING



Eighth Edition

COUNSELING

A COMPREHENSIVE PROFESSION

Samuel T. Gladding

Wake Forest University



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*To Dr. Thomas M. Elmore of Wake Forest University,
who first taught me the art and science of being
a counselor and who encouraged me to dream beyond
the possible.*

PREFACE

Counseling is a dynamic, ever-evolving, and exciting profession that deals with human potentials and problems in an intensive, personal, and caring way. It is a profession dedicated to growth, prevention, development, exploration, insight, empowerment, change, wellness, and remediation in an increasingly complex and chaotic world. In the past, counseling emphasized guidance by helping people make wise choices. Now guidance is but one part of this multidimensional profession.

This text presents counseling in a broad manner covering its history, theories, activities, specialties, and trends. In addition, this text concentrates on the importance of the personhood of counselors and of the multicultural, ethical, and legal environments in which counselors operate. By focusing on the context and process of counseling, this text provides you with a better idea of what counselors do and how they do it.

Materials in *Counseling: A Comprehensive Profession*, Eighth Edition, have been divided into four main sections. **Part I, Professional Foundations of Counseling**, contains chapters dealing with an overview of the important competencies of contemporary counselors. Specific chapters that will orient you to the counseling profession are:

- Chapter 1:** Personal and Professional Aspects of Counseling
- Chapter 2:** Ethical and Legal Aspects of Counseling
- Chapter 3:** Counseling in a Multicultural Society
- Chapter 4:** Counseling with Diverse Populations

Part II, Counseling Processes and Theories, highlights the main processes, stages, and theories of the counseling profession. This section addresses the universal aspects of popular counseling approaches and zeros in on specific theories and ways of dealing with client concerns. The four chapters are:

- Chapter 5:** Building Counseling Relationships
- Chapter 6:** Working in and Closing a Counseling Relationship
- Chapter 7:** Psychoanalytic, Adlerian, and Humanistic Theories of Counseling
- Chapter 8:** Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling

Part III, Core Counseling Activities in Various Settings, emphasizes universal skills required in almost all counseling environments. Counselors use group counseling, consultation, supervision, research, testing, assessment, and diagnostic skills in various arenas. The chapters in this section include:

- Chapter 9:** Groups in Counseling
- Chapter 10:** Consultation and Supervision
- Chapter 11:** Evaluation and Research
- Chapter 12:** Testing, Assessment, and Diagnosis in Counseling

Finally, **Part IV, Counseling Specialties**, contains six chapters that focus on specific populations with whom counselors work or professional practices in which they are engaged. The chapters are titled:

- Chapter 13:** Career Counseling over the Life Span
- Chapter 14:** Couple and Family Counseling

- Chapter 15:** Professional School Counseling
Chapter 16: College Counseling and Student-Life Services
Chapter 17: Abuse, Addiction, Disability, and Counseling
Chapter 18: Clinical Mental Health and Private Practice Counseling

A common theme woven throughout this text is that counseling is both a generic and specialized part of the helping field. Although it is a profession that has come of age, it is still growing. It is best represented in professional organizations such as the American Counseling Association (ACA) and its divisions. There are also numerous other helping professional groups—social workers, psychologists, psychiatric nurses, psychiatrists, marriage and family therapists, and pastoral counselors—that use and practice counseling procedures and theories on a daily basis. In essence, no one profession owns the helping process. However, being a counselor is distinct.

This text is the result of a lifetime of effort on my part to understand the counseling profession as it was, as it is, and as it will be. My journey has included a wide variety of experiences—working with clients in all ages and stages of life in clinical settings and with students who are interested in learning more about the essence of how counseling works. Research, observation, dialogue, assimilation, and study have contributed to the growth of the content contained in these pages.

NEW TO THIS EDITION

Counseling is changing so rapidly that it is difficult to keep up. Four years makes a world of difference in the profession. So, updating and expanding a comprehensive text like this is a challenge. What is new? Plenty!

