



Alabama Counseling Association

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Alabama Counseling Association Journal

COMPREHENSIVE ABSTRACT INDEX

The following frames contain a comprehensive abstract index of the Alabama Counseling Association Journal. In cases where an abstract was not used due to older style elements, the introductory paragraph(s) was used.

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Entries occur in descending order of their publication in this document.

2009 Volume 35 (1)

Pirani, K., & Carmichael, K.D. (2009). What school counselors should know about students who self-injure. *The Alabama Counseling Association Journal*, 35 (1), 4-13.

Abstract

The following paper is a summary of the literature on self-injury focusing on knowledge useful to school counselors. The paper includes basic knowledge needed to assist the school counselor in making informed decisions and suggestions for helping the student through creating a supportive environment.

Willis, B., & Templeton, M. (2009). Obtaining counseling licensure in Alabama. *The Alabama Counseling Association Journal*, 35 (1), 14-18.

Abstract

This article describes the historical development of counseling licensure and explains the process for obtaining the Licensed Professional Counselor credential in the state of Alabama. The process of obtaining counseling licensure involves fulfilling an academic requirement, submitting an application, obtaining supervised experience, passing an examination, and some other miscellaneous requirements.

Hooper, L.M. (2009). Individual and family resilience: Definitions, research and frameworks relevant for all counselors. *The Alabama Counseling Association Journal*, 35 (1), 19-26.

Abstract

The author provides a brief review of the clinical and research literature on individual and family resilience. The review includes resilience-focused frameworks that may have relevance to counselors working in varied contexts who provide strength-based counseling. School, family, and mental health counselors are encouraged to consider the potential utility of infusing the construct of resilience in future research and helping intervention and treatment efforts.

Boes, S., Snow, B., & Chibbaro, J. (2009). The production of professional school counselors in Alabama: Graduation rates of CACREP and Non-CACREP programs. *The Alabama Counseling Association Journal*, 35 (1), 27-39.

Abstract

Today's professional school counselors have many roles and tasks within the schools. As more children depend on the services of school counselors, well-trained counselors are needed to meet the demands. Data presented in this paper provide support for the production of professional school counselors in Alabama and the immediate southeastern area of the United States. We compared the number of graduates from universities that are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and those that are not accredited by CACREP.

Kliwer, S.P., McNally, M., & Trippany, R.L. (2009). Deinstitutionalization: Its impact on community mental health centers and the seriously mentally ill. *The Alabama Counseling Association Journal*, 35 (1), 40-45.

Abstract

Deinstitutionalization has had a significant impact on the mental health system, including the client, the agency, and the counselor. For clients with serious mental illness, learning to live in a community setting poses challenges that are often difficult to overcome. Community mental health agencies must respond to these specific needs, thus requiring a shift in how services are delivered and how mental health counselors need to be trained. The focus of this article is to explore the dynamics and challenges specific to deinstitutionalization, discuss implications for counselors, and identify solutions to respond to the identified challenges and resulting needs.

2009 Volume 34 (2)

Birch, J., & Carmichael, K.D. (2009). Using drawings in play therapy: A Jungian approach. *The Alabama Counseling Association Journal*, 34 (2), 2-7.

Abstract

Counselors working with children employ a variety of therapeutic techniques and tools from various theoretical models. One of these tools, drawing, is increasingly being implemented into play therapy. The purpose of this paper is to briefly review Jungian theoretical approaches as they pertain to drawing techniques within the counseling session.

Schaefer-Schiumo, K., Colangelo, J., & Bordan, T. (2009). Hold ‘em poker: A metaphorical intervention for the prevention of problem gambling among adolescents and young adults. *The Alabama Counseling Association Journal*, 34 (2), 8-19.

Abstract

A metaphorical intervention is introduced for counseling professionals, utilizing the terminology of hold ‘em poker, the current game of choice among juvenile populations. This metaphor serves as a guide for counselors when assisting adolescents and young adults in developing healthier life choices and deterring potentially impulsive behaviors, including gambling.

Brashe, K.L. (2009). Solution-focused brief therapy: Overview and implications for school counselors. *The Alabama Counseling Association Journal*, 34 (2), 20-30.

Abstract

Solution-focused brief therapy is a fairly new approach of counseling that has been found to be useful in various settings. The strategy’s usefulness and limitations in a school setting will be examined in this article. Included in the article are the basic components of the solution-focused approach, questions significant to the strategy, explanations regarding the five components of compliments, and implications for school counselors.

Nichols, K. (2009). Archival feature 2008-2009. *The Alabama Counseling Association Journal*, 34 (2), 31-34.

Abstract

This article is a Historical Archive detailing the 2008-2009 ALCA year including: ALCA Officers and Committees, 2008 ACA Branch Awards to ALCA, 2008 ALCA State Awards, ALCA 2008 Resolutions, and 2008 Chapter/Division Outstanding Member Awards.

2008 Volume 34 (1)

Burnham, J.J., Dahir, C.A., & Stone, C.B. (2008). A snapshot in time: 1,244 school counselors speak out about the Alabama state plan. *The Alabama Counseling Association Journal*, 34 (1), 1-17.

Abstract

The Alabama Department of Education (ALSDE) introduced the revised Comprehensive Counseling and Guidance State Model for Alabama Public Schools (State Plan) in 2003. Based on sweeping national changes in school counseling and the first publication of the ASCA National Model® (American School Counselor

Association, 2003, 2005), the ALSDE was among the first states to use the ASCA National Model as the framework for redesigning statewide school counseling programs. In Fall 2004, during the first year of implementation of the revised State Plan, this study measured how well the State Plan was put into practice. With responses from 1,244 public school counselors (74% of Alabama school counselors), results are reported, as well as suggestions for school counselors, counseling coordinators, administrators, and the ALSDE to move school counseling forward to a fully implemented comprehensive program.

Valkyrie, K.T., Creamer, D.A., & Vaughn, L. (2008). Mandatory reporting and school counselors: Reporting laws, obstacles, and solutions. *The Alabama Counseling Association Journal*, 34 (1), 18-33.

Abstract

Child abuse and neglect is a serious problem across our nation, and the consequences can be far reaching. Laws were enacted to address child abuse and identify mandatory reporters, including school counselors. In the literature, school counselors regularly report systemic and personal obstacles that influence their compliance with the mandatory reporting laws. A review of the reporting laws, the obstacles to reporting, and possible solutions are presented.

Hooper, L.M. (2008). Defining and understanding parentification: Implications for all counselors. *The Alabama Counseling Association Journal*, 34 (1), 34-43.

Abstract

This article advances a balanced discussion of the extent to which varied outcomes are evidenced in adulthood after one has been parentified in childhood. Recommendations are provided that may help counselors avoid the potential overpathologizing of clients with a history of parentification. Suggestions for clinical practice are put forth for all counselors.

Chandler, J., Burnham, J.J., & Dahir, C.A. (2008). Counseling versus noncounseling duties: Examining the past and present in school counseling. *The Alabama Counseling Association Journal*, 34 (1), 44-58.

Abstract

This study reexamined published research on school counseling in Alabama to consider the ongoing issues with role ambiguity in the field. In addition, baseline data were collected to determine and to report the status of school counseling (i.e., in regard to counseling versus noncounseling activities and duties) after the implementation of the revised 2003 Alabama Comprehensive Counseling and Guidance State Model for Alabama's Public Schools (State Plan) and the ASCA National Model ® (American School Counselor Association, 2003, 2005).

Rogers, M.A. & Cobia, D. (2008). An existential approach: An alternative to the AA model of recovery. *The Alabama Counseling Association Journal*, 34 (1), 59-76.

Abstract

Alcoholics Anonymous (AA) is the most widely used organization for the treatment of alcoholism. AA's philosophy has changed how many people view themselves and their substance use. The majority of substance abuse programs in the United States use the 12 steps, either by making them the basis of their

treatment program, or by introducing AA to clients as a means of recovery. Research is not clear, however, as to whether working the AA program is helpful in achieving sobriety. Based on a review of the literature, this article examines differences between AA and professional counseling, and explores AA's philosophy. An existential approach to therapy is reviewed with regard to case conceptualization, assessment and interventions in treating individuals suffering with alcohol-related issues.

Morrow, J.M. (2008). Archival feature 2007-2008. *The Alabama Counseling Association Journal*, 34 (1), 59-76.

Abstract

This article is a Historical Archive detailing the 2007 – 2008 ALCA year including: ALCA Officers and Committees, 2007 ACA Branch Awards to ALCA, 2007 ALCA State Awards, ALCA 2007 Resolutions, and 2007 Chapter/Division Outstanding Member Awards.

2007 Volume 33 (2)

Clark, E. Jr. (2007). Conduct disorders in African American adolescent males: The perceptions that lead to overdiagnosis and placement in special programs. *The Alabama Counseling Association Journal*, 33 (2), 1-7.

Abstract

African American adolescent males are significantly more likely than their Caucasian peers to receive a diagnosis of Conduct Disorder. In contrast, their Caucasian peers are more often diagnosed with Attention Deficit-Hyperactivity Disorder. Discrepancies in the way diagnosis is made cause more African American adolescent males to be classified as having behavior problems and not offered accommodations as opposed to their Caucasian counterparts. There are definitely similarities in the behavior of students with CD and ADHD, but how the two disorders are diagnosed is a question for concern.

Vaughn, L., Bynum, R., & Hooten, M.A. (2007). Perceptions of the school counselor's role: A challenge for the profession. *The Alabama Counseling Association Journal*, 33 (2), 8-18.

Abstract

This study was conducted to determine school counselors' perceptions of their roles and identity and to assess how the guidelines of the American School Counseling Association National Model and the Alabama PEPE are being implemented. The results indicated significant differences on three dimensions of the School Counselor Activity Rating Scale. These findings indicate the need for counselor educators and school counseling leaders to prepare school counselors to assume the roles proposed by ASCA and the Alabama Counseling Plan.

Laird, T., Shelton, A., & Jefferson, J. (2007). Social norms of alcohol use at a historically black university. *The Alabama Counseling Association Journal*, 33 (2), 19-26.

Abstract

The authors surveyed 239 volunteer participants at one southern historically Black university using the Core Alcohol and Drug survey. The purpose was to document the overestimation (or misperception) of alcohol and drug usage rates at the selected institution and to compare reported rates to those noted at a predominately White university within close proximity. Analysis of the data indicated that participants' actual responses differed significantly from what they perceived to be the campus norm.

Glenda Reynolds, G. (2007). History of Alabama Association of Marriage and Family Counselors. *The Alabama Counseling Association Journal*, 33 (2), 27-31.

Abstract

This paper describes the development of the Alabama Association of Marriage and Family Counselors (ALAMFC). The organizational structure, goals, and history are included.

2007 Volume 33 (1)

Jackson, J. L. (2007). Faculty-student dual relationships: Implications for counselor educators. *The Alabama Counseling Association Journal*, 33 (1), 1-10.

Abstract

This article considers dual relationships between faculty and students from an ethical perspective. A review of the literature focuses on the potential impact of dual relationships on students, faculty, academic institutions, and the consumers students will ultimately serve. Models promoting ethical dual relationships are identified and strategies for counselor educators to influence the systemic variables impacting faculty-student dual relationships are discussed.

Burnham, J., Hooper, L., Mantero, M., Carpenter, B., Windham, K., Duffey, A., et al. (2007). Collaboration and teaming across disciplines in the university setting for school counselors-in-training. *The Alabama Counseling Association Journal*, 33 (1), 11-19.

Abstract

This article describes an exploratory model for school counselors-in-training to acquire multicultural awareness and skills by working with English Second Language (ESL) students. Thoughts from the school counselors-in-training, ESL teachers, a foreign language educator, and a counselor educator are summarized.

Tobin, C. & Duncan, J. (2007). Peer victimization among adolescent females: A literature review of the significant causes and consequences associated with relational aggression. *The Alabama Counseling Association Journal*, 33 (1), 20-23.

Abstract

Peer victimization is an all too common occurrence in schools throughout the United States, affecting millions of adolescents every year. Involvement in peer victimization carries devastating consequences that can last a lifetime. Recent research indicates males and females engage in different forms of victimization, with males displaying more overt forms of aggression and females participating in relational attacks. The purpose of this review of literature is to explore the factors that may contribute to peer victimization among adolescent females, and to ascertain the psychological and social repercussions of this behavior.

Clark, E., Jr. (2007). The Alabama Counseling Association: A legacy of community and professional service. *The Alabama Counseling Association Journal*, 33 (1), 24-32.

Abstract

The Alabama Counseling Association (ALCA) has an ongoing plan for professional growth and development reflective of the multiple counseling professions and the diversity of its members. Based on the development and history of the organization, this research project was designed to assess ALCA's progress toward achieving its stated outcome goals. A telephone interview survey of the ALCA's past presidents was

conducted to assess efforts toward diversity and inclusiveness of all counseling professions.

Templeton, M. A. (2007). The history and development of the Alabama division of the American Rehabilitation Counseling Association. *The Alabama Counseling Association Journal*, 33 (1), 33-34.

Abstract

The Alabama Division of the American Rehabilitation Association is an organization committed to representing those counselors who work in the field of rehabilitation across the state. The division is focused on offering leadership within the field of rehabilitation counseling, promoting professional development opportunities for counselors, and increasing collaboration between rehabilitation counselors and other social service professionals.

Williams, R. (2007) Celebrating our past, embracing our present, and envisioning our future: ALACES 1985-2006. *The Alabama Counseling Association Journal*, 33 (1), 35-37.

Abstract

The focus of this article is to summarize the history of the Alabama Association of Counselor Education and Supervision (ALACES) division of the Alabama Counseling Association (ALCA). A discussion of the inception of ALACES, membership, publications, and a listing of past and current presidents is presented. In addition, the current goals of the organization are discussed.

Barnes, S. (2007) Archival feature 2006-2007. *The Alabama Counseling Association Journal*, 33 (1), 38-40.

Abstract

This article is a Historical Archive detailing the 2006 – 2007 ALCA year including: ALCA Officers and Committees, 2007 ACA Branch Awards to ALCA, 2006 ALCA State Awards, Former Editors of *The Alabama Counseling Association Journal*, and ALCA 2006 Resolutions.

Grant, D. (2007). Editor's page. *The Alabama Counseling Association Journal*, 33 (1), 41.

Abstract

Included are corrections from the Spring 2006 (Volume 32, Number 1) issue of *The Alabama Counseling Association Journal*, ad hoc reviewers, and editor thanks.

2006 Volume 32 (2)

Satcher, J., & Leggett M. (2006). Homonegativity among Alabama counselors. *The Alabama Counseling Association Journal*, 32 (2), 1-11.

Abstract

Members of the Alabama Counseling Association were surveyed to examine the extent to which they demonstrate homonegativity (prejudicial attitudes toward homosexuality). The majority of the counselors did not appear to approach homosexuality from traditional prejudices, although almost one-third believed homosexuality to be immoral. The counselors appeared to have mixed views about current issues important to persons who are gay or lesbian, with many expressing homonegative beliefs about equality and social justice for persons who are gay or lesbian. Discussion of the findings focuses on the ethical obligations of counselors to respect diversity, promote the well-being of persons whom they serve, and to be advocates for social change.

Gossett, D., & Hooten, M. A. (2006). An evaluation of a three year abstinence education program in

southeast Alabama. *The Alabama Counseling Association Journal*, 32 (2), 12-21.

Abstract

This paper summarizes an evaluation of a three-year school-based abstinence education program that was taught in 21 public schools to eighth- and 10th grade students in Southeastern Alabama between 2003 and 2005. The abstinence education curricula utilized with the students were *Choosing the Best* and *Navigator* programs. A 76-item testing instrument, the Abstinence in Motion (AIM) Assessment Survey, was developed to evaluate changes in participants' attitudes prior to and after the intervention. The research design utilized for this study was a pretest-posttest control group design with three schools serving as the control group. Results indicated that age, gender, family structure and socioeconomic status had a significant effect on changes in attitudes towards abstinence. Implications for school counselors are discussed.

Grant, D. D. (2006). Overlooked victims: Working with non-offending caregivers in child sexual abuse cases. *The Alabama Counseling Association Journal*, 32 (2), 22-27.

Introduction

The national statistics for child sexual abuse are staggering. In 2004, there were 209, 880 victims of rape, attempted rape or sexual assaults according to the National Crime Victimization Survey (Catalano, 2005). Because of the methodology of the National Crime Victimization Survey, these figures do not include victims 12 years of age or younger. While there are no reliable annual surveys of sexual assaults on children, the Justice Department has estimated that one of six victims is under the age of 12 (U.S. Department of Justice, 2005). When one considers the families impacted by this abuse the result is truly exponential. While we are providing effective treatment alternatives for victims, non-offending caregivers can be easily overlooked.

Patterson, L., & Templeton, M. A. (2006). Psychiatric disabilities and substance abuse disorder: Psychosocial and vocational concerns – implications for rehabilitation professionals. *The Alabama Counseling Association Journal*, 32 (2), 28-34.

Abstract

The purpose of this article is to review the literature on the comorbidity of substance abuse and psychiatric disorder. The paper examines the medical, psychosocial, and vocational rehabilitation concerns associated with substance abuse and psychiatric disorder comorbidity. A greater emphasis is placed on vocational concerns and the role of rehabilitation professionals within this population.

Maraboli, S. (2006). Dare to be. *The Alabama Counseling Association Journal*, 32 (2), 35.
A poem.

2006 Volume 32 (1)

Tyson, L. E., & Menear, K. S. (2006). Connecting the national standards for school counseling programs with an adventure-based counseling intervention. *The Alabama Counseling Association Journal*, 32 (1), 1-8.

Abstract

School counselors can utilize adventure-based counseling techniques to improve and enhance the delivery of their guidance curriculum for students in small or large group guidance. The purpose of this article is to provide a summary of how the *National Standards for School Counseling Programs* can provide outcome objectives for school counselors and students who participate in adventure-based counseling interventions.

Gray, D. L. (2006). A report card for no child left behind. *The Alabama Counseling Association Journal*, 32 (1), 9-14.

Abstract

The *No Child Left Behind* (NCLB) Act has failed to provide funds and programs envisioned by President George W. Bush. The Act's key tenets promised improved student learning and professional development for teachers, but changes in national priorities have prevented congress from meeting state requests for assistance. Schools are struggling with federal mandates for Adequate Yearly Progress and highly qualified teachers, and the outlook for additional resources is dim.

Hrabe, F. (2006). Are you dedicated to diversity? Is the welcome mat out? *The Alabama Counseling Association Journal*, 32 (1), 15-18.

Abstract

American colleges and universities often refer to their "dedication to diversity". The truth is, some institutions really make an effort, and some only offer lip service. Even if your institution is the second one, you, as an admissions and records officer can make a difference.

Clark, E., Jr. (2006). HIV/AIDS disclosure and unprotected sex: A critical issue for counselors and other mental health practitioners. *The Alabama Counseling Association Journal*, 32 (1), 20-31.

Abstract

This study found that African American males living with HIV/AIDS in rural southwest Alabama who did not disclose their HIV/AIDS seropositive status were more likely to engage in unprotected sex. Because much of the recent research is slanted to address homosexual behavior, which is still a taboo within the African American community, efforts to reach this population are being ignored. The stigma tied to HIV/AIDS, particularly in the rural south, complicates community mental health intervention strategies and secondary prevention methods.

Burnham, J. J. (2006). Comparing children's fears in Alabama: An investigation using post 9/11 and post invasion into Iraq data. *The Alabama Counseling Association Journal*, 32 (1), 32-46

Abstract

This study was designed to investigate the fears of children and adolescents in Alabama in the aftermath of 9/11 and after the initial invasion of Iraq in 2003. The American Fear Survey Schedule for Children (FSSC-AM; Burnham, 1995, 2005) was utilized to measure the fears of youth in Grades 2-12.

Daughhete, C., Stalls, L., & Spencer, M. E. (2006). Enhancing secondary school counseling with a therapeutic dog. *The Alabama Counseling Association Journal*, 32 (1), 47-55.

Abstract

Animals are increasingly being used for emotional support and therapeutic intervention in a variety of settings including, hospitals, nursing homes, schools, and prisons. Therapeutic animals can bring comfort to the ill, bereaved or lonely, and there are indications that owning a pet may positively influence an individual's health

and well-being. Through anecdotes, the authors describe the use of a dog to facilitate counseling services in secondary school counseling program.

Hard, P. F. (2006). Archival feature 2005 – 2006. *The Alabama Counseling Association Journal*, 32 (1), 56-58.

Abstract

This article is a Historical Archive detailing the 2005 – 2006 ALCA year including: ALCA Officers and Committees, 2005 ACA Branch Awards to ALCA, 2005 ALCA State Awards, Former Editors of *The Alabama Counseling Association Journal*, and ALCA 2005 Resolutions.

2005 Volume 31 (2)

Suh, S., Cobia, D. C., & Lester, A. (2005). Alabama's model school guidance and counseling plan: An implementation study. *The Alabama Counseling Association Journal*, 31 (2), 1-13.

Abstract

This study explored the extent to which comprehensive programs were being implemented in Alabama's K-12 schools and the relationship between school counselor self-efficacy and extent of State Plan implementation in its four program components. The research findings revealed high levels of implementation in one or more program components among the participating counselors. When full implementation is considered only a quarter of participants reported full implementation. This study also found a significant correlation coefficient in one area of Responsive Services.

Gurley, J., & Satcher, J. (2005). The interaction of race, stressors and return to drug use among federal offenders. *The Alabama Counseling Association Journal*, 31 (2), 14-27.

Abstract

The link between stress and substance abuse has been documented in the literature. The potential impact of stress on refraining from drug use or returning to drug use has been relatively unexplored among persons on federal probation for drug related charges. This paper describes the interaction effects of drug use, race, and stressor among a sample of federal offenders under court-ordered supervision. Significant interaction effects were found for race, stress, and return to drug abuse for three domains of stress: (a) family, (b) peer, and (c) social. Stress levels for African American offenders were relatively consistent, regardless of return to substance abuse. White offenders who refrained from drug use reported lower levels of stress than African American offenders who refrained from drug use. White offenders who returned to drug use reported the highest levels of stress of all groups studied.

Schafer-Schiumo, K. D., & Kempton, T. (2005). Survey of exit methods employed by CACREP accredited school counseling programs. *The Alabama Counseling Association Journal*, 31 (2), 28-34.

Abstract

This research surveyed CACREP-Accredited School Counseling programs to examine the exit methods utilized to assess student preparedness and professional competence. Results indicated that 41.4% of the programs reported utilizing objective assessments alone and 15.85% reported examinations combining

objective tests and other assessment strategies. Programs are increasingly utilizing objective assessments that evaluate the eight core areas defined by CACREP as critical to counselor competence. The relevance of exit methods and their relationship to future research is discussed.

Elliot, G. R. (2005). Gay, lesbian, bisexual and transgender issues in counselor education and supervision. *The Alabama Counseling Association Journal, 31 (2), 36-43*

Abstract

As a means of raising awareness, providing knowledge, and enhancing skills related to gay, lesbian, bisexual, and transgender issues in counseling, this article describes from the perspective of advocacy counseling illustrative issues faced by counselor educators and supervisors and identifies resources for responding to these issues in sound, ethical, and therapeutic ways.

Satcher, J., & Leggett, M. (2005). What to say when your student may be gay? A primer for school counselors. *The Alabama Counseling Association Journal, 31 (2), 44-52*

Abstract

Students who are gay face substantial barriers to adjustment in school, including verbal and physical harassment. The school counselor can be a primary person to assist students who are gay to come to terms with their sexual identity and to navigate the journey to self-acceptance. School counselors, however, often may feel unprepared to provide assistance to these students and may mistakenly create more barriers because of their discomfort. This manuscript provides an introduction for school counselors when approached by students who are struggling with issues related to gay identity development.

Wolfe, N. (2005). Counseling issues with gay, lesbian and transgendered youth. *The Alabama Counseling Association Journal, 31 (2), 53-61*

Abstract

Gay, lesbian, bisexual, and transgendered (GLBT) adolescents present a sexual minority in our schools. GLBT students have few, if any, family and social supports. Lack of outside support leaves the school to provide guidance and information to GLBT students, their parents, and possibly the community. Most importantly, school administrators, faculty, and counselors must know the unique developmental needs and challenges that GLBT students face. Likewise, their families' concerns and needs should be addressed. The formation of GLBT groups at school, such as a Gay/Straight Alliance, can help to provide social support for GLBT students while also educating the other students in the school. This paper will explore the development of a sexual minority identity, the possible risks that GLBT students may encounter, stages of acceptance for the students' families, and how school personnel can provide support for GLBT students.

2005 Volume 31 (1)

Hard, P. F. (2005). Licensure and certification: A primer on understanding the history, benefits and disadvantages of our credentials. *The Alabama Counseling Association Journal, 31 (1), 1-12.*

Abstract

Credentials are an indication to the public that a professional has the training and experience identified as

essential to the profession. Certification and Licensure are two credentials the counseling field has attempted to use to establish its identity as a distinct and properly pre-pared helping profession. This paper will describe the history of certification and licensure as it pertains to the counseling profession, as well as the arguments for and against these credentials as hallmarks of professional identity.

Gray, D. L., & Thomas, A. D. (2005). Preparing for the PEPE. *The Alabama Counseling Association Journal*, 31 (1), 13-20.

Abstract

Alabama's Professional Education Personnel Evaluation Program (PEPE) has been used since 1997 to assess regular classroom teachers. A similar instrument was created in 2000 to evaluate selected specialty area educators, including counselors. The year-long process includes at least two classroom or office visits, multiple assessment tools, a Portfolio, and a Professional Development Plan focused on improving skills and stakeholders' satisfaction with a school's guidance and counseling programs.

Burnham, J. J., & Stansell, A. (2005). Is teaching experience necessary for school counselors in Alabama? *The Alabama Counseling Association Journal*, 31 (1), 21-37.

Abstract

Before endorsements from ALSCA and ALACES to drop the teaching experience as a prerequisite to becoming a school counselor, ALSCA requested a survey to examine membership views. The opinions of 342 ALSCA members are presented.

Self, J., & Burnham, J. J. (2005). The effects of childhood sexual abuse on children. *The Alabama Counseling Association Journal*, 31 (1), 47.

Abstract

The incidence of childhood sexual abuse (CSA) has increased dramatically since the 1970's. Early research on the subject has been plagued by the lack of a standardized definition, failure to use standardized measures and control groups, and the controversy within the profession over the degree of harm CSA causes its victims. Though controversy remains, it is generally agreed that repeated incidences and/or violent episodes of CSA are detrimental to victims. This article seeks to define CSA and presents the demographics of the problem. Suggestions for working with children are included for educators and mental health professionals.

2004 Volume 30

Morris, S. L., & Dunn, P. L., (2004). Rehabilitation implications in hearing impairment and deafness. *The Alabama Counseling Association Journal*, 30, 1-20

Abstract

Hearing impairments are among the most common of all causes of disability, yet research has shown that the implications of loss of hearing are poorly understood by many individuals employed in the helping professions. This article details the causes and treatments of hearing impairments, potential psychosocial and vocational implications, and provides recommendations to rehabilitation personnel for helping individuals with hearing impairments in the counseling process.

Puleo, S. G. (2004). Lessons I have learned. *The Alabama Counseling Association Journal*, 30, 21-30.

Introduction

According to Jeffrey Kottler, editor of the popular "Finding Your Way" column that appears in the American Counseling Association's newsletter *Counseling Today*, "finding our way as counselors involves...dealing with our own issues, confronting ourselves, [and] listening to our clients and what they have to teach us" (Kottler, 1997, p. 171). These ideas are echoed by Thomas Skovholt (2001) who suggests that professional and personal experience, a supportive environment, and a reflective stance are essential for the process of professional development. Skovholt maintains that "experience without reflection - does not produce the same amount of professional growth" (p. 132). The "lessons" presented in this article represent my own attempt to reflect on what I have learned through my experiences with clients and supervisees.

Daniels, L. (2004). Parents and siblings who care for adults with severe and chronic mental illness. *The Alabama Counseling Association Journal*, 30, 31-51

Abstract

This article provides information describing the experiences of parent and sibling caregivers of adult family members with severe and chronic mental illness. Clinical interventions for these caregivers and their family members are discussed.

Martin, V., Thomas, M. C., Alexander, J. J., & Loague, A. M. (2004). The role of technology in building community of older persons. *The Alabama Counseling Association Journal*, 30, 52-66.

Abstract

Technology can provide a valuable tool for older persons in building community and strengthening their social support network to relieve isolation or disengagement often existent in aging populations. Combining a proactive and comprehensive counseling role, practical technological applications, and learning models appropriate for older persons contributes to the design of the most effective individualized counseling and educational plans for older adults enhancing their lives through the use of technology.

Clark, E., Jr. (2004). African American men and HIV/AIDS: Living in hiding. *The Alabama Counseling Association Journal*, 30, 67-88.

Abstract

The AIDS epidemic has had a devastating impact on the African American community; particularly in the lives of African American men. This is largely due to factors, such as sexual issues, drug addiction, stigma, and appropriate medical care, which isolate these men from their families and the community. Furthermore, these factors associated with the African American population reduce the effectiveness of HIV/AIDS education and prevention programs and contributes directly to the high incidence of HIV/AIDS exposure. An existential approach to counseling and the professional literature is reviewed with regard to current trends, issues, and treatments identifiable to African American men living with HIV/AIDS.

Hamby, M. (2003). Using a culture shock model for working with people with disabilities. *The Alabama Counseling Association Journal*, 29 (2), 1-10.

Abstract

According to the literature, the number of people in the United States with disabilities is increasing. A recent Harris survey showed that the life satisfaction of persons having disabilities is below that of people without disabilities. Counselors are likely to work with a person with a disability at some time during the life of their practice. The culture-shock model can be an effective approach to use when providing direction for counselors adjusting to working with people with disabilities, as well as for assisting clients adapting to a disability.

King, T. B., & Satcher, J. (2003). University faculty willingness to accommodate students with psychiatric disabilities. *The Alabama Counseling Association Journal*, 29 (2), 11-23.

Abstract

Four hundred and ninety university faculties responded to a survey asking the extent to which they were willing to provide 13 accommodations for students with psychiatric disabilities. Using multivariate analyses of variance (MANOVA), responses for each accommodation were compared by academic discipline, rank, gender, age, knowledge of disability rights legislation, personal contact with persons having psychiatric, previous experience providing accommodations for students with psychiatric disabilities, and awareness of on-campus resources for students with disabilities. No significant differences were found. The results are discussed within the context of the increasing numbers of students with psychiatric disabilities seeking reasonable accommodations in higher education.

Elliott, G. R. (2003). Between hope and despair: One counselor's journey. *The Alabama Counseling Association Journal*, 29 (2), 24-34.

Abstract

This article presents an evolving synthesis of one counselor's approach to and understanding of the counseling process, describing the synthesis as a journey between the polarity of hope and despair and indicating the conditions that foster and enhance the experience of hope.

Dunn, P. L., & Kontosh, L. G. (2003). The changing face of occupational information: Implications for rehabilitation counselors. *The Alabama Counseling Association Journal*, 29 (2), 35-49.

Abstract

Occupational information is a vital tool in assisting clients with career concerns by identifying appropriate vocational goals and developing strategies to obtain those goals. For many years, the Dictionary of Occupational Titles (DOT) has served as the primary reference for information about occupations and occupational components. Recently, the United States Department of Labor has released a new system of occupational information, the Occupational Information Network (O*NET). This article identifies some of the major differences between the two occupational references, their advantages and disadvantages, and the implications for counselors and clients.

Templeton, M. C., & Satcher, J. (2003). Sexual reorientation therapy: Ethical considerations for counselors. *The Alabama Counseling Association Journal*, 29 (2), 50-61.

Abstract

Gay men and lesbians face societal, interpersonal and intrapersonal barriers that other minority groups do not, which may lead some to seek reorientation therapy. The efficacy of this therapy, however, is questionable. This article provides a discussion of some of the stressors experienced by persons who are gay or lesbian. In addition, sexual orientation therapy and ethical considerations of its use are described.

2003 Volume 29 (1)

Marshall, L., & Dunn, P. L., (2003). Issues in the transition from college to career. *The Alabama Counseling Association Journal*, 29 (1), 1-12.

Abstract

This article provides an overview of issues that college graduates face during the transition from student to career-oriented worker. Goals for the last year of college, preparation for impressing a potential employer, and steps to climb the success spiral are discussed.

Atchinson, D., & Carmichael, K. D. (2003). Training paraprofessionals to use play therapy techniques. *The Alabama Counseling Association Journal*, 29 (1), 13-20.

Abstract

A group of 20 three and four-year old children participated in therapeutic group play conducted by day care teachers trained as paraprofessionals in conducting nondirective play therapy. Teachers volunteering to conduct the groups attended five hours of initial training and half-hour weekly meetings. Children in the treatment group participated in two, 30-minute groups per week for eight consecutive weeks. A control group of 17 children participated in regular classroom activities. The purpose was to determine the effects of therapeutic group play on the social skills of children.