- This edition of *Counseling: A Comprehensive Profession* has more than 240 updated and new references within its pages. Dozens of older references that are not as relevant anymore have been deleted. Many of the new additions are from the flagship journal of the profession: *Journal of Counseling & Development*. However, a number of other articles drawn from ACA divisional journals and related periodicals and texts are included.
- The text has been consolidated from 20 to 18 chapters. This format is more amenable to courses offered on a semester basis.
- The first chapter in the seventh edition of this text on the history of counseling has been moved to Appendix A. History is important and most chapters in this eighth edition contain a brief history of the topic being discussed. For those wishing more details, they are still available and the development of counseling in previous decades up to the present is traced.
- Charts outlining the major theories of counseling have been added to the text and are available in Appendix B. These charts are excellent supplements to the two chapters on theories. They are also useful in reminding students (and professors) of many of the main tenets of these approaches to counseling.
- Another change in this edition is an expanded section on supervision in counseling. It has been incorporated into the chapter on consultation.
- The chapter on closing or terminating a counseling relationship has also been combined with the chapter on working in a counseling relationship.

- More than 40 new graphs and tables have been inserted into the text, too. Many times those who study need visual cues as to what is being described linearly. The new visuals will meet this need while not affecting the narrative surrounding them.
- **Boldface terms** in this text highlight important points that readers should remember.
- Finally, this eighth edition is much more multicultural than ever before. Counseling is becoming more diverse in regard to the people who are seen. This edition reflects the changes in demographics that are a part of the United States. Infused throughout the text is material on working in a diverse and multicultural climate.

ALSO AVAILABLE WITH MYCOUNSELINGLAB®

This title is also available with MyCounselingLab, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

- **Learning Outcomes and Standards measure student results.**

MyCounselingLab organizes all assignments around essential learning outcomes and national standards for counselors.

- **Video- and Case-Based Exercises develop decision-making skills.**

Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client-therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.

- **Licensure Quizzes help students prepare for certification.**

Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.

- **Video Library offers a wealth of observation opportunities.**

The Video Library provides more than 400 video clips of actual client-therapist sessions and high-quality role plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyCounselingLab courses plus additional videos from Pearson's extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

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I am particularly indebted to input from my original mentors, Thomas M. Elmore and Wesley D. Hood, Wake Forest University, and W. Larry Osborne, University of North Carolina, Greensboro. Other significant colleagues who have contributed to my outlook and perception of counseling include C. W. Yonce, Peg Carroll, Allen Wilcoxon, Jim Cotton, Robin McInturff, Miriam Cospers, Charles Alexander, Chuck Kormanski, Rosie Morganett, Jane Myers, Diana Hulse, Ted Remley, Jerry Donigian, Donna Henderson, Debbie Newsome, Art Lerner, and Thomas Sweeney. Then, of course, there have been graduate students who have contributed significantly to this endeavor, especially Shirley Ratliff, Marianne Dreyspring, Hank Paine, Don Norman, Tom McClure, Paul Myers, Virginia Perry, Pamela Karr, Jim Weiss, and Tim Rambo. I am especially indebted to Wake Forest graduate assistants Sheryl Harper, Brandi Flannery, Elizabeth Cox, Joe Wilkerson, Jay Key, and Jayna Mumbauer for their hard work and contributions in helping me put together varied editions of this text.

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Finally, I am grateful to my parents, Russell and Gertrude Gladding, who gave me the opportunities and support to obtain a good education and who called my attention to the importance of serving people. Their influence continues to be a part of my life. Likewise, I am thankful to Claire, my wife, who has given me support over the years in writing and refining this text. She has been patient, understanding, encouraging, and humorous about this book, even in the midst of three pregnancies, three moves, and the launching of three children who are now young adults. She exemplifies what an ally in marriage should be. Her presence has brightened my days and made all the hard work a delight.

Samuel T. Gladding

ABOUT THE AUTHOR



Samuel T. Gladding is a professor of counseling in the Department of Counseling at Wake Forest University in Winston-Salem, North Carolina. He has been a practicing counselor in public as well as private agencies since the early 1970s. His leadership in the field of counseling includes service as president of the following groups: the American Counseling Association (ACA), the American Association of State Counseling Boards (AASCB), the Association for Counselor Education and Supervision (ACES), the Association for Specialists in Group Work (ASGW), and Chi Sigma Iota (counseling academic and professional honor society international).