Ager-Smoots, D., & Satcher, J. (2003). Characteristics differentiating between at-risk middle school students who drop-out or stay in school. *The Alabama Counseling Association Journal*, 29 (1), 21-34.

Abstract

The term at-risk student is difficult to define because of continuing ideological and philosophical divisions among educators, policymakers, and the general public about the factors that place a student at risk of dropping out of school (Alexander, Entwisle, & Kabbani, 2001; Hixon & Tinzmann, 1990). According to Boyd (1993), factors such as poverty, neglect, and family background, personal characteristics of the child, school context, and the social behavior of children interact to create conditions that place children at risk of dropping out of school. McMillian and Reed (1993) defined at-risk students as those who, because of a combination and interaction of multiple variables, are unlikely to graduate from high school, to attain work skills, and to become productive members of society.

Whitcomb, J., & Satcher, J. (2003). Religiosity and participation in religious activities as predictors of depression. *The Alabama Counseling Association Journal*, 29 (1), 35-46.

Abstract

The study examined whether religiosity and participation in religious activities would predict current and retroactive depression scores for persons who had been diagnosed with and treated for depression. Data were gathered using the Religiosity and Depression Scale. Results of backward multiple regression analyses indicated that religiosity was a significant predictor of retroactive depression scores, with lower levels of religiosity being predictive of lower levels of depression. Both religiosity and participation in religious activities were predictive of current depression scores. Participants with lower levels of current religiosity also had lower levels of current depression. As the number of religious activities in which the participants currently participated increased, the lower were their current depression scores. Findings are discussed within the context of the literature and the limitations of the study.

Burnham, J., Blair, S., Curry, B., DeLoach, A., Fricks, J. K., Graham, S., Herrin, S., Morris, A., Ray, E., Smith, A., & Smith, M. (2003). Strategies to reduce bullying in elementary, middle and high schools. *The Alabama Counseling Association Journal*, 29 (1), 47-61.

Abstract

This article examines bullying and victimization at school and offers effective strategies and interventions for elementary through high school counselors. Websites and grade level resources for K-12 counselors are included.

2002 Volume 28 (2)

Wilcoxon, S. A., & Magnuson, S. (2002). Academic and pre-licensure supervision: No concern about concurrent supervision? *The Alabama Counseling Association Journal*, 28 (2), 2-11.

Abstract

Post-graduate supervision is a consistent requirement for those seeking counselor licensure. Supervisees completing licensure supervision requirements may also be enrolled an advanced graduate study requiring supervised placements. Such circumstances introduce the need for concurrent management of academic and prelicensure supervision. This manuscript features the results of a survey of academic institutions regarding concurrent supervision as well as recommendations for faculty examining this issue for their graduate programs.

Wilson, D. (2002). Legal and ethical issues for school counselors. *The Alabama Counseling Association Journal*, 28 (2), 12-23.

Abstract

School counselors work in an increasingly complex legal and ethical context. This article provides an overview of confidentiality, dual relationships, informed consent and counselor competency as they apply to school counselors.

Fox, N., & Carmichael, K.D. (2002). Looping/multiyear placement: Implications for school counselors. *The Alabama Counseling Association Journal*, 28 (2), 24-29.

Abstract

Contemporary programs in education are beginning to offer classroom teachers the opportunity to influence a child's academic growth for more than one year through looping or multiyear placement. Looping is actually an old placement process in which a class and teacher stay together for more than one academic year. This article addresses the process of looping through literature review and discusses implications for school counselors working with multiyear students.

Mooneyham, A. (2002). Elderly women and depression: An existential perspective. *The Alabama Counseling Association Journal*, 28 (2), 30-40.

Abstract

Depression is prevalent in elderly women; however, most do not receive adequate treatment. The author describes an existential perspective for working with elderly women who are depressed and suggests treatment possibilities based on existential theory and therapy.

Trippany, R., Carmichael, K. D., & Trick, D. (2002). A play therapy approach to obsessive compulsive disorders in children. *The Alabama Counseling Association Journal*, 28 (2), 41-53.

Abstract

Obsessive Compulsive Disorders (OCD) among children can be addressed and treated through the medium of play therapy in conjunction with psychopharmacological approaches. This article offers a unique application of cognitive-behavioral play therapy in the treatment of children with OCD. The techniques the authors describe involve use of metaphor, story telling, and a therapeutic tool kit to aid the child in the decrease of obsessive-compulsive symptomology.

2002 Volume 28 (1)

Wood, D. (2002). Violence in our schools. *The Alabama Counseling Association Journal*, 28 (1), 1-18.

Abstract

Causes of school violence are described. The literature addressing prevention and intervention strategies is also discussed. Recommendations are provided for how school and other counselors may implement strategies to reduce school violence.

Wilson, L. (2002). Dual relationships issues for rehabilitation services. *The Alabama Counseling Association Journal*, 28 (1), 19-27.

Abstract

While the mental health literature has extensively addressed dual relationships, this issue has not received much attention in the rehabilitation literature. This article describes dual relationship issues that rehabilitation professionals may face in their work with peers, students, and consumers.

Freeman, J.A., Miles, A., & Kozlowski, A. (2002). Current home schooling issues in Alabama for consideration by counselors. *The Alabama Counseling Association Journal*, 28 (1), 28-38.

Abstract

The term home schooling refers to the parental decision to provide educational opportunities in the home and community, rather than enrolling the student in a traditional public or private school. This form of education has become a popular choice across the nation and in Alabama. The goal of this article is to present the findings of a recent study seeking to address why parents choose home schooling in Alabama, as well as to address current legal issues regarding home schooling in Alabama that may be of interest to school counselors.

Gamble, D. (2002). The provision of assistive technology to vocational rehabilitation clients with traumatic Brain injury: A demographic analysis. *The Alabama Counseling Association Journal*, 28 (1), 39-50.

Abstract

The population for this study was 1,145 vocational rehabilitation clients with traumatic brain injury (TBI) whose cases were closed in a southeastern state. Thirty of these consumers received assistive technology during the vocational rehabilitation process. Comparisons were made between clients who received assistive technology and those who did not on the following demographic variables: (a) gender, (b) race, (c) marital status, (d) prior employment experience, (e) age, and (f) education level. Significant differences were found by age. No other significant differences were found when comparing the two groups.

Evans, M., & Anderson, D. (2002). Opinions of the leadership of the American Counseling Association – Southern Region. *The Alabama Counseling Association Journal*, 28 (1). 51-61.

Abstract

The purpose of this study was to survey leaders of the American Counseling Association - Southern Region (ACA-SR) regarding their opinions of ACA-SR and the American Counseling Association's leadership structures and processes. Forty branch and regional leaders participated in the study conducted at the Annual 2001 Fall Conference for ACA-SR. issues such as advocacy, collaboration, diversity, and leadership concerns were highlighted in a questionnaire completed by participants. The authors provide a summary of the results of the study and recommendations. Suggestions based on responses of participants are offered.

2001 Volume 27 (2)

Cobia, D., Sanders, K., & Page, M. (2001). Promoting systemic change in schools through social advocacy: A case example. *The Alabama Counseling Association Journal*, 27 (2), 1-9.

Abstract

Social advocacy as a school counselor intervention for promoting systemic changes in schools is described. An illustration of the intervention is provided through a case example. Types of readily available data that can be used to identify groups of students for whom advocacy might be an appropriate intervention are also identified.

Russell, J.A., & Crunk, W.A. (2001). Assessment of counseling graduate student's knowledge of blended families. *The Alabama Counseling Association Journal*, 27 (2), 10-18.

Abstract

Blended families represent one of the dominant family structures of today. The issues and needs of blended families are different from those of biological families. A pilot study was conducted to assess the knowledge students have of blended families. A total of 60 graduate students in counseling at a large southeastern university were presented a 90 minute training program on blended families. Posttest and pretest-posttest groups completed an instrument measuring knowledge of blended family issues. Support was obtained for the hypothesis that graduate students in counseling lack knowledge and understanding of blended families' unique issues and needs. The findings of this research can aid in counselor education curriculum design.

Dunn, P.L. (2001). Practical applications of trait-factor theory in the vocational rehabilitation process. *The Alabama Counseling Association Journal*, 27 (2), 19-30.

Abstract

Trait-factor theory and trait-factor counseling may perhaps be the oldest of career guidance theories. Although more modern theories of career guidance have been proposed, trait-factor counseling remains a basic consideration in most vocational guidance settings. For rehabilitation counselors, understanding the needs of individuals with disabilities and the demands of work is a basic and critical consideration in developing rehabilitation plans that will result in successful job placement and sustained employment for rehabilitation consumers. This article considers some considerations and practical applications of trait-factor theory in rehabilitation counseling.

Manhal-Baugus, M. (2001). The association of personal-related variables to length of sobriety: A study of prognostic indicators of successful treatment for chemically dependent women. *The Alabama Counseling Association Journal*, 27 (2), 31-43.

Abstract

The purpose of this study was to provide information about treatment outcome for women in long-term, residential treatment by focusing on personal-related variables. Participants were 95 women who received chemical dependency treatment in a long-term treatment program over a four-year period. Participants were classified into three groups based on length of sobriety. Categorical data were accumulated for 16 personal-predictor variables and then analyzed for their association with length of sobriety. Two predictor variables, support group experience and income source, were positively associated with long-term sobriety. A third variable, abuse history, was negatively associated with sobriety. The results are discussed using a relational theoretical approach.

Reynolds, G., & Oliver, D. (2001). An alternative approach to classroom guidance: Computer disks. *The Alabama Counseling Association Journal*, 27 (2), 44-49.

Abstract

Instruction in many academic subjects is supplemented with computer learning programs. Classroom guidance can also utilize this resource. Computer-based guidance may take the form of an Internet program, a purchased program, or a counselor made program designed specifically for the students of a certain school. Access and screening of Internet sites and cost of purchased programs are considerations that make creating in-house programs desirable. This article describes one experience in which classroom guidance was presented using a counselor-made lesson on computer disk.

2001 Volume 27 (1)

Jackson, C.M., Stanard, R.P., Boes, S.R., Painter, L.C., Wulff, M.B., & Rolle, G.D. (2001). The school counselor: A key leader in school and community collaboration. *The Alabama Counseling Association Journal*, 27 (1), 1-11.

Abstract

The current school counseling reform literature emphasizes school and community collaboration as important for supporting the attainment of high academic achievement for all students. This article provides an overview of the school reform literature as it relates to collaboration and presents a discussion of the need for and the development of school and community collaboration through a principal and school counselor team. Potential benefits and possible obstacles to school and community collaboration are included.

Kennedy, R.B. (2001). Knowledge of personality preferences as a source of empowerment for persons with disabilities: Using the Myers-Briggs Type Indicator as a tool in employment searches. *The Alabama Counseling Association Journal*, 27 (1), 12-20.

Abstract

This paper explores some of the continuing problems faced by persons with disabilities in conducting a successful job search. The author suggests that persons in the rehabilitation community can help applicants conduct more successful job searches by acquainting the applicants with the effects of subtle and unconscious personality preferences in everyday life, including the way a person searches for employment. The Myers-Briggs Type Indicator, a tool that measures psychological types, as well as research-based data derived from use of the tool could prove helpful toward assuring more successful job searches for individuals with disabilities.

Daniels, L.G. (2001). Borderline personality disorder and relationship functioning. *The Alabama Counseling Association Journal*, 27 (1), 21-34.

Abstract

The purpose of this study was to examine the Borderline Personality Disorder (BPD) and romantic relationship functioning in an attachment theory framework. Seven theoretically-derived attachment scales (Frustration with Partners, Proximity-Seeking, Self-Reliance, Ambivalence, and Trust/Confidence in Others, Jealousy / Fear of Abandonment, and Anxious Clinging to Partners) were examined in regard to a BPD group

and a nonBPD group. A MANOVA procedure was utilized to examine the data. Significant differences were found for all of the attachment scales except for the Proximity-Seeking scale.

Reynolds, G.P., & Stringer, S. (2001). Imbedding guidance's in a literature class. *The Alabama Counseling Association Journal*, 27 (1), 35-41.

Abstract

The problems most often cited by school counselors concerning classroom guidance are lack of time and difficulty in working around teachers' schedules. A suggested solution to scheduling and management problems is imbedding some of the counseling curriculum within the curriculum of regular classroom subjects. This article addresses one method of collaboratively teaching reading and personal and social skills during reading class time.

Muskin, M.B. (2001). Transition from school counselor to university professor. *The Alabama Counseling Association Journal*, 27 (1), 42-49

Abstract

The issues and dilemmas created as school counselors transition from the school setting to university teaching can be overwhelming. University campuses are quite different from school settings in both professional approach and personal development. There are many additional considerations for the new instructor to become productive in the university environment. This article focuses on the identification of areas where adjustment is most difficult and discusses issues surrounding a smooth transition.

2000 Volume 26 (2)

Daniels, L.G. (2000). Adult attachment theory and two personality disorder. *The Alabama Counseling Association Journal*, 26 (2), 1-12.

Abstract

The purpose of this study was to apply attachment theory to clinically relevant issues. Information is provided on the history of attachment theory, early research, and the current study. The current study examined two pervasive personality disorders (Avoidant Personality Disorder and Borderline Personality Disorder) across three theoretically-derived adult attachment groups (avoidant, preoccupied, and secure). A MANOVA procedure was utilized to examine the data. Significant differences were found for both of the personality disorder measures.

Trippany, R., & Wilcoxon, S.A. (2000). Vicarious traumatization: Issues and implications for therapists. *The Alabama Counseling Association Journal*, 26 (2), 13-21.

Abstract

Vicarious traumatization is a phenomenon to which therapists serving victims of trauma may be vulnerable. This manuscript describes VT and provides recommendations for identifying and coping with this condition.

Gamble, D., & Dunn, P.L. (2000). Funding assistive technology for persons with disabilities. *The Alabama*

Counseling Association Journal, 26 (2), 22-32.

Abstract

Great technological advances made in recent years are enhancing the lives of people with disabilities. In order to more effectively serve clients with disabilities. Counselors should be aware of both the major public finding sources for assistive technology and the strategies required to secure funding for assistive technology through these sources. This article provides a brief overview of five (5) major public funding sources for assistive technology and an analysis of the strategies required to secure funding for assistive technology through these sources.

Li, D.C., Canada, R., & Lim, M. (2000). A review of admission procedures of counselor education programs. *The Alabama Counseling Association Journal*, 26 (2), 33-40.

Abstract

This article focuses on the history of admission policies and procedures and academic vs. non-academic criteria as predictor variables of counselor education pro-grams during the past four decades.

Pazaratz, D., & Morton, W.F. (2000). The post modern adolescent: Counseling issues. *The Alabama Counseling Association Journal*, 26 (2), 41-51.

Abstract

This paper is concerned with how society, parents and peer groups affect the psychological growth of adolescence. It describes how adolescents organize them-selves, the contextual or cultural influences on personality development, the variety of motivational forces impacting behavior and how each generation transmits ideals and values to the next and within the social group. The complexity and the rapid social change of the post-modern era indicate the need for a more comprehensive understanding of adolescence and peer group membership. Knowledge about fundamental adolescent needs strategies can contribute to the shaping of adult attitudes, parental practices and counseling.

2000 Volume 26 (1)

Jackson, C.M., Burnham, J., Boes, S., & Comas, R.E. (2000). School counseling program evaluation and accountability efforts. *The Alabama Counseling Association Journal*, 26 (1), 1-13.

Abstract

This paper examines an often neglected aspect of school counseling programs, program evaluation, and considers whether or not it is necessary. Program evaluation and accountability procedures for the school counselor are defined. Advantages and disadvantages of the evaluation process are reviewed and evaluation options are discussed.

Lee, R.W., Goldsmith, H., & Dooley, K. (2000). Examination of codependent characteristics. *The Alabama Counseling Association Journal*, 26 (1), 14-22.

Abstract

It has been hypothesized in the current literature that individuals who exhibit codependent characteristics are

drawn to the helping professions. The purpose of the study was to determine the level of codependent characteristics between 47 graduate counselors-in-training and 47 non-counseling students. Results revealed no statistical difference between the groups.

Lewis, J.C., Lee, R.W., Schneider, M.K., & Reese, B. (2000). University staff as consumers: A population's perception of professional counselors. *The Alabama Counseling Association Journal*, 26 (1), 23-34.

Abstract

University staff participated in a survey regarding their knowledge of and perceived usefulness of professional counseling. Of the 75.9% who were consumers of counseling services, 58% reported positive experiences. Thirty-four percent of all participants rated counseling as "being most helpful;" 2.9%, as "nonhelpful." Concerning knowledge of the counseling profession, 49.6% believed that professional counselors needed a master's degree; 2.2% thought that counselors could practice with a high school diploma. Client experience regarding ethical violations is also discussed.

Tyson, L.E., Foster, L.H., & Jones, C.M. (2000). The process of cinematherapy as a therapeutic intervention. *The Alabama Counseling Association Journal*, 26 (1), 35-41.

Abstract

Cinematherapy is a therapeutic intervention allowing clients to visually assess film characters' interactions with others, their environment, and personal issues, thereby developing a bridge from which positive therapeutic movement may be accomplished. The use of movies as tools in traditional therapy, diagnostic assistance in counselor training and in-classroom guidance/small group counseling in schools has increased in popularity. This article reviews the current literature, supports the rationale for using film in therapy, counselor education, and school counseling, and provides a theoretical framework for client processing of film assignments.

1999 Volume 25

Mason, C.P., Dyal, A., & Meadows, R. (1999). Secondary school counselor's view concerning counseling functions and their perceptions of importance within the schools. *The Alabama Counseling Association Journal*, 25, 3-11.

Abstract

The purpose of this study was to examine Alabama public secondary school counselors' views concerning the importance of counseling functions within their schools. Participants were secondary school counselors (n=61) in institutions that were systematically selected from a list of Alabama public secondary schools. Findings indicate that counseling developmental/career guidance, evaluation and assessment, and guidance program development are perceived as functions most important, whereas consulting and administrative functions are perceived as least important to Alabama secondary school counselors. Also, this study indicates that most Alabama secondary school counselors believe that their views concerning the importance of their counseling functions are congruent with those of school administrators.

Thompson, M., & Moody, E. E., Jr. (1999). Caring for the elderly: Implications for counselors. *The Alabama Counseling Association Journal*, 25, 12-21.

Abstract

This study examined aspects of burden among caregivers of older adults to see if those who care for people with cognitive impairments experience more burden than individuals who care for people with physical impairments. Sixty subjects were administered the Caregiver Burden Inventory. No significant differences were found between the two groups.

Holmes, D., & Fernandez, S. (1999). Supervisees' perceptions of their development versus objectives perspectives on their development. *The Alabama Counseling Association Journal*, 25, 22-29.

Abstract

This study examined (a) level of development as measured by, the Supervisee Levels Questionnaire-Revised (SLQ-R), a self-report questionnaire with level of development as measured by verbal exchange identifiers during an audio-taped supervision and (b) amount of time, by months, spent in a supervisory relationship at each level of development. SLQ-R scores ranged from 139 to 180 (m=154). Time in supervision and tape rating yielded a correlation of .58 (pc .05). A Tukey-HSD post-hoc analysis indicated that supervisees at level 2 of development had significantly higher scores on SLQ-R (m= 160.5, SD- 11.03) than supervisees at level 1 of development (m= 146.14, SD= 4.78). The findings suggest (a) that objective methods of assessing counselor development are possible and (b) indicate that raters can be trained to reliably rate supervisee tapes according to Stoltenberg's develop-mental model.

Rando, R.A., & McBee, S.M. (1999). Fraternity membership and sexual aggression. *The Alabama Counseling Association Journal*, 25, 30-34.

Abstract

The present study examined fraternal membership and the perpetration of sexual aggression. Participants were 486 college students from three universities located in the Midwestern and Mideastern regions of the United States. The results supported the hypothesis that males who are members of fraternal organizations evidence significantly higher levels of sexual aggression perpetration as compared to males who are not members of fraternal organization.

1999 Volume 24 (2)

Quan, S. (1999). ALCA president's message. *The Alabama Counseling Association Journal*, 24 (2), 1.

Introduction

As we approach the new millennium, many of us will encounter major challenges similar to those our clients must face: changes in technology, changes in business and industry methodology, social and cultural diversity, voids in experienced leadership, and a "graying America." The counseling profession will concurrently be affected by these same variables. While the profession still suffers from an identity crisis, it becomes even more important for us to disseminate cur-rent research and best practices in the field.

Luzzo, D. (1999). Respectful career counseling. *The Alabama Counseling Association Journal*, 24 (2), 4-13.

Abstract

This article describes D'Andreais (1995) RESPECTFUL counseling model and discusses various ways the

model can be integrated into career counseling inter actions with diverse clientele.

Law, J. G., Jr., Costarides, A. H., & Millner, V. S. (1999). Vocational identity and stress: A study of vocational identify and occupational stress among substance abuse counselors. *The Alabama Counseling Association Journal*, 24 (2), 14-24.

Abstract

This study assessed the vocational identity, interest patterns, and occupational stress of 34 counselors who were administered the Vocational Preference Inventory (Holland, 1985), My Vocational Situation (Holland, Daiger; & Power, 1980), and Occupational Stress Inventory (Osipow & Spokane,. 1992), Respondents scored within the same range as the normative samples for each of the instruments noted above. Implications for counselor training are discussed.

Kennington, P.A.D. (1999). The ethical and social justice dilemma of managed behavioral health care. *The Alabama Counseling Association Journal*, 24 (2), 26-40.

Abstract

The current environment of managed behavioral health care has created dilemmas for counselors when economic decisions have competed with their professional practice and threatened reduction in availability and quality of behavioral health care. Elements in the development of managed care will be explored in relation to systemic economic and regulatory changes. These changes have necessitated the examination of complex ethical and social justice decisions. Counselors have been called upon to serve as advocates and collaborators for increasing clients' quality of care, education about behavioral health care, and a pro-active stance in the behavioral health care delivery system.

Fall, M. (1999). A twist in the paradigm of counselor helper. *The Alabama Counseling Association Journal*, 24 (2), 42-48.

Abstract

This article discusses the implications of self-efficacy theory for counselors and students of counseling who identify themselves as "helpers," A short discussion of self-efficacy theory is followed by an examination of "helpful" and "self-efficacy increasing" responses of a counselor The article concludes with ideas for research and implications for practitioners and counselor educators.

McCarthy, J. (1999). Review of *Health and Longevity*: Mental health and development issue from 1911. *The Alabama Counseling Association Journal*, 24 (2), 50-53.

Abstract

As the new century nears, people are eagerly anticipating what will be in store. Prognosticators speculate on what political trends, new inventions, and breakthroughs in technology will bring in changing the country's lifestyle. The word "millennium" arises frequently in commercials and other promotions. The listing of "careers of the next century" is eyed with wonderment, as occupations never before considered become reality. Even the White House has launched a contest for a logo for the new century.

Magnuson, S. (1999). Lest we abuse our personal power in counseling and supervision: An interview with Dr. Glenda Elliot. *The Alabama Counseling Association Journal*, 24 (2), 54-64.

Abstract

This article contains the essence of professional insights recorded during interviews with Dr Glenda Elliott. She discusses her synthesized approach to counselor education and supervision which is based essentially, but not exclusively, on the core conditions defined by Carl Rogers. She addresses theoretical integration, evaluation, and ethical concerns. Dr Elliott emphasizes the potential for abuse of power within the contexts of counseling and supervision.

1998 Volume 24 (1)

Forester-Miller, H. (1998). Learning comes in many forms. *The Alabama Counseling Association Journal*, 24 (1), 2-3.

Introduction

As I look back on my counselor education, two significant events stand out in my mind. They probably influenced my development as a counselor more than anything else in all those years of training.

Gamble D. and Satcher, J. (1998). Legislative, Legal and sociological aspects of Alabama's mental health system. *The Alabama Counseling Association Journal*, 24 (1), 4-10.

Abstract

Alabama's mental health system has undergone dramatic changes since the early 1970s. People, ideas, cases, events, and movements have all influenced these changes. Mental health counselors should become familiar with this history in order to better understand how current services have evolved. This article examines the evolution of mental health services in Alabama and the national movements which precipitated, and in many instances, paralleled changes in the way Alabama cares for its citizens with mental disabilities.

Williamson, L.L. (1998). Peer supervision: A look at the structured group supervision model to assist school counselors. *The Alabama Counseling Association Journal*, 24 (1), 12-19.

Abstract

The author proposes a structured peer supervision model as a viable means of addressing the need for supervision and support for school counselors.

Baldo, T., Quinn, K.F., & O'Halloran, T.M. (1998). The rural school counselor: Professional issues, roles and training. *The Alabama Counseling Association Journal*, 24 (1), 20-27.

Abstract

Rural school counselors were interviewed to clarify their unique roles, struggles, and benefits in rural placements. Implications for school counselor training programs are offered.

Blackburn, R., & Satcher, J. (1998). Predicting resiliency among children with asthma. *The Alabama*

Counseling Association Journal, 24 (1), 28-37.

Abstract

Children who appear to thrive and succeed despite major life obstacles are often termed resilient. Although resiliency has long been observed among children, empirical evidence of the factors which contribute to resiliency is limited. Using 78 children with asthma, this study investigated size of household, family structure, family income, perceived severity of illness, and number of extracurricular activities in which the children were involved as possible predictors of their resiliency. Only size of household was found to be predictive of resiliency among the children studied. As size of household decreased, resiliency increased. This study also examined differences in resiliency by gender. No significant differences were found based on gender. Implications of this research for school counselors are described and recommendations for further research are provided.

Herlihy, B.L., & Corey, G. (1998). Boundary issues in perspective. *The Alabama Counseling Association Journal*, 24 (1), 38-52.

Introduction

Dual or multiple relationships occur when professionals assume two or more roles simultaneously or sequentially with a person seeking their help. This may involve taking on more than one professional role (such as counselor and teacher), or combining professional and nonprofessional roles (such as counselor and friend or counselor and lover). Another way of stating this is that helping professionals enter into a dual or multiple relationship whenever they have another, significantly different relationship with one of their clients, students, or supervisees.

Magnuson, S. and Wilcoxon, S.A. (1998). Clinical supervision of prelicensed counselor: A qualitative inquiry. *The Alabama Counseling Association Journal*, 24 (1), 54-68.

Abstract

A comprehensive qualitative inquiry was conducted to obtain descriptive data related to perceived needs and existing practices for supervision of prelicensed entry-level counselors in Alabama. Twelve thematic categories emerged in the data analysis: (a) benefits of supervision for prelicensed counselors, (b) perceived purposes of supervision of prelicensed counselors, (c) responsibilities attributed to supervisors of prelicensed counselors, (d) perceived professional needs of prelicensed counselors, (e) practices and approaches for supervising prelicensed counselors, (f) the process of supervision, (g) prelicensed counselor performance indicating successful supervision, (h) characteristics attributed to effective supervisors, (i) perceptions of ineffective supervision of prelicensed counselors, (j) concerns related to professional ethics, (k) training for supervisors of prelicensed counselors, and (l) recommendations for improving the supervision of prelicensed counselors. This manuscript features a summary of the findings in each of these categories.

1998 Volume 23 (2)

McGhee, M. (1998). ALCA president's message. *The Alabama Counseling Association Journal*, 23 (2), 1-3.

Introduction

Over the past months as president of the Alabama Counseling Association, I have promoted my theme of

Empowerment through Social Action with C.O.P.E. In each issue of the Quarterly I have taken the time to focus on the last four letters C (Cooperation), O (Organization), P (Participation), and E (Education). I have seen how each one of these letters has come to life in this organization and through the efforts of everyone connected with the Alabama Counseling Association.

Wilcoxon, S.A. (1998). Successful submissions for publications: Notions and suggestions. *The Alabama Counseling Association Journal*, 23 (2), 6-19.

Introduction

For many in our profession, the thought of writing for publication holds intrigue, awe, terror, and even pleasure. The notion of expressing one's ideas in written form, whether as synthesis, commentary, novelty, or scientific discovery, represents an array of challenges, many of which seem so considerable that one may be defeated before even beginning. That's really too bad! Most counselors have the intelligence, insight, skill, conviction, and even the time to commit their ideas to written form for dispersal among their colleagues in a professional out-let such as a journal entry. However, many times, the barriers that impede their success are attitudinal, informational, or experiential in nature rather than intellectual or organizational. Again, that's too bad, particularly because many prospective publishing counselors have much to offer to professional readerships (McGowan, 1997). This article is intended to examine various elements of the publication process that might assist aspiring authors as they face and defeat "demons" that are possibly more personal "enemies" than professional ones.

Softas-Nall, B.C., Breier, C.A., & Baldo, T.D. (1998). Interpersonal Process recall and solution-focused process recall in the supervision of counselors. *The Alabama Counseling Association Journal*, 23 (2), 26-31.

Abstract

An overview of the Interpersonal Process Recall Procedure and a Solution-Focused Process Recall technique for supervision are presented. Implications for supervisors are discussed.

McGhee, M, & Satcher, J. (1998). Predictors of job satisfaction among public rehabilitation counselors in Alabama. *The Alabama Counseling Association Journal*, 23 (2), 32-37.

Abstract

The job satisfaction of 75 rehabilitation counselors working for the state/federal rehabilitation agency in Alabama was measured using an adapted version of the Minnesota Satisfaction Questionnaire. Stepwise multiple regression analysis revealed that three sets of work behaviors (conscientious, initiative, and cooperation) were significant predictors of the counselors' job satisfaction. These sets of behaviors accounted for 34% of the variance associated with job satisfaction. Implications and suggestions for supervisors of rehabilitation counselors in the public sector are provided.

Wayman, D.V. (1998). Mental health counseling in rural Appalachia. *The Alabama Counseling Association Journal*, 23 (2), 38-42.

Abstract

Counseling in rural Appalachia is an experience in cross-cultural counseling. Professional competence in this

environment requires a counseling style that is congruent with rural Appalachian culture. Suggestions are made to facilitate understanding of persons of the rural Appalachian culture and to enhance delivery of counseling services.

Satcher, J., Carmichael, K.D., & Todd, J. (1998). Homosexuality and disability: Consideration for rehabilitation counselor pre-service training. *The Alabama Counseling Association Journal*, 23 (2), 43-51.

Abstract

Because of societal oppression and bias, individuals in the early stages of gay identity development may be at risk for developing disabling conditions. Issues involved in coming to terms with self as gay have been linked to higher than average rates of suicide attempts, increased involvement in substance abuse, and participation in unsafe sexual behaviors which may place the individual at risk for becoming infected with the human immunodeficiency virus (HIV). Violence against persons known or assumed to be gay or lesbian may place them at risk for disabilities resulting from injuries received during physical attacks. The onset of disability may bring those who are gay or lesbian to the attention of rehabilitation counselors. Homophobia, heterosexism, and lack of exposure to gay issues during pre-service training may mean that rehabilitation counselors are not sufficiently prepared to address sexual orientation as an issue in clients' overall rehabilitation programs. This manuscript provides recommendations to rehabilitation counselor educators for including sexual orientation concerns in their training programs.

Li, D.C., Canada, R., & Lim, M. (1998). Review of admission procedures of counselor education program. *The Alabama Counseling Association Journal*, 23 (2), 52-59.

Abstract

This article focuses on the history of admission policies and procedures and academic vs. non-academic criteria as predictor variables of counselor education programs during the past four decades.

Paisley, P.O., & Hubbard, G.T. (1998). The impact of development theory on individual counseling. *The Alabama Counseling Association Journal*, 23 (2), 60-68.

Abstract

One component of the school counselor's role that is consistently recognized in the literature is individual counseling. In the implementation of developmental school counseling programs, the question then arises of how to use what we know from developmental theory in individual interventions. There are, in fact, several implications. Although the importance of the relationship is central regardless of age or stage, the choice of specific approach or strategy will vary based on developmental level. This chapter (from Developmental School Counseling Programs: From Theory to Practice) reviews relationship building, outlines examples of the questions and issues to consider in developmental assessment, and suggests a variety of potential strategies.

1997 Volume 23 (1)

Lawrence, V., & Wilcoxon, S.A. (1997). Management and administration of mental-health centers: Options and opportunities. *The Alabama Counseling Association Journal*, 23 (1), 3-10.

Abstract

This article offers an examination of fundamental elements of organizational theory, leadership, and management relative to administration of community mental-health agencies. Emphasis is noted for the applicability of these foundational elements of leadership for upper- and mid-level management within a community agency. Specific discussion is also offered regarding unique considerations for administrators in these settings.

Chrism, M., & Satcher, J. (1997). Perceptions of employment variables and individuals with specific disabilities. *The Alabama Counseling Association Journal*, 23 (1), 11-18.