Gladding is the former editor of the *Journal for Specialists in Group Work* and the author of more than seven dozen refereed professional publications. In 1999, he was cited as being in the top 1% of contributors to the *Journal of Counseling & Development* for the 15-year period 1978–1993. Some of Gladding’s other recent books are *Clinical Mental Health Counseling in Community and Agency Settings* (with Debbie Newsome) (5th ed., 2017); *Group Work: A Counseling Specialty* (7th ed., 2016); *Family Therapy: History, Theory, and Practice* (6th ed., 2015); *Becoming a Counselor: The Light, the Bright, and the Serious* (2nd ed., 2010); *The Counseling Dictionary* (3rd ed., 2011); and *The Creative Arts in Counseling* (5th ed., 2016).

Prior to Wake Forest, Gladding’s previous academic appointments were at the University of Alabama at Birmingham (UAB) and Fairfield University (Connecticut). He received his degrees from Wake Forest, Yale, and the University of North Carolina—Greensboro. He is a National Certified Counselor (NCC), a Certified Clinical Mental Health Counselor (CCMHC), and a practicing Licensed Professional Counselor (North Carolina). Gladding is a Fellow in the American Counseling Association and a recipient of the Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person, the Arthur A. Hitchcock Distinguished Professional Service Award, and the David K. Brooks Distinguished Mentor Award. Both the American Counseling Association and the Association for Creativity in Counseling have named national awards in his honor.

Dr. Gladding is married to Claire Tillson Gladding and is the father of three sons. Outside of counseling, he enjoys walking, swimming, history, and humor.

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1

Personal and Professional Aspects of Counseling

Chapter Overview

From reading this chapter you will learn about:

- The consensus definition of counseling adopted by 29 diverse counseling associations
- The important personality factors and background qualities of counselors
- The professional aspects of being a counselor, including credentialing
- The attribution and systematic framework of counseling
- Engaging in professional counselor-related activities

As you read consider:

- What has motivated you to enter the profession of counseling
- What qualities you need to cultivate in order to be successful as a counselor
- The many facets of credentialing and the differences in the types of credentials available



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*There is a quietness that comes
in the awareness of presenting names
and recalling places
in the history of persons
who come seeking help.
Confusion and direction are a part of the process
where in trying to sort out tracks
that parallel into life
a person's past is traveled.
Counseling is a complex riddle
where the mind's lines are joined
with scrambling and precision
to make sense out of nonsense,
a tedious process
like piecing fragments of a puzzle together
until a picture is formed.*

Reprinted from "In the Midst of the Puzzles and Counseling Journey," by S. T. Gladding, 1978, *Personnel and Guidance Journal*, 57, p. 148. © S. T. Gladding.

Counseling is a noble and altruistic profession. It emphasizes growth as well as remediation over the course of a life span in various areas of life: childhood, adolescence, adulthood, and older adulthood. Counselors specialize in helping individuals, couples, groups, families, and social systems that are experiencing situational, developmental, and long- or short-term problems. Counseling's focus on development, prevention, wellness, and treatment makes it attractive to those seeking healthy life-stage transitions and productive lives.

However, counseling has not always been an encompassing and comprehensive profession. It has evolved over the years from diverse disciplines “including but not limited to anthropology, education, ethics, history, law, medical sciences, philosophy, psychology, and sociology” (Smith, 2001, p. 570). (See Appendix A for a history of counseling.) Some people associate counseling with educational institutions or equate the word “guidance” with counseling because they are unaware of counseling's evolution. As a consequence, outdated ideas linger in their minds in contrast to reality. They misunderstand the essence of the profession and those who work in it. Even among counselors themselves, those who fail to keep up in their professional development may become confused as to exactly what counseling is, where it has been, and how it is moving forward. As C. H. Patterson, a pioneer in counseling, once observed, some writers in counseling journals seem “ignorant of the history of the counseling profession . . . [and thus] go over the same ground covered in publications of the 1950s and 1960s” (Goodyear & Watkins, 1983, p. 594).