Abstract

This study examined the perceptions of human resource management students regarding employment variables and six disability types: (a) blindness, (b) epilepsy, (c) mental retardation, (d) mental illness, (e) spinal cord injury, and (f) cardiovascular disease. Multivariate analysis of variance followed by post hoc testing (Scheffe) indicated that persons with mental retardation and mental illness were viewed less favorably on almost all aspects of employment studied including productivity, communication, need for supervision, and adaptability. Individuals with blindness and spinal cord injury were viewed as needing higher levels of job and worksite modifications than the other disability types. Implications of these findings are discussed and recommendations for future research are provided.

Cobia, D.C. and Kiedinger, R.E. (1997). Counseling student's preparation and experiences in Ethics: A National survey. *The Alabama Counseling Association Journal*, 23 (1), 19-26.

Abstract

Results of a national survey of counselor education students' preparation and experiences in counseling ethics are presented. Students' observations of faculties and their interactions with students are emphasized.

Norem, K., & Magnuson, S. (1997). The Miller analogies test and undergraduate grade point average as predictors of success in a masters level counselor education program. *The Alabama Counseling Association Journal*, 23 (1), 27-32.

Abstract

This study investigated the Miller Analogies Test (MAT) and undergraduate grade point average (ULNA) as predictors of success in a masters level counselor education program. The MAT scores and UGPAs were statistically significant predictors of success as measured by graduate grade point average (GGPA) and scores on a Comprehensive Examination. UGPA was also a statistically significant predictor of practicum ratings.

Norem, K., & Magnuson, S. (1997). Predicting success of students enrolled in masters level counselor education programs with a structured interview: Preliminary findings. *The Alabama Counseling Association Journal*, 23 (1), 33-42.

Abstract

With trends toward increased emphasis on accountability rigor in training standards, and requirements for

licensure or certification, counselor educators face new challenges in developing student selection procedures that address competence in both academic and practical counseling; skills. Counselor educators have informally endorsed the value of interviewing prospective students; however they have been able to provide only minimal empirical evidence to support the interview's validity as a predictive measure. The authors initiated this study to determine the efficacy of a structured preadmission interview as a predictor of competence in counseling skills. Ratings from structured preadmission interviews of applicants to a counselor education program were significantly related to out-come measures in an orientation class and to performance ratings in a practicum class.

1996 Volume 22 (2)

Farrell, R. J., II. (1996). Editor's column – Commitment through professionalization. *The Alabama Counseling Association Journal*, 22 (2), 1-2.

Introduction

The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function. One should, for example, be able to see that things are hopeless and yet be determined to make them better.

(F. Scott Fitzgerald as cited in Robbins, 1992, p. 140)

As counselors, we recognize immediately that the ability to see that things are hopeless and yet be determined to make them better is an everyday requirement of the profession. We recognize that we cannot instantly make the world perfect, but we work diligently to make our corner a little better. We try to brighten and improve our corner of the world in many different ways and in many different places.

Carmichael, K.D., Satcher, J. F., & Todd, J. (1996). Counseling gay men: An introduction. *The Alabama Counseling Association Journal*, 22 (2), 3-7.

Abstract

Gay men represent a unique population for the community counselor. The focus of the article is to increase awareness and provide some solutions for the counselor working with this population.

Gossett, D. and Cox, A. A. (1996). Community and professional roles in the prevention of adolescent substance abuse. *The Alabama Counseling Association Journal*, 22 (2), 8-15.

Abstract

In Alabama, adolescent abuse of alcohol and other drugs is a concern for counseling professionals, business, law enforcement, families, and the community as a whole. A more concentrated effort needs to occur to impact alcohol and other drug abuse by Alabama's adolescents. Building community coalitions, task forces, and more collaborative efforts to work towards adolescent substance abuse prevention should be involved in this effort.

Norem, K. E. (1996). Complaints filed with the Alabama Board of Examiners in Counseling. *The Alabama Counseling Association Journal*, 22 (2), 16-17.

Abstract

The article contains a description of complaints filed with the Alabama Board of Examiners in Counseling between January 1, 1994 and July 1, 1996. The disposition of twenty five complaints is reported.

1996 Volume 22 (1)

Crowson, M., & Satcher, J. (1996). Negative attitudes of rehabilitation counselors towards persons with disabilities: Implications for client service provision. *The Alabama Counseling Association Journal*, 22 (1), 2-6.

Abstract

This article describes societal attitudes towards persons with disabilities and how these attitudes may be adopted by rehabilitation counselors. The implications of such negative attitudes for client service provision within rehabilitation settings are also discussed.

Cobia, D. C., & Carney, J. S. (1996). A qualitative analysis of responses from three male cohorts: Work, relationships and role identity after the women's movement. *The Alabama Counseling Association Journal*, 22 (1), 7-18.

Abstract

Positive and negative outcomes of the women's movement for three male cohorts (n = 56), based on age at the time of the movement, were identified through the collection and analysis of survey and interview data. Outcomes for all three groups included changes in work, relationships, and role identity. Subtle differences could be identified among groups within these categories. Adults (24-30 years) seemed to have reconceptualized views of self and women after interacting with women in the workplace. Adolescents (12-18 years) seemed to have incorporated the ideals of the movement into their identities. Role inconsistency has led to some confusion about expectations in interpersonal relationships for the childhood cohort (0-6 years). Results indicate that impact was mediated by age the time of the event in question. Consequently, researchers and therapists should consider the relative age and experiences of participants in research and therapy when making interpretations and formulating plans for treatment.

Satcher, J., & McGhee, M. (1996). Predictors of organizational commitment among Alabama's public agency rehabilitation counselors. *The Alabama Counseling Association Journal*, 22 (1), 19-26.

Abstract

This study examined the affective, normative, and continuance commitment levels of 87 public agency rehabilitation counselors in Alabama. Stepwise multiple regression analyses indicated that conscientiousness was a significant positive predictor of affective and normative commitment. Initiative and cooperation were significant positive predictors of affective commitment. Recommendations are made for rewarding behaviors which relate to affective and normative commitment.

Meadows, L. (1996). A nameless grief. *The Alabama Counseling Association Journal*, 22 (1), 27.

Abstract

There is no neat category for the grief survivors of traumatic sudden death experience. Reactions of shock, disbelief and denial are accentuated, thereby potentially altering the initial stage of grief. Writing a poem is a

way to access the wings of outrage and horror that make recovery possible.

1995 Volume 21 (2)

Magnuson, S., & Chissom, B. (1995). The candidates' perspective of structured preadmission interview: An ethnographic study. *The Alabama Counseling Association Journal*, 21 (2), 33-44.

Abstract

The use of preadmission interviews in counselor education has been criticized because there has not been empirical evidence to support their predictive validity. Additionally, questions have been raised regarding potential negative effects on candidates. The authors report results of an ethnographic study to investigate student perceptions of a preadmission interview. Findings indicate that students found the interviews to be an enjoyable and thought-provoking learning experience.

Wilcoxon, S. A., & Miles, A. S. (1995). Corporal punishment in Alabama: A choice of consequences. *The Alabama Counseling Association Journal*, 21 (2), 45-52.

Abstract

This article features an examination of the legal considerations and issues affecting the use of corporal punishment as a method of discipline in Alabama public schools. While the article does not offer an advocacy or adversary position on corporal punishment, it does provide a discussion of issues such as substantive due process, excess, and unequal protection in practices of corporal punishment. A suggested framework for developing policies on corporal punishment as well as possible roles for counselors in school systems relative to corporal punishment is also provided.

Boes, S. (1995). Counselors and the credentialing process. *The Alabama Counseling Association Journal*, 21 (2), 53-60.

Abstract

Credentials indicate to the public that member practitioners have the training and experience identified as essential by the profession. This paper discusses credentialing as the formal endorsement of the counseling profession. Three major components of credentialing -- accreditation, certification, and licensure -- are described.

Robinson, T. M. (1995). Guest editorial – Word from the president. *The Alabama Counseling Association Journal*, 21 (1), 2.

Introduction

In the July 1994 Guidepost, the ACE Executive Director stated that a clear mission and new beginning is what he envisioned for ACA. Just as our parent organization is committed to enhancing and promoting counseling, so must all of us as professionals.

Smith, M. (1995). Guest editorial – Word from the president. *The Alabama Counseling Association Journal*, 21 (2), 1.

Introduction

The focus of our organization for this year is working together for our profession. In support of this idea the Executive Board passed a motion urging the leadership of the American Counseling Association to work to solve the problems that have led to the withdrawal of the American School Counselor Association from our organization. The Board also passed a motion in support of the action taken by the Alabama School Counselor Association encouraging the American School Counselor Association to work to solve its problems with ACA and stop the disassociation movement.

1995 Volume 21 (1)

Miles, A. S., Wilcoxon, S. A., & Salem, K. (1995). Policies and procedure for reporting child abuse in Alabama: Considerations for counselors, teachers and school officials. *The Alabama Counseling Association Journal*, 21 (1), 5-12.

Abstract

This article features a discussion of various legal elements affecting decisions to report suspected child abuse and neglect. Specifically, the article examines legal definitions, reporting channels for suspected abuse/neglect, personal and corporate duties in decisions to report and/or withhold information regarding possible abuse/neglect, discussions of various aspects of confidentiality and privileged communications, and suggested guidelines for counselors, teachers, and school officials in Alabama.

Satcher, J., & Reynolds, G. (1995). The school counselor's role in inclusion. *The Alabama Counseling Association Journal*, 21 (1), 13-19.

Abstract

Inclusion will impact school counselors in many ways. The allocation of time, number, and diversity of the population of students served, counseling content and methods, and interaction with colleagues, parents, and community may be affected. This paper will explore some of the effects inclusion may have on the role of the school counselor in the future.

Carmichael, K. D. (1995). Dissociative identity disorder (DID): Characteristics in childhood. *The Alabama Counseling Association Journal*, 21 (1), 20-25.

Abstract

This article addresses symptoms of Dissociative Identity Disorder (formerly Multiple Personality Disorder), which classroom teachers might observe, and report to the school or mental health counselor. Proposed is the need for school and mental health counselors to be aware of Dissociative Identity Disorder (DID) symptoms to intervene through referrals to appropriate therapists.

Geiger, B. F. (1995). Teaching students to appreciate nature as a meditation exercise for personal stress management. *The Alabama Counseling Association Journal*, 21 (1), 26-29.

Abstract

This article describes a simple classroom activity that can be used by school health educators or counselors w

teach students the steps of a personal stress management program while dispelling myths about meditation and deep relaxation techniques.

1994 Volume 20 (2)

Magnuson, S., Wilcoxon, S. A., & Norem, K. (1994). Empowering mentors of new school counselors. *The Alabama Counseling Association Journal*, 20 (2), 3-14.

Abstract

The importance of appropriate post graduate supervision and educational opportunities for new school counselors has been established. Mentoring is recognized as a viable bridge in the gap between formal instruction and practice. The effectiveness of mentoring, like counselor supervision, is correlated with a specific set of skills and knowledge. Developmental theories will be discussed and strategies for effectively serving in various mentor roles will be suggested.

Wheeler, J. S., & Barnett, J. J. (1994). Accountability practices of Alabama school counselor. *The Alabama Counseling Association Journal*, 20 (2), 15-23.

Abstract

A survey of 131 Alabama elementary, middle, secondary and vocational counselors was conducted to (a) explore current Alabama school counselor accountability practices, (b) determine the barriers to collecting accountability data, (c) investigate relationships between demographic variables and accountability practices, and (d) assess counselor perceptions of strategies and necessity to increase accountability activities.

Globetti, G., Lo, C., & Globetti, E. (1994). Attitudes and use of alcohol among a sample of Alabama adults. *The Alabama Counseling Association Journal*, 20 (2), 24-27.

Abstract

This research suggests that Alabama adult alcohol use is typically infrequent and light, but as many as 10% of the adult population may be experiencing complications that require counseling and/or treatment.

Geiger, B. F., & Willis, A. S. (1994). Mental health clinicians' perceptions of treatment needs of Persons with dual diagnoses. *The Alabama Counseling Association Journal*, 20 (2), 28-37.

Abstract

In a field project survey of 40 mental health clinicians, estimates of the incidence of substance abuse and dependence disorders among persons with psychiatric diagnoses ranged from less than 10% to more than 50%. Over half of the clinicians estimated that one-fourth or greater of their clients used psychoactive substances prior to a recent hospitalization for psychiatric treatment. Also reported was a ranking of mental health clinicians' perceived treatment needs for their clients.

Morris, E. C., & Caldwell, K. D. (1994). A longitudinal study of developing Alabama youth (D.A.Y.) program students: A prospectus for success. *The Alabama Counseling Association Journal*, 20 (2), 38-43.

Abstract

A survey was administered to previously enrolled students in an adolescent day treatment program. The questionnaires were utilized to ascertain the extent to which the program was effective in altering students' life situations. The research recorded significant positive comments from the student respondents and served to indicate that this behavior modification program is successful for some individuals.

Wagner, L. (1994). Recognizing and diffusing racism in the rehabilitation process. *The Alabama Counseling Association Journal*, 20 (2), 44-49.

Abstract

Racial and ethnic biases may result in lowered quality of services provided to clients of rehabilitation counselor. This paper describes how counselor attitudes, client attitudes, language issues inequities in testing, and placement issues may interact to contribute to racial and ethnic bias.

Satcher, J., & Cain, M. (1994). Employer agreement with the ADA: An Anecdotal report. *The Alabama Counseling Association Journal*, 20 (2), 50-56.

Abstract

Results of interviews with 25 small and medium-sized employers about the ADA and persons with disabilities are described. Although the employers seem positive about the ADA and persons with disabilities, there appears to be a need for improved awareness of the ADA in the business community. Recommendations and implications for counselors are explored.

1994 Volume 20 (1)

Creel, J. (1994). Guest editorial – Word from the president. *The Alabama Counseling Association Journal*, 20 (1), 1-2.

Introduction

Our GPR committee, headed by Anita Sherman and Junior Dunham, along with other selected ALCA officers and executive council members, recently met with John Teague at his offices in Montgomery. Mr. Teague, who has been employed by our association for several years, will again assist us in meeting legislative goals during the current general session of our state legislature. His primary focus has been and will continue this year to be in securing authorization and funding for additional counselor positions for Alabama's public schools. Fees for Mr. Teague's services have been provided jointly by the Alabama Counseling Association and by the Alabama School Counselors Association, which is a division of ALCA.

Magnuson, S., & Wilcoxon, S. A. (1994). Mentoring: An opportunity to empower school counselors and elevate the profession. *The Alabama Counseling Association Journal*, 20 (1), 3-11.

Abstract

Novices entering most professions are supported with supervision, guidelines, and clearly defined expectations. School counselors are often inducted into the field without the support of a supervisor who is trained in counseling and with the expectation that they will assume the same responsibilities as experienced counselors. A statewide mentoring project is proposed as a strategy to empower new school counselors, to bridge the gaps between formal education and practice, and to enhance the status of the profession.

Carmichael, K.D. (1994). Have toys will travel: Play therapy in rural areas. *The Alabama Counseling Association Journal*, 20 (1), 12-17.

Abstract

A practical look at the problems of and possible solutions to providing play therapy services in rural settings is presented. Included is a review of the literature on rural values, attitudes, and special problems in delivery of mental health services.

Slate, J. R., Jones, C. H., & Stacy, S. (1994). A lack of quality in the administration and scoring of WAIS-R protocols: More evidence of practitioner error. *The Alabama Counseling Association Journal*, 20 (1), 18-25.

Abstract

The nature and the extent of examiner errors on 48 WAIS-R protocols completed by six practitioners in a mental health setting were examined. Errors occurred on all 48 protocols. When examiner scores were corrected, Full Scale IQ's for 15 of the 21 protocols were changed. All of the changed IQ's were within +1-5 points of the original scores with 87% being within +/-2 points. The changes in the Full Scale IQ scores on four of the 21 (19%) protocols had the potential to influence diagnostic decisions. Implications for professional practice are discussed.

Satcher, J. (1994). Employer agreement with the ADA: An anecdotal report. *The Alabama Counseling Association Journal*, 20 (1), 26-32.

Abstract

Results of interviews with 25 small and medium-sized employers about the ADA and persons with disabilities are described. Although the employers seemed positive about the ADA and persons with disabilities, there appears to be a need for improved awareness of the ADA in the business community. Recommendations and implications for counselors are explored.

1993 Volume 19 (2)

Creel, J. (1993). Guest editorial – Word from the president. *The Alabama Counseling Association Journal*, 19 (2), 1-3.

Introduction

Professional Counselors: A Resource For Life is the theme that has been chosen by Beverly O'Bryant for the ACA National Convention and for her focus as incoming President of the American Counseling Association. Sub-themes are Unity Within Our Profession and Networking Beyond Our Association with other professionals in order to have a greater impact on the world community. I could not agree with this emphasis more! Consequently, we will again share the national theme for our own annual conference and for our focus in Alabama.

Crockett, K., Satcher, J., & Carmichael, K. D. (1993). Counseling students with developmental disabilities. *The Alabama Counseling Association Journal*, 19 (2), 4-12.

Abstract

Limitations of traditional counseling approaches when working with students who have developmental disabilities are described. Alternative approaches, such as music and art therapy, are discussed. Examples are given to illustrate specific techniques and ways school counselors may use these techniques with students having developmental disabilities.

Satcher, J., McGhee, M., Brandt, R., & Walter-Kemp, P. (1993). Promoting career success for college students with learning disabilities. *The Alabama Counseling Association Journal, 19* (2), 13-18.

Abstract

Students with learning disabilities are a growing population in postsecondary academic institutions. While many colleges and universities have developed support services programs for these students, few programs emphasize career planning and placement. This article describes a model career planning and placement program for students with learning disabilities at the University of Alabama

Carmichael, K. D. (1993). Sand play for elementary school counselors. *The Alabama Counseling Association Journal, 19* (2), 19-23.

Abstract

Sand play is a method of counseling appropriate for school-aged children. The historical background, methods, and materials are presented for the school counselor. A simple interpretation scheme is discussed.

Niebuhr, K. E. (1993). An assessment of counseling needs in a public school setting: Differences Across demographic variables. *The Alabama Counseling Association Journal, 19* (2), 24-33.

Abstract

A survey was administered to ninth grade students to assess their perceived counseling needs. The study found differences in both counseling and guidance needs across several demographic variables.

1993 Volume 19 (1)

Ohme, K. K. (1993). Guest editorial – Word from the president. *The Alabama Counseling Association Journal, 19* (1), 1-2.

Introduction

To serve as the 1992-93 Alabama Counseling Association. President is a stimulating experience - personally and professionally. When an individual is so honored, unexpected friendship, growth experiences, and challenges become a part of one's life to the extent that one's perspective of life will forever after be viewed differently. I thank each ACA member for this special gift. My experience has been tinged with an extra bit of adventure because I took office in May of 1992 as President of the Alabama Association for Counseling and Development, but on November 18, 1992, I became President of the Alabama Counseling Association.

Wheeler, J. S. (1993). Attention deficit disorder: Legal issues for school counselors. *The Alabama*

Counseling Association Journal, 19 (1), 3-9.

Abstract

The school's changing role in the identification, evaluation and accommodation of students with Attention Deficit Disorder (D) can be confusing. The circumstances under which school children with D are eligible for special services under part B of the Individuals With Disabilities Education Act (IDEA) or under Section 5i of the Rehabilitation Act are examined. Related issues, unanswered questions and implications for school counselors are discussed.

Nickles, J. L., & Lee, S. (1993). Alternative methods of sex education. *The Alabama Counseling Association Journal, 19 (1), 10-22.*

Abstract

The study compares the effectiveness of counseling/teaching sex education programs (2 modes of treatment) increasing sexual knowledge within three groups of adolescent students with disabilities. Group one received informative biological concepts only. Group two received both biological and affective concepts. Group three, the control group received no treatment but spent equal time with the treatment leader engaged in other various activities selected by the participants themselves.

Trusty, J. (1993). The alienation/dropout paradigm: Helping students stay in school. *The Alabama Counseling Association Journal, 19 (1), 23-33.*

Abstract

For many years the alienation construct has been used by social scientists in understanding social systems. More recently, educators have used alienation in understanding the school dropout phenomenon. This paper relates a framework – employing the alienation construct-designed for counseling students at risk of dropping out of school.

Baltimore, M. (1993). The training of marriage and family counselors/therapists: A “systemic” controversy among disciplines. *The Alabama Counseling Association Journal, 19 (1), 34-44.*

Abstract

There appears to be a growing controversy between disciplines in the training of marriage and family counselors across the nation. Counselor education programs and marriage and family therapy institutions have both promoted the unique and distinctive nature of their programs. The implications for training and the need for collaboration are discussed.

Halbrook, B., & Friedman, L. J. (1993). Lesbians: Working it out. *The Alabama Counseling Association Journal, 19 (1), 45-52.*

Abstract

Difficulties encountered by lesbians in the heterosexual workplace are explored. These issues, related to both sexism and homophobia, create a dual minority status for the lesbian population. Counselors working with this population need to be cognizant of the unique issues facing lesbians in the workplace. As in all

cross-cultural counseling, counselors need to address their own biases and stereotypes.

1992 Volume 18 (2)

Carmichael, K. D. (1992). Beginning a play therapy program. Published as the *Alabama ACD Journal*, 18 (2), 3-6.

Introduction

Play therapy is a method of providing individual or small group counseling to children. For the most part, play is seen as the language of the child (Axline, 1947). Since language development is unnecessary, play therapy can be used with young or less verbal children. Adaptations of play therapy have also been used successfully with older children and adults (Corbin & Nelson, 1980). Play therapy has been used with the handicapped (Buse, 1988; Kim, 1989; Eyde & Menolascino, 1981); physically-ill (Ainsa, 1981; Barlow, 1985); institutionalized (Clifford & Cross, 1980); nonverbal (Barlow, 1986); autistic (Voyat, 1982) and the culturally different (Trostle, 1988; Carmichael, 1991). Several counselors utilized play therapy in family therapy (Ariel, 1985; Keith & Whiter, 1981; Wolfe & Collins-Wolfe, 1983).

Chism, M. (1992). Unemployment: The grieving process and outplacement counseling. Published as the *Alabama ACD Journal*, 18 (2), 7-11.

Introduction

The American Management Association conducted a survey of 1,142 human resource managers in the summer of 1988, and found that 30% of the firms that downsized between July, 1987 and June, 1988 already planned to repeat this exercise before the end of another year. Overall, 35% of the respondents reported significant workforce reductions in the twelve months ending in June, 1988. Approximately 150 positions were eliminated in each reduction, as companies cut workforces by approximately 10%. In absolute numbers, the total of companies that downsized was double the number that forecast such plans the previous year (Greenberg, 1988). How a company deals with this downsizing may vary, but one method is to provide employees with outplacement counseling services.

Jolly, J.A. (1992). HIV positive: Legal and ethical issues and implications for counseling. Published as the *Alabama ACD Journal*, 18 (2), 12-17.

Introduction

When the Human Immunodeficiency Virus (HIV) was first discovered in 1979 (Barret, 1989), a tidal wave of public emotion began that has continued to grow and become more widespread. HIV and the often resulting Acquired Immune Deficiency Syndrome (AIDS) have become major health issues in the last decade and, unless a vaccine or cure is found, promise to be major issues in the decade to come (Barret, 1989).

Threadcraft, H. L. (1992). Substance abuse among children and teenagers: An examination of the causes, preventions and treatments. Published as the *Alabama ACD Journal*, 18 (2), 18-23.

Introduction

The United states is a drug society. Our children are being taught to, "Just say no to drugs," while the media, advertising, and availability of abusive substances are telling them that it is OK to say yes (Newcomb &

Bentler, 1989).

Midgette, T. E. (1992). A need for teaching from a multicultural orientation in counselor education programs. Published as the *Alabama ACD Journal*, 18 (2), 24-28.

Introduction

Multicultural perspectives to better serve our citizenry and clients in an ever-changing and dynamic world are a must for counselor education programs. Too many counseling programs, however, have only given lip service in addressing this issue in actual pedagogy and training. In this article I describe some of the challenges facing counselor education programs in the 21st century and why they must be more assertive in addressing global-cultural competency issues as they relate to pedagogies, theories, practice and research.

Law, J. G., Jr., Herndon-Brewi, A., & Gelsomino, J. (1992). Post traumatic stress disorder: A challenge to counselors. Published as the *Alabama ACD Journal*, 18 (2), 29-37.

Introduction

In the wake of Desert Storm the authors have noticed a recent upsurge in requests by mental health professionals for workshops and educational materials on the subject of post traumatic stress disorder (PTSD). These requests have come from individual counselors, mental health centers, universities, citizens' groups, and from Veterans Administration facilities. The rapid onset and swift demobilization that accompanied Desert Storm have created a need by counselors to develop competencies in handling the effects of PTSD. Many of the combatants of that most recent war have returned to their homes, communities and workplaces without an opportunity to fully integrate their combat experiences into a new pattern.

Harrington, J. A. (1992). Counselor certification: A review of NCC, CRC and the CCMHC and issues which affect counselor's selection. Published as the *Alabama ACD Journal*, 18 (2), 38-44.

Introduction

There are a myriad of credentials with which counselors theoretically can become better qualified professionals. The more credentials that seem to emerge in the profession, the more that counselors may experience confusion and uncertainty about how to strategically qualify themselves for a maximally effective career. This article explores issues surrounding the prevalence of certification practices and the characteristics of three major certification options.

Hodge, W. M., & Wilcoxon, S. A. (1992). Finances as a variable in remarriage: Contributing factors and implications for counseling. Published as the *Alabama ACD Journal*, 18 (2). 45-56.

Introduction

Remarriage is a complex reorganization for adults, children, relationships, economic support, cultural expectations and social variations (Nelson & Nelson, 1982). Messinger (1976) identified the problem of finances in remarriage in the early stages of divorce adjustment and Goetting (1982) identified "economic remarriage" as one of six developmental tasks for remarried families (p. 220). More significant attention and research has been given to the sociological and emotional dynamics of remarriage (Furstenburg & Spanier, 1987; Ganong & Coleman, 1989b; Lown & Dolan, 1988), and, until recently, finances have not received the attention that emotional and structural issues have.

1992 Volume 18 (1)

Pearson, P. R. (1992). Guest editorial – Word from the president. Published as the *Alabama ACD Journal*, 18 (1), 1-2.

Introduction

Previous leaders of the Alabama Association for Counseling and Development have helped create an organization in which the president is merely one part of an extremely efficient body of professionals. These leaders had the foresight to establish the position of Executive Secretary. In 1986 this vital addition became reality. Dr. Wilbur Tincher, professor at Auburn University, was named the first Executive Secretary. Dr. Tincher is a founding member of ALACD and served as the first President. Several personal attributes have added to his effectiveness; intelligence, hard work, his knowledge of the organization, and the support of his institution, Auburn University. In January 1992, Dr. Tincher will step down as Executive Secretary. I know that many of you share my deep gratitude and appreciation for his many years of service to our association.

Comas, R. E. (1992). Building bridges: Promoting teamwork among counseling professionals. Published as the *Alabama ACD Journal*, 18 (1), 3-9.

Introduction

Thank you for asking me to be a part of this wonderful workshop. It pleases me greatly to participate in this effort to strive to promote teamwork among counseling professionals. I believe this kind of activity is crucial if we are effectively to meet the needs of children and families; in fact, as I've thought more about this topic, I believe it is essential for the preservation of our profession - perhaps even to our society. I might add that these thoughts are more keenly imprinted upon my mind today than when I wrote them down several weeks ago before we were engulfed in the Middle Eastern war.

Norem, K., & Magnuson, S. (1992). A response to criticisms of elementary counseling. Published as the *Alabama ACD Journal*, 18 (1), 10-15.

Introduction

Recently, efforts have been made in some Alabama communities to censor materials and activities used in elementary school counseling programs (Branch, 1990; Brews, 1990; Burt, 1990; Clines, 1990, Dedrick, 1990; Quest international, 1991). The following criticisms or concerns are among those stated in support of abolishing these activities:

1. Counseling includes the practice of the religion of Secular Humanism,
2. Counselors use techniques which represent New Age-ism,
3. Counseling activities undermine parental authority, and
4. Counseling is not needed for many students.

Satcher, J. (1992). Building bridges: School counselors and the college bound ld students. Published as the *Alabama ACD Journal*, 18 (1), 16-21.

Introduction

Students with learning disabilities are choosing to attend college in increasing numbers. Once virtually

unheard of in postsecondary academic settings, the prevalence of college students with learning disabilities has been estimated to have increased over 300% in the past decade (Bogart, Eidelman, & Kujawa, 1988). In 1985, more than 130,000 entering college freshmen identified themselves as having learning disabilities (Astin, Green, Korn, & Schalit, 1985). As the 1.9 million students with learning disabilities being served in special education programs at the secondary level complete school, it is anticipated that the college population with learning disabilities will continue to grow, provided that these students have been adequately prepared for postsecondary training (OSERS, 1986).

Slate, J. R., Jones, C. H., Bell, S., & Saddler, C. D. (1992). Improving the academic skills of high school seniors: A role for counselors. Published as the *Alabama ACD Journal*, 18 (1), 22-26

Introduction

Reports on contemporary education, such as "A Nation at Risk" (1984) have documented the serious problems in American education, such as the lack of student achievement, and provided a plethora of recommendations for improving the schools. These recommendations have primarily addressed changes in school organization, teacher certification, and curricula. The assumption underlying these reports is that if the recommended changes are implemented, then students' learning will improve. Unfortunately, little attention has been given to the role that students have in the learning process. This neglect of students' learning skills has occurred even though differences in student-initiated learning strategies can account for more of the variance in grades than differences in ability (Rohwer, 1984), and significant deficiencies in students' study habits, oral and written communication, motivation, and self-discipline have been noted (Anastasi, 1988; Flynn, 1984). Thus, without concomitant efforts to improve learner characteristics, organizational and curricular changes can be expected to have, at best, limited success.

Emerson, P., & Miller, K. (1992). Movement within the context of social interest: Clarifying two primary principles of individual psychology. Published as the *Alabama ACD Journal*, 18 (1), 27-30.

Introduction

Individual Psychology refers to the theoretical stance of Alfred Adler and those that have promulgated his theory including Rudolph Dreikers (1989), Don Dinkmeyer and Gary McKay (1983), Harold Mosack (1977) and Raymond Corsini (1984). Individual Psychology or Adlerian psychology is one of the oldest schools of modern psychology. Indeed, it was the first theory to "break with the assumption of inner forces, such as instincts, drives, unconsciousness, etc., as irrational material" (Ansbacher & Ansbacher, 1979, p. 24). Corey (1991) cites Adlerian theory as a "major contributor" (p. 137) to the psychodynamic movement. Yet the theory's usefulness extends far beyond its historical importance, and both Allen (1971) and Corey (1991) acknowledge the great impact Adlerian theory has had upon most therapeutic systems. Because of the instrumental role Adlerian theory has had in the development of many contemporary theories Corey (1991) asserts it is essential that the counseling professional become aware of the key concepts of this founding theory.

Dorman, C. H., Jr. (1992). Issues and concerns surrounding therapy with counselors. Published as the *Alabama ACD Journal*, 18 (1), 31-35.

Introduction

The practice of conducting therapy with counselors is unique in a variety of ways. Counselors bring with them their own distinctive characteristics that have ramifications for both counselors and counselors who become patients. For purposes of clarity the counselor receiving therapy will be referred to as the counselor-patient and the practitioner providing the therapy as the counselor. Aptly recognized by Fleischer and Wissler (1985), the counselor and the counselor-patient frequently collude in their relationship to sustain a therapeutic environment that is similar to that of the traditional counselor/lay patient relationship. They state that, as counselor-patients, practitioners ignore the problems that they pose for counselors and, as counselors, practitioners are reluctant to admit the vulnerabilities they feel in attempting to treat professional colleagues. Both parties are invested in maintaining the privacy and secrecy of the relationship and the result is little research involving an area of therapy critical to many counselors.

Gonzales, D. M., & Welch, I. D. (1992). The role of techniques in psychotherapy. Published as the *Alabama ACD Journal*, 18 (1), 36-40

Introduction

Our experience, both as therapists and as clinical supervisors of beginning therapists, is that techniques often provide structure for the therapist and security and insight for the client. Techniques, however, present the therapist with both hazards and opportunities. There are at least two hazards that should be mentioned. First, the assumption that the mastery of techniques makes one a master psychotherapist and, second, the danger of premature problem solving (Williams, 1988). The opportunities, suggested by the authors, include usefulness in such areas as modifying the pace of therapy, involving the client as an active participant in therapy, introducing novelty into sessions and the provision of a strategy for the integration of gains made in therapy.

1991 Volume 17 (2)

Wilcoxon, S. A., & Puleo, S. G. (1991). Professional development needs of mental health counselors: A comparison with reported needs of school counselors. Published as the *Alabama ACD Journal*, 17 (2), 1-6.

Introduction

The need for continued professional development after concluding one's formal education and training has long been recognized as an essential element of professional growth. The importance of continued professional development is reflected in the fact that it is noted as a specific entry (Standard A: 1) in the Ethical Standards of the American Association for Counseling and Development (AACD) (1988).