DEFINITION OF COUNSELING

There have always been “counselors”—people who listen to others and help them resolve difficulties—but the word “counselor” has been misused over the years by connecting it with descriptive adjectives to promote products. Thus, one hears of carpet counselors, color coordination counselors, pest control counselors, financial counselors, camp counselors, and so on. These counselors are mostly glorified salespersons, advice givers, and supervisors of children or services. They are to professional counseling what furniture doctors are to medicine.

Counseling as a profession grew out of the **progressive guidance movement** of the early 1900s. Its **emphasis** was on **prevention** and **purposefulness**—on helping individuals of all ages and stages avoid making bad choices in life while finding meaning, direction, and fulfillment in what they did. Today professional counseling encompasses within its practice clinicians who still focus on the avoidance of problems and the promotion of growth, but the profession is much more than that. The focus is on wellness, development, mindfulness, meaningfulness, mattering, and growth, as well as the remediation of mental disorders, for individuals, groups, couples, and families across the life span. To understand what counseling is now, it is important first to understand how counseling is similar to and different from concepts such as guidance and psychotherapy.

Guidance

Guidance focuses on helping people make important choices that affect their lives, such as choosing a preferred lifestyle. Although the decision-making aspect of guidance has long played an important role in the counseling process, the concept itself, as a word in counseling, “has gone the way of ‘consumption’ in medicine” (Tyler, 1986, p. 153). It has more historical significance than present-day usage. Nevertheless, it sometimes distinguishes a way of helping that differs from the more encompassing word “counseling.”

One distinction between guidance and counseling is that guidance focuses on helping individuals choose what they value most, whereas counseling helps them make changes. Much of the early work in guidance occurred in schools and career centers where an adult would help a student make decisions, such as deciding on a course of study or a vocation. That relationship was between unequals and was beneficial in helping the less experienced person find direction in life. Similarly, children have long received “guidance” from parents, religious leaders, and coaches. In the process they have gained an understanding of themselves and their world. This type of guidance will never become passé. No matter what the age or stage of life, a person often needs help in making choices. But guidance is only one part of the overall services provided by professional counseling.

Psychotherapy

Traditionally, **psychotherapy** (or **therapy**) has focused on serious problems associated with intrapsychic disorders (such as delusions or hallucinations), internal conflicts, and personality issues (such as dependency or inadequacy in working with others). It has dealt with the establishment or “recovery of adequacy” (Casey, 1996, p. 175). As such, psychotherapy, especially analytically based therapy, has emphasized (a) the past more than the present, (b) insight more than change, (c) the detachment of the therapist, and (d) the therapist’s role as an expert. In addition, psychotherapy has historically involved a **long-term relationship** (20 to 40 sessions over a period of 6 months to 2 years) that concentrated on reconstructive change as opposed to a more **short-term relationship** (8 to 12 sessions spread over a period of less than 6 months). Psychotherapy has also been more of a process associated with **inpatient settings**—some of which are residential, such as mental hospitals—as opposed to **outpatient settings**—some of which are nonresidential, such as community agencies.

However, in more modern times, the distinction between psychotherapy and counseling has blurred, and professionals who provide clinical services often determine whether clients receive counseling or psychotherapy. Some counseling theories, such as psychoanalysis, are commonly referred to as therapies as well and can be used in multiple settings. Therefore, the similarities in the counseling and psychotherapy processes often overlap.

Counseling

The term *counseling* eluded definition for years. However, in 2010, a consensus definition of counseling was agreed upon by 29 counseling associations including the American Counseling Association (ACA) and all but two of its then 19 divisions, along with the American Association of State Counseling Boards (AASCB), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors (NBCC), the Council of Rehabilitation Education (CORE), the Commission of Rehabilitation Counselor Certification (CRCC), and Chi Sigma Iota (counseling honor society international). It was achieved through a process called 20/20 where these groups met over a 3-year period in person and through Internet exchanges to create a broad, concise, and inclusive description of the process. According to the **20/20: A Vision for the Future of Counseling** consortium, **counseling** is defined as follows:

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.
(www.counseling.org/20-20/index.aspx)

This definition contains a number of implicit and explicit points that are important for counselors as well as consumers to realize.