Irvine, D. W., & Heath, K. C. (1991). The prevention of child sexual abuse. Published as the *Alabama ACD Journal*, 17 (2), 7-14.

Introduction

The problem of child sexual abuse has gained an increasing amount of national attention in the past decade, dramatically forcing the public to an awareness of the sexual violence which is being committed against children in the United States. We have begun to realize that children are at high risk for becoming victims of sexual abuse by the time they reach majority age.

Richards-Govere, K. A. M. (1991). The effects of membership-group similarity on counseling process and

outcome. Published as the *Alabama ACD Journal*, 17 (2), 15-17.

Introduction

There is an ongoing search for and debate about whether client and counselor should belong to the same membership-group (e.g. sex, race, age, or ethnic similarity) in order to facilitate effective counseling. Prior to 1970 only three studies on racial experimenter effect were in print. Since 1970 over 80 studies have investigated the ethnic variables on counseling process and outcome (Atkinson, Poston, Furlong and Mercado, 1989). The variables investigated include: racial consciousness (Parham and Helms, 1981 ;) ethnic similarity/dissimilarity (Atkinson, 1983); cultural identity (Atkinson and Gim, 1989); cultural mistrust (Watkins, Terrell, Miller, and Terrell, 1989); and acculturation (Ponce and Atkinson, 1989). In early studies Minnick (1957) and Berscheid (1966) concluded that membership-group similarity could be used to the advantage of the communicator as it was perceived as being an effective persuasion technique, that is, a receiver would be open to attitude change if the communicator belonged to the same membership-group as the receiver. However, Simmons, Berkowitz and Moyer (1970) and Banks (1975) state that membership-group similarity did not in itself give credibility to the communicator.

Griffith, G. W. (1991). The changing role of the consultant as seen from the preventive perspective. Published as the *Alabama ACD Journal*, 17 (2), 18-20.

Introduction

The role of the consultant in the 20th century has been one of change by the very nature of sociological, ecological, environmental, and technological forces operating at every level of society. The technological and scientific advancements of the past 20 years have created a vast gap between the educational achievement of the schools and the requirements for meaningful employment by a new generation. The role of the consultant, of necessity, has changed as attempts are made to meet these challenges.

1991 Volume 17 (1)

Miles, A. S., & Blackburn, J. V. (1991). After *Tarasoff* in Alabama: Is there a need for an Alabama statute to define counselor's duty to warn? Published as the *Alabama ACD Journal*, 17 (1), 3-6.

Introduction

Counselors in Alabama face an important legal dilemma regarding the "duty to warn" a potential victim of a life-threatening statement made by a client. Since the California court ruling in *Tarasoff vs. Regents of University of California*, 551 p. 2d 334 (Cal. 1976) fourteen years ago, mental health professionals have been faced with lawsuits if they do not correctly understand how the "duty to warn" will be applied by the courts in their state.

Du Mars, R. C. (1991). Attention deficit hyperactivity disorder: The counselor's role. Published as the *Alabama ACD Journal*, 17 (1), 7-15.

Introduction

Counselors, as members of school and clinic screening teams, are increasingly confronted with the problem of helping make educational and social decisions about children who are suspected of having an "Attention Deficit Hyperactivity Disorder" (ADHD). However, many counselors are confused about their role in this

process because there exists so much confusion as to the nature of ADHD. Further confusion arises because treatment of ADHD is controversial and often symptomatic only, and because the terminology associated with ADHD has changed so much over the years. (Nussbaum & Bigler, 1990). In order to better understand this disorder, a brief look at its background is warranted.

Wilcoxon, C. W., Wilcoxon, S. A., & Mickler, J. E. (1991). Reentry shock? Good news for returning adult students. Published as the *Alabama ACD Journal*, 17 (1), 15-22.

Introduction

College and university student populations reflect a growing percentage of adult students enrolled in college coursework. Apps (1981) called this development a "quiet revolution," one that will have a profound effect on higher education and society. Weinstock (1978) described a "new wave" in higher education, one that is linked to two developments in the United States. The first development is the demographic changes that are taking place, transforming the country into a nation of adults. The second development is the realization that education is as valuable and as much a need for the aging as the younger population. This growing population of adult students on campus, along with a decline in the numbers of traditional aged students (Wagner, 1987), has led to a greater interest in adult students among many in higher education, including faculty, administrators, and student personnel professionals.

Cecil, J. H., & Cobia, D. C. (1991). Elementary school counseling and guidance in Alabama: Opportunity and challenge. Published as the *Alabama ACD Journal*, 17 (1), 23-28.

Introduction

Legislative action to insure the employment of elementary school counselors in Alabama (W. Teague, personal communication, May 9, 1990) is a significant advancement for the state's school and a potentially progressive step for the school counseling profession. The legislation comes at a time when the professional associations most closely aligned with school counseling have reached broad consensus on school counselor reform, reform which encompasses as its base are educational model, including theories of human growth and development, learning, and individual variability. The American Association for Counseling and Development (AACD), along with its divisions, the American School Counselor Association (ASCA) and the Association for Counselor Education and Supervision (ACES), have collaborated through the past several years to launch initiatives that hold considerable promise for important reforms in both the practice of and preparation for school counseling (American Association for Counseling and Development [AACD], 1989; Association for Counselor Education and Supervision [ACES], 1990; Cecil, Deck, & Comas, 1989; Interdivisional Task Force, 1990; Whitley, 1988). Common to the reports developed by these various bodies was the recommendation that school counseling programs be comprehensive and developmental in nature. The availability of new and expanded elementary school counseling positions in Alabama provides an opportunity for school systems to avail themselves of important current trends in the implementation of new programs, as well as in revision of already existing ones. The challenge is equally great, in that implementation of comprehensive, developmental programs will entail major revisions in many existing programs, and progressive, professional leadership in the implementation of new ones.

Williamson, W. W. (1991). Perspectives on third party reimbursement: Dialogue with Mike Covin. Published as the *Alabama ACD Journal*, 17 (1), 29-38.

Introduction

My role as the program Director of Crenshaw County Hospital's mental health and chemical dependency treatment programs allows me frequent contact with area mental health counselors in private practice. During one of my visits with Mike Covin, we ventured into a discussion on the subject of third party reimbursement and the mental health counselor in Alabama. The idea occurred to me that many things Mike was discussing would be of interest to other counselors across the state. The following interview was conducted for the purpose of sharing some current perspectives on third party reimbursement as related to Alabama counselors

1990 Volume 16 (2)

Moracco, J. C., Stegall, J. K., & Mueller, E. H. (1990) Profile analysis of Alabama licensed professional counselor. Published as the *Alabama ACD Journal*, 16 (2), 3-9.

Introduction

In 1979, Alabama became the third state to license the private practice of counselors. Now, a decade later, 31 states have been successful in obtaining licensure and many other states are considering legislation. It is remarkable that it has been only 12 years since Virginia, in 1977, became the first state to license the private practice of counseling (Seligman & Whitely, 1983). The growth of this component of the counseling profession is unprecedented and demonstrates the resiliency of counselors and the profession. Ironically, during the same period, the problem of training people for positions which did not exist upon graduation was examined (Moracco, J.C., 1977). Also during this time, counselor education programs were training a surplus of graduates while traditional settings, especially schools, were reducing their need for counselors (Weikel, Daniel, & Anderson, 1981). The predicted decline in the need for counselors, especially in Alabama, was unwarranted. The purpose of this study was to gather demographic data about licensed professional counselors (LPCs) in order to examine the nature and scope of their private practices. It was anticipated that the data would provide a profile of LPCs helpful to the profession in establishing relevant descriptions of private practitioners and for planning accurate programs for future needs. Demographic data can be useful in describing therapists in terms of their training, activities, and concerns. For example, determining the percent of part-time counselors provides an answer to whether private practice has matured into a profession. It can be argued that a profession is comprised of mainly full-time practitioners who are able to establish an identity apart from other professional activities that they may be engaged in (Moracco, J.C., 1988).

Thomas, M. C., & Bolton, M. D. (1990). Critical intervention points for responding to battered woman. Published as the *Alabama ACD Journal*, 16 (2), 10-19.

Introduction

Battered women often adapt to their victimization in predictable patterns, and critical points occur in their adaptation process where specific interventions may help the women escape the repetitive cycle of violence. Community professionals who first see battered women often fail to recognize women at risk, and respond with reduced effectiveness (Billy, 1983). If counselors, social workers, police officers, and health professionals learn to understand the effects of abuse on battered women, and recognize the adaptation process through which many victims progress, those professionals can then identify certain points in the process where a specific helping intervention might be particularly effective.

Threadcraft, H.L., & Wilcoxon, S.A. (1990). The effects of an adult child's divorce on the parents. Published as the *Alabama ACD Journal*, 16 (2), 20-25.

Introduction

The 1986 U.S. Bureau of Census indicates that since 1950, there has been more than a 700 percent increase in the existence of single-parent households. Over 93 percent of those single-parent homes stem from a decision to divorce. (Wilcoxon, 1989). Today almost four out of every ten marriages end in divorce. This current rate of divorce in the United States has escalated to such proportion that it is now twice the rate as that which was recorded in 1965 (Goldenberg & Goldenberg, 1985).

Rhoden, J. V., & Dillard, J. M. (1990). Non-traditional students: Returning older women. Published as the *Alabama ACD Journal*, 16 (2), 26-31.

Introduction

The major target population for traditional American institutions of higher education has been the 18-to-22-year old age group. In recent years enrollment patterns began to change, as a result of an influx of women over the age of 25 years. The 1980 United States Census Bureau reported that for the first time since World War II, the number of women attending colleges surpasses that of men. Institutions of higher education were faced with a crisis caused by a decrease in the number of traditional students applying for admission. Because attrition rates were reaching alarming proportions, the new stage was set for the re-ordering of academe and recruiters began to focus on the returning student. These students included older women and ethnic minorities.

Miles, A. S., & Blackburn, J. V. (1990). No coercion from counselors to clients: Reflections on *Arnold vs. Board of Education of Escambia County, AL*. Published as the *Alabama ACD Journal*, 16 (2), 32-34.

Introduction

In a recent and important decision, the U.S. Court of Appeals, Eleventh Circuit, which covers Alabama, Florida, and Georgia, has addressed what is and is not legally proper behavior for a counselor, in a situation involving a fundamentally important decision for the client, such as abortion. On August 10, 1989, the court, in *Arnold V. Board of Education of Escambia County, Alabama*, 880 F. 2d 304 (11th Cir. 1989), held that allegations by a high school student that the school's guidance counselor and vice principal coerced her into deciding to have an abortion, and that the counselor coerced the student not to communicate with her parents on her decision of whether to have or not have an abortion, were sufficient to state a cause of action under 42 U.S. Code Section 1983. Also, the issue of the student's freedom to exercise her religious beliefs was held to be a valid legal cause of action. Finally, an equal protection allegation, stating that the counselor was more likely to urge pregnant black students to have abortions than white students, was held to be a proper cause of action.

Covin, T. M., Wright, K. & Preston, F. (1990). Current trends in third-party reimbursements in Alabama. Published as the *Alabama ACD Journal*, 16 (2), 35-45.

Introduction

Since the 1979 passage of Alabama's licensure law (S 34-8A-1), Licensed Professional Counselors (LPCs) in Alabama have struggled to qualify for third party reimbursement from health insurance companies and health

care organizations for mental health services rendered. Collective efforts in Alabama to obtain passage of legislation mandating inclusion of LPCs in insurance contracts written in Alabama as approved providers in mental health services failed in the 1981, 1982, 1983 (Covin, 1983), 1984 (Covin, 1984), 1985 (Covin, 1985a), 198E (Covin, 1986b), 1987 (Covin, 1988b), and 1989 Legislative Sessions. Meanwhile, many LPCs have attempted various approaches to obtain reimbursement from insurance companies for mental health services rendered within the scope of their licensure and educational preparation (1985c). The purposes of the present study were: (a). to investigate the current trends in third party reimbursement among LPCs in Alabama approximately 10 years after the inception of licensure legislation; to compare these trends with those in Alabama in 1984 (Covin, 1985d); (c). to compare these trends with those in other areas of the United States; and, (d). to assess the impact of the decision of Blue Cross and Blue Shield of Alabama (Covin, 1986c) to prohibit reimbursement for services rendered by LPCs in private practice under the supervision and signature of medical doctors and psychologists.

1989 Volume 16 (1)

Bond, K. (1989). Group counseling with children of alcoholics. Published as the *Alabama ACD Journal*, 16 (1), 3-7.

Introduction

John, 12, is referred to the school counselor because he is unmotivated, not finishing his work and has recently skipped school. Joshua, 8, is referred by his teacher for suspected neglect. Don, 9, is referred when he begins to withdraw and no longer communicates with his teacher or friends. Katie, 8, is Don's sister and she too is referred because of her withdrawn behavior. All of these children exhibit low self-esteem and all of them are children of alcoholics.

Halverson, N. J. (1989). Helping the elderly cope with loss. Published as the *Alabama ACD Journal*, 16 (1), 8-16.

Introduction

All of us suffer from loss at some time or another in the course of our lives. While loss is a fact of life for everyone, the elderly, both individually and as a group, are more vulnerable to loss than anyone else. How individuals cope with loss is important to their mental health. It is especially important for the elderly.

Cecil, J. H & Cobia, D. C (1989). School counseling programs in the southern region: A status report. Published as the *Alabama ACD Journal*, 16 (1), 17-21.

Introduction

In response to action taken by the Governing Council of the American Association for Counseling and Development (AACD), President Brooke Collison appointed a national School Counseling Task Force in December, 1987. That group was charge with discernment of the status of the school counseling profession, identification of significant professional concerns, and preparing recommendations for AACD consideration to strengthen counseling programs in the nation's schools. The Task Force began work in January, 1988, and submitted its complete report (AACD School Counseling Task Force, 1989) to the AACD President and AACD Governing Council in May, 1989.

Irvine, D. W. (1989). Relationships between WAIS-R and Wechsler Memory Scale scores of disability compensation applicants. Published as the *Alabama ACD Journal*, 16 (1), 22-23.

Introduction

The purpose of this study was to investigate the potential predictive power of the Wechsler Memory Scale for forecasting performance on the Wechsler Adult Intelligence Scale (Revised). The WAIS-R is a highly respected individual intelligence test with excellent reliability. It requires extensive preparation to administer and usually takes well over an hour to administer. The Wechsler Memory Scale, on the other hand, can be administered in about 15 or 20 minutes by less thoroughly and less specifically trained professionals. Wechsler and Stone (p.4) point out in the manual for the Memory Scale that the "means of the Memory Scale paralleled very closely that of the performance part of the Bellevue." Very few studies correlating Wechsler I.Q.'s and Wechsler memory scores have been published. Data on "normal populations" are especially scarce. Hall and Total (1957) attained a correlation of .767 between the two measures for 150 patients at a neuropsychiatric center. Fish and Sindel (1980) obtained correlations of .87 and .93 for 10 normal subjects and .58 and .61 for 10 alcoholics in repeated testing. Libb and Coleman (1971) obtained comparable data for 30 rehabilitation center clients. They found that Memory Quotients correlated with Wechsler Verbal, Performance, and Full Scale I.Q.'s .83, .68, and .80 respectively.

Du Mars, H. B., & Du Mars, R. C. (1989). Counseling the family of prospective nursing home clients. Published as the *Alabama ACD Journal*, 16 (1), 24-29.

Introduction

Inevitably, the counselor will be faced with the task of helping clients make the painful decision to place a member of their family in a nursing home. A common scenario is as follows: You have been counseling with Mrs. X for a number of months regarding some very personal problems she has been experiencing. She has made some progress and appears to be more in control of her situation until just recently when you note that she is not coping well. During her last counseling session, she confides that the responsibility of caring for her elderly father in her home has become overwhelming, that she is emotionally and physically exhausted, and that she must make some changes. She reports that until recently her father had been able to care for himself with only minimal assistance. As a result of a recent stroke, however, he has become unable to ambulate, dress, bathe or eat independently. He no longer is able to attend to his personal hygiene and has become incontinent. Mrs. X has no family to assist her with his care and does not have the financial resources to hire outside help at home. She is becoming depressed and feels she must place her father in a nursing home. She looks to you for help with her problem.

Ralph, J., Halpin, G., & Halpin, G. (1989). Personality variables related to career development and career concerns. Published as the *Alabama ACD Journal*, 16 (1), 30-39.