- **Counseling deals with wellness, personal growth, career, education, and empowerment concerns.** In other words, counselors work in areas that involve a plethora of issues including those that are personal and those that are interpersonal. These areas include concerns related to finding meaning, adjustment, and fulfillment in mental and physical health, and the achievement of goals in such settings as work and school. Counselors are concerned with social justice and advocate for the oppressed and powerless as a part of the process.
- **Counseling is conducted with persons individually, in groups, and in families.** Clients seen by counselors live and work in a wide variety of settings and in all strata of society. Their problems may require short-term or long-term interventions that focus on just one person or with multiple individuals who are related or not related to one another.
- **Counseling is diverse and multicultural.** Counselors see clients with varied cultural backgrounds and at different ages and stages of life. Those from minority and majority cultures are helped in a variety of ways depending on their needs, which may include addressing larger societal issues, such as discrimination or prejudice.
- **Counseling is a dynamic process.** Counselors not only focus on their clients' goals, but they also help clients accomplish them. This dynamic process comes through using a range of theories and methods. Thus, counseling involves making choices as well as changes. Counseling is lively and engaging. In most cases, "counseling is a rehearsal for action" (Casey, 1996, p. 176) either internally with thoughts and feelings or externally with behavior.

In addition to defining counseling in general, the ACA has defined a professional **counseling specialty**, which is an area (within counseling) that is "narrowly focused, requiring advanced knowledge in the field" of counseling (www.counseling.org). Among the specialties within counseling are those dealing with educational settings such as schools or colleges and those pertaining to situations in life such as marriage, mental health, rehabilitation, aging, assessment, addiction, and careers. According to the ACA, becoming a specialist is founded on the premise that "all professional counselors must first meet the requirements for the general practice of professional counseling" (www.counseling.org).

PERSONAL REFLECTION

What special talents do you have? How did they develop from your overall definition of yourself as a person? How do you see your personal circumstances paralleling the general definition of counseling and counseling specialties?

Individuals aspire to become counselors for many reasons. For the most part, "it attracts caring, warm, friendly and sensitive people" (Myrick, 1997, p. 4). However, some motivators, like the people involved, are healthier than others, just as some counselor education programs, theories, and systems of counseling are stronger than others. It is important that persons who wish to be counselors examine themselves before committing their lives to the profession. Whether they choose counseling as a career or not, people can be helped by studying counseling. By doing so they may gain insight into their thoughts, feelings, and actions; learn how to relate better to others; and understand how the counseling process works. They may also further develop their moral reasoning, critical thinking, and empathetic abilities.

The **effectiveness of a counselor** and of counseling depends on numerous variables, including

- the **personality and background of the counselor**;
- the **formal education of the counselor**; and
- the **ability of the counselor to engage in professional counseling-related activities**, such as continuing education, supervision, advocacy, and the building of a portfolio.

Counselors and the counseling process have a dynamic effect on others. If counseling is not beneficial, it is most likely harmful (Carkhuff, 1969; Ellis, 1984; Mays & Franks, 1980). Thus, personal and professional factors that influence the counseling profession must be examined.

THE PERSONALITY AND BACKGROUND OF THE COUNSELOR

A counselor's personality is at times a crucial ingredient in counseling. Counselors should possess personal qualities of maturity, empathy, and warmth. They should be humane in spirit and not easily upset or frustrated. Unfortunately, such is not always the case, and some people aspire to be in the profession of counseling for the wrong reasons.

Negative Motivators for Becoming a Counselor

Not everyone who wants to be a counselor or applies to a counselor education program should enter the field. The reason has to do with the motivation behind the pursuit of the profession and the incongruent personality match between the would-be counselor and the demands of counseling.

A number of students “attracted to professional counseling ... appear to have serious personality and adjustment problems” such as narcissism or unresolved developmental issues (Witmer & Young, 1996, p. 142). Most are screened out or decide to pursue other careers before they finish a counselor preparation program. However, before matriculating into graduate counseling programs, candidates should explore their reasons for doing so. According to Guy (1987), **dysfunctional motivators for becoming a counselor** include the following:

- **Emotional distress**—individuals who have unresolved personal traumas
- **Vicarious coping**—persons who live their lives through others rather than have meaningful lives of their own
- **Loneliness and isolation**—individuals who do not have friends and seek them through counseling experiences
- **A desire for power**—people who feel frightened and impotent in their lives and seek to control others
- **A need for love**—individuals who are narcissistic and grandiose and believe that all problems are resolved through the expression of love and tenderness
- **Vicarious rebellion**—persons who have unresolved anger and act out their thoughts and feelings through their clients' defiant behaviors

Fortunately, most people who eventually become counselors and remain in the profession have healthy reasons for pursuing the profession, and a number even consider it to be a “calling” (Foster, 1996). Counselors and counselors-in-training should always assess themselves in regard to who they are and what they are doing. Such questions may include those that examine their development histories, their best and worst qualities, and personal/professional goals and objectives (Faiver, Eisengart, & Colonna, 2004).

CASE EXAMPLE

Roberta's Rotation

Roberta had been a business student pursuing an MBA. However, she found dealing with facts and figures boring. So she quit. "What now?" she wondered. After a few months of floundering, she went to see a career specialist. In examining her interests, she found she liked working with people. "That's it!" she said excitedly. "I'll become a counselor! That way I can 'assist' all those overwrought and overeducated business types who are bored to death with their jobs. And all I'll have to do is listen and, of course, give them advice. Sweet!"

Would you want Roberta in your counseling program? Why? What else do you think she should consider?

Personal Qualities of an Effective Counselor

Among the functional and **positive factors that motivate individuals to pursue careers in counseling** and make them well suited for the profession are the following qualities as delineated by Foster (1996) and Guy (1987). Although this list is not exhaustive, it highlights aspects of one's personal life that make a person best suited to function as a counselor. (You can evaluate how you rate yourself on these qualities by taking the "Effective Counselor Self Examination" on the next page.)

- **Curiosity and inquisitiveness**—a natural interest in people
- **Ability to listen**—the ability to find listening stimulating
- **Comfort with conversation**—enjoyment of verbal exchanges
- **Empathy and understanding**—the ability to put oneself in another's place, even if that person is totally different from you
- **Emotional insightfulness**—comfort dealing with a wide range of feelings, from anger to joy
- **Introspection**—the ability to see or feel from within
- **Capacity for self-denial**—the ability to set aside personal needs to listen and take care of others' needs first
- **Tolerance of intimacy**—the ability to sustain emotional closeness
- **Comfort with power**—the acceptance of power with a certain degree of detachment
- **Ability to laugh**—the capability of seeing the bittersweet quality of life events and the humor in them

In addition to personal qualities associated with entering the counseling profession, a number of personal characteristics are associated with being an effective counselor over time (Welfel & Patterson, 2005). They include stability, harmony, constancy, and purposefulness. Overall, the potency of counseling is related to counselors' personal togetherness (Carkhuff & Berenson, 1967; Gladding, 2009; Kottler, 2010). The personhood or personality of counselors is as important, if not more crucial in bringing about client change, than their mastery of knowledge, skills, or techniques (McAuliffe & Lovell, 2006; Rogers, 1961). Education cannot change a person's basic characteristics. Effective counselors are growing as persons and are helping others do the same both personally and globally. In other words, effective counselors are sensitive to themselves and others. They monitor their own biases, listen, ask for clarification, and explore racial and cultural differences in an open and positive way (Ford, Harris, & Schuerger, 1993). In addition, effective

counselors practice what Wicks and Buck (2014) call “**alonetime**”—an intentional practice of devoting periods in their lives to silence and solitude and reflectivity. These are times when they improve self-awareness, renew self-care, and practice gratitude. They need to be planned and do not have to be long but can be as simple as taking a walk, waiting in line, or preparing for sleep.

Effective Counselor Self Examination			
Answer the following questions as you see yourself in regard to the peer group with whom you most identify. What do the results tell you about yourself?			
not like me	somewhat like me	like me	a quality I aspire to
1	2	3	4
Intellectually Curious			
Capacity for Self Denial			
Self-Aware			
Sense of Humor			
Able to Listen			
Empathic			
Emotionally Insightful			
Introspective			
Comfortable with Conversation			
Comfortable with Power			
Tolerant of Intimacy			

Related to this sensitive and growth-enhancing quality of effective counselors is their appropriate use of themselves as instruments in the counseling process (Brammer & MacDonald, 2003; Combs, 1982). Effective counselors are able to be spontaneous, creative, and empathetic (Gladding, 2016a). “There is a certain art to the choice and timing of counseling interventions” (Wilcox-Matthew, Ottens, & Minor, 1997, p. 288). Effective counselors choose and time their moves intuitively and according to what research has verified works best. It is helpful if counselors’ lives have been tempered by multiple life experiences that have enabled them to realize some of what their clients are going through and therefore to be both aware and appropriate.

The ability to work from a perspective of resolved emotional experience that has sensitized a person to self and others in a helpful way is what Rollo May characterizes as being a **wounded healer** (May, Remen, Young, & Berland, 1985). It is a paradoxical phenomenon. Individuals who have been hurt and have been able to transcend their pain and gain insight into themselves and the world can be helpful to others who struggle to overcome emotional problems (Miller, Wagner, Britton, & Gridley, 1998). They have been where their clients are now. Thus, “counselors who have experienced painful life events and have adjusted positively can usually connect and be authentic with clients in distress” (Foster, 1996, p. 21).

Effective counselors are also people who have successfully integrated scientific knowledge and skills into their lives. They have achieved a balance of interpersonal and technical competence (Cormier, Nurius, & Osborn, 2017). **Qualities of effective counselors over time** other than those already mentioned include the following:

- **Intellectual competence**—the desire and ability to learn as well as think fast and creatively
- **Energy**—the ability to be active in sessions and sustain that activity even when one sees a number of clients in a row
- **Flexibility**—the ability to adapt what one does to meet clients’ needs
- **Support**—the capacity to encourage clients in making their own decisions while helping to engender hope
- **Goodwill**—the desire to work on behalf of clients in a constructive way that ethically promotes independence
- **Self-awareness**—a knowledge of self, including attitudes, values, and feelings and the ability to recognize how and what factors affect oneself (Hansen, 2009).

According to Holland (1997), specific personality types are attracted to and work best in certain vocational environments. The environment in which counselors work well is primarily social and problem oriented. It calls for skill in interpersonal relationships and creativity. The act of creativity requires courage (Cohen, 2000; May, 1975) and involves a selling of new ideas and ways of working that promote intrapersonal as well as interpersonal relations. The more aligned counselors’ personalities are to their environments, the more effective and satisfied they will be.

PERSONAL REFLECTION

Take the O’Net Inventory Profiler (www.onetcenter.org/IP.html?p=3). Compare your highest interest scores with those found in different occupations, including counseling. What does this information reveal to you about how well you might fit into the environment of a helping profession? How does your score relate to the Wiggins and Weslander study that follows? What are the drawbacks to making a career decision based on a single inventory?

In an enlightening and classic study, Wiggins and Weslander (1979) found empirical support for Holland’s hypothesis. They studied the personality traits and rated the job performance of 320 counselors in four states. In general, those counselors who were rated “highly effective” scored highest on the social (social, service oriented) and artistic (creative, imaginative) scales of John Holland’s *Vocational Preference Inventory*. Counselors who were rated “ineffective” generally scored highest on the realistic (concrete, technical) and conventional (organized, practical) scales. Other factors, such as gender, age, and level of education, were not found to be statistically significant in predicting effectiveness. The result of this research and other studies like it