Introduction

The process of developing a career is an integral part of an individual's maturation process (Super & Overstreet, 1960.) As an individual matures, the development of career behaviors does not occur independently from the development of other behaviors appropriate to the age level (Super & Overstreet, 1960). Vocational stages occur with their corresponding developmental tasks as do other developmental stages and tasks (Super, 1963). Vocational developmental tasks change with age, experience, social vicissitudes, and physical and psychological changes (Super & Kidd, 1979). An individual's ability to meet

these developmental tasks at any one point on the vocational development continuum reflects a level of career maturity (Super 1955).

Hawk, R. S., Wilcoxon, S. A. (1989). Results of a national survey of CEU practices: Alabama compared to the nation. Published as the *Alabama ACD Journal*, 16 (1), 40-43.

Introduction

In 1982, the National Board for Certified Counselors (NBCC) was incorporated. Since that time two significant phenomenon have occurred: over 17,500 counselors have been certified as meeting knowledge criteria established by the profession, and every one of those counselors has developed an interest in the continuing education unit (CEU). The NBCC requires the accumulation of 10 CEUs, representing 100 contact hours of instruction every five years, in order to maintain the Nationally Certified Counselor (NCC) designation. Another group of Alabama counselors, the Licensed Professional Counselors (LPCs), must also accumulate CEUs in order to maintain their licenses to practice in the private sector. This requirement went into effect in 1988.

1988 Volume 15 (2)

Deck, M. D., Mobley, P., & Head, D. W. (1988). Transitions from school to work: A cooperative program for disabled youth. Published as the *Alabama ACD Journal*, 15 (2), 3-8.

Introduction

Assisting disabled youth in bridging the gap between school and work has become a national priority with federal and state regulations mandating programs of transition services (Rusch & Phelps, 1987). Madelyn Will (1984), as Assistant Secretary, U.S. Department of Education, led the national effort to focus on transitional services; in her definitive paper entitled, "OSERS Programming for Transition of Youth with Disabilities: Bridges from School to Working Life" Transitional services are rooted in the developmental perspective that persons move from conditions of dependence to independence, an essential element of counseling, rehabilitation, and education (Daniels, 1987). Although descriptions of transitional services for disabled high school youth are relatively new in the literature, the philosophy that underlies the transitional movement dates back to the early foundations of Parsons and the counseling profession. These foundations included getting out-of-work youth into gainful employment.

Gaskins, S. (1988). AIDS: Issues in counseling. Published as the *Alabama ACD Journal*, 15 (2), 9-19.

Introduction

Acquired Immune Deficiency Syndrome (AIDS) has reached epidemic proportions in the United States and pandemic proportions in the world. The disease has distinguished itself as the most significant medical and social phenomenon of the 20th century (Goldman, 1987). Counseling plays a major role in the global strategy to prevent the spread of AIDS. Although counseling has been used in managing diseases in the past, it has not been used in the prevention and control of diseases. Counseling is a key to prevent human immunodeficiency virus (HIV) infection and to provide care for HN infected people (Carbailo, 1.988). It is imperative that counselors have clear and accurate information about AIDS if they are to fulfill their role. This article features a discussion of counseling as a critical element in the treatment of both persons with AIDS and those with whom they have relationships.

Wilcoxon, S. A. (1988). Children and divorce: Central themes and characteristic reactions. Published as the *Alabama ACD Journal*, 15 (2), 20-28.

Introduction

The contemporary emergence of single-parent households represents a considerable departure from traditional, two-parent nuclear family constellations. Statistical data have yielded some rather revealing information regarding both recent trends and future projections about single-parent families.

Clayton, G. A & Ellison, K. (1988). Substance abuse: Perspectives of suburban vs. rural students in grades 10-12. Published as the *Alabama ACD Journal*, 15 (2), 29-36.

Introduction

Substance abuse is a critical problem among the nation's youth. It has been reported that 67% of all students use an illicit drug before graduating from high school (American Association of School Administrators, 1985). Further, it has been suggested that patterns for future substance use and abuse, especially use of the "gateway" drugs (i.e., alcohol, tobacco, and marijuana) are often established during the middle school grades. Students who use "gateway" drugs are at a higher risk for using other substances, especially when entering a new situation (Johnson, Graham, & Hansen, 1981). Several factors have been cited in the research literature as relevant to student drug use. These include: (a) age, (b) setting of the community (urban, rural, or rural); (c) attitudes of peers; (d) feelings of self-worth; (e) rebellion; and (f) attitudes of family regarding drug use (Hansen, 1988).

Ittenbach, R. F., Harrison, P. L., & Deck, M. D. (1988). Issues in preschool screening. Published as the *Alabama ACD Journal*, 15 (2), 37-44.

Introduction

Recent legislation has mandated that all states wishing to receive federal funds for education in identifying and sewing high-risk preschool children prior to the 1990-91 school years (PL 99-457; Education of the Handicapped Act Amendments, 1986). A program such as this, if successful, could save families, schools, and communities precious time and valuable resources. The intent of this legislation is admirable, although, the mechanism by which these children are identified is fraught with difficulties. Preschool assessment is sure to be a controversial issue of the 1990s just as intelligence and school-age assessment was in the 1970s. Given the uniqueness of the new legislative requirements, the long-range impact of labeling children as developmentally delayed, and the sometimes unpredictable parental reactions to providing alternative educational services to exceptional children, it is essential that educators and those affiliated with educational settings be aware of the many problems and issues inherent in preschool assessment. The purpose of this article is to discuss many of the technical, procedural, and ethical issues that impact on the first and most crucial step of the entire assessment process, screening, and to provide counselors and psychometrists with useful information as they prepare to work with America's youngest school-age children.

Broner, M.B. (1988). Making matters worse: A response to Jay and Isenhour. Published as the *Alabama ACD Journal*, 15 (2), 45-51.

Introduction

In the manner of earlier researchers who were convinced that certain behaviors (e.g. masturbation or homosexuality) had pathological consequences and set out to prove their convictions, Jay and Isenhour (1988), in their article on emotional consequences of abortion, appeared to be similarly biased. Rather than being reasoned, their remarks appeared typical of the current political climate which blindly insists that abortion must be detrimental to women either physically or psychologically (Figa-Talamanca, 1981; Tietze, 1982). I am not pro-abortion and I believe that a few women may be affected more than transiently by having an abortion. But, the research to date is far from convincing regarding the prevalence of psychological sequelae that are neither minor nor transitory. Unfortunately, Jay and Isenhour (1988) did nothing to further understanding of possible problems resulting from abortion but, rather, lent credence to abortion criticisms which presently have little basis in fact.

Miles, A. S., & Blackburn, J. V. (1988). Legal areas for counselors in Alabama. Published as the *Alabama ACD Journal*, 15 (2), 52-62.

Introduction

The purpose of this article is to acquaint counselors with five legal areas of concern. The first three have been recently enacted laws in Alabama. Since these have been previously discussed by the authors, they will be given cursory review. The last two areas relate to National law and the implications for educators. One area being contract law--whether oral or written--and the other is the concept of due process.

1988 Volume 15 (1)

Parker, S. (1988). Guest editorial – Changing unfolding in counseling profession. Published as the *Alabama ACD Journal*, 15 (1), 2.

Introduction

As this decade draws to a close, exciting changes are unfolding for those in the counseling profession in the State of Alabama. Leaders of the insurance magnates are talking about extending benefits to include mental health care provided by counselors. Superintendents everywhere are extolling the virtues of elementary school counselors and frantically searching for funds to hire them; when they can be found. Accrediting agencies are recognizing the value of counseling and helping to address problems in the area of training.

Schober, A., & Belcher, D. (1988). Implementing the ALACD five-year plan. Published as the *Alabama ACD Journal*, 15 (1), 3-14.

Introduction

Throughout the years the Alabama Association for Counseling and Development has taken exemplary steps to make our professional organization serve its membership in the best manner possible. The formation of the Five-Year Plan through committee work from 1984-1986 was an effort to put short-term and long-term priorities for our association in operative form; the implementation of the Five-Year Plan through the 1986 until the present time has been an on-going committee endeavor to put into practice these priorities to renew, strengthen, and enhance ALACD.

Wilcoxon, S. A. (1988). Elements, issues and approaches in play therapy: Considerations for counselors

Published as the *Alabama ACD Journal*, 15 (1), 15-25.

Introduction

Attempts to intervene with troubled or discouraged children have historically featured a variety of modalities and strategies. At the outset, a common characteristic of such efforts was to modify an existing therapeutic model that had been successful with adults, assuming a less sophisticated approach to working with a "little adult" would be appropriate and successful (Ginoft, 1961). These early efforts were strongly influenced by the classical Freudian and Neo-Freudian models, with the forerunner of the simplified strategy being the highly publicized success Freud claimed in his work with Little Hans and his debilitating phobia (Axline, 1947). The emphasis at this point of developing strategies for counseling children was on using procedures which were quite similar to those used with adults.

Holbrook, M. D., Moracco, J. C., & Cogburn, M. (1988). Counselor's role in dropout prevention. Published as the *Alabama ACD Journal*, 15 (1), 26-34.

Introduction

As public awareness of at-risk youth increases, the issue of leaving school before graduation is receiving considerable attention. The indirect and direct costs of dropping out of school may be incalculable. Today's society operates on the assumption that a high school diploma is a desirable and, in many cases, a necessary credential for entry into the labor market. A decision to leave school before graduation impacts on the individual, the family, the community, the state, and the nation. The penalties faced by the high school dropout in the labor market affect all sectors of society and relate to economic growth and juvenile delinquency (Beck & Muia, 1980; Bell, 1976; Larsen & Sheer, 1987). Sea (1987) stated that researchers conducting national youth panel surveys found the causal factors related to dropping out of school, to delinquency, and to teen-age substance abuse are essentially the same. Faced with an awareness of great numbers of at-risk youth and with the realization that there is no simple solution to the complex dropout phenomenon, educators are struggling to provide strategies to one of the most pressing problems facing today's schools.

Jay, J. K., & Isenhour, G. E. (1988). The abortion decision: Of no emotional consequence? Published as the *Alabama ACD Journal*, 15 (1), 35-43.

Introduction

Approximately 33 million legal abortions are performed in the world each year. In 1983, ten years following the U.S. Supreme Court decision, *Roe vs. Wade*, legalizing elective abortions in the U.S., 1.5 million abortions were performed for women between the ages of 15-44 (Henshaw, 1985). Although legalization has defined and improved abortion reporting, literature focusing on the psychological effects of abortion is vague, confusing, conflicting, and biased (Greenglass, 1981; Moseley, Follingstad, Harley, & Heckel, 1981; Sachdev, 1985). This article is a review of the current research related to the psychological effects of abortion and treatment implications.

Jones, T. M., & Brown, B. (1988). Successful vocational rehabilitation for clients with learning disabilities: The need for counseling. Published as the *Alabama ACD Journal*, 15 (1), 44-48.

Introduction

The Federal Register of January 1981 reflected policy that enabled Vocational Rehabilitation agencies to consider individuals with specific teaming disabilities (L.D.) as potential candidates for Vocational Rehabilitation services. Counselors in the Alabama agency (Department of Education, Division of Rehabilitation and Crippled Children) have been involved in identification of and services to those individuals for only the past eight years. This experience has confirmed that counseling--personal, vocational, and family-is essential for vocational success.

Priest, R. (1988). Adult children of alcoholics: Unique Counseling issues and challenges. Published as the *Alabama ACD Journal*, 15 (1), 49-53.

Introduction

In general, American society accepts the consumption of alcohol to relieve anxiety or depression, to enhance social situations, for medicinal purposes, and for the sheer enjoyment of drinking. Alcohol is consumed with few, if any, social sanctions. One of the ramifications of drinking, however, is that a significant number of individuals experience difficulties in living as a direct result of alcohol. Existing research (Black, 1981; Brooks, 1985) has suggested as many as 3g million people in the United States are chemically dependent. For the purposes of this article, an alcoholic will be discussed as any person consumes alcohol to such an extend (s)he experiences negative consequences directly related to alcohol consumption and who experiences psychological discomfort and/or physical withdrawal symptoms when attempting to discontinue alcohol consumption.

Gladding, S. (1988). A history of group work. Published as the *Alabama ACD Journal*, 15 (1), 54-64.

Introduction

Groups are a natural way for people to communicate and interrelate with one another. There is no written history as to when or where the first groups in human history were formed, but we can be sure that almost all cultures have made use of groups in their growth and development.

1988 Volume 14 (2)

Maultsby, M. C. (1988). A needed change in traditional marriage counseling. Published as the *Alabama ACD Journal*, 14 (2), 5-12.

Introduction

When I shared that title with a colleague, she playfully asked: "Will your change make marital counseling better or worse?" You too may have that question. If so, let me assure you, this change has greatly improved my marriage counseling. I believe, therefore, that it could do the same for yours.

Deck, M. D., & Griffin, M. (1988). Special studies, special needs: A counseling challenge Published as the *Alabama ACD Journal*, 14 (2), 13-21.

Introduction

Scene One: An elementary counselor consults with Teacher "E" to design a behavior change strategy that might be effective for the class. The decision is made to use a reward system, utilizing stickers for a good or

"super" day.

Childers, J., Jr. (1988). A brief therapy model: Requisite therapist attitudes and skills. Published as the *Alabama ACD Journal*, 14 (2), 22-35.

Introduction

Interest in brief approaches to psychotherapy is growing in the United States This interest is in response to societal pressures for more efficient psychotherapy. The development of effective and testable brief psychotherapy models is being stimulated by three major issues: the increased public demand for psychotherapy (Kovacs, 1982), the need for cost control (Rogawski, 1982), and the feasibility of evaluation research (Kovacs, 1982).

Buttram, T., & Comas J. H. (1988). Factors contributing to college success – or failure! Published as the *Alabama ACD Journal*, 14 (2), 36-42.

Introduction

It is estimated that 40% to 50% of the students who begin college do not finish, many because of academic failure (Actin, 1977) Faced with the prospect of declining enrollments and subsequent funding reductions, institutions of higher education are increasing research efforts to identify potential drop-outs. Because it is more efficient financially to retain students than to recruit students, institutions have a vital interest in addressing the problem of failure in college.

Collins, M. A., & Donnan, H. H. (1988). Counseling the elderly using reminiscing and life review. Published as the *Alabama ACD Journal*, 14 (2), 44-54.

Introduction

Until fairly recently, the counselor's role in meeting the emotional needs of elderly persons was neglected somewhat as a subject in counseling journals. Related fields such as social work and geriatrics have researched this area and have a longer history of publishing material concerned with counseling elderly persons (Boylin, Gordon, & Nehrke, 1976; Costa & Kastenbaum, 1967, Havighurst & Glasser, 1972; Lesser, Lazarus, Frankel, & Havasy, 1981; & Liton & Olstein, 1969). Likewise, there is a noticeable lack of material bridging the gap between theory and practice for counselors wanting to learn about specific techniques for helping older clients. This article is intended to provide a discussion of reminiscing and life review as an elective procedure for working with elderly persons. After reviewing background concepts and research, several applications of this approach are explained.

McAlpine, H. T., & Mickler, J. E. (1988). School dropouts: Suggestions for school counselors. Published as the *Alabama ACD Journal*, 14 (2), 55-61.

Introduction

School dropouts are a continuing major problem facing American public education. Consequently, the dropout problem is being studied nationwide to determine the causes and to ascertain appropriate preventive interventions. The problem becomes more acute as the country moves further into the technological age. At an earlier time, the school dropout was absorbed into the labor force with little difficulty. But in the age of

high technology, the dropout is a more serious problem because dropping out sets the stage for a lifetime of marginal employment or outright dependency.

Martin, V. (1988). Panic disorder: A case study. Published as the *Alabama ACD Journal*, 14 (2), 62-66.

Introduction

The term panic disorder was officially recognized in the Diagnostic and Statistical Manual of Mental Disorders (DSM III) (American Psychiatric Association, 1980) to distinguish between generalized or stress-induced situational anxiety (exogenous anxiety) and a different type of anxiety that strikes suddenly and unpredictably and is unrelated to environmental events (endogenous anxiety). Victims describe the latter type of anxiety as different from and worse than anything they have experienced before (Sheehan, 1983). This article will describe the disorder and present an account of a young woman's experience with it.

Miles, A. S & Blackburn, J. V. (1988). The Alabama parental consent for abortion law and the victim counselor confidentiality act. Published as the *Alabama ACD Journal*, 14 (2), 67-70.

Introduction

On September 23, 1987, the Parental Consent for Abortion Law (Act No. 87-286) became effective in Alabama. This law requires a physician to have either parental consent or a court waiver before performing an abortion on a woman (i.e., under the age of eighteen). On July 24, 1987, the Legislature of Alabama enacted "The Victim Counselor Confidentiality Act of 1987." This article will offer a discussion regarding the two new laws and their implications for counselors.

1987 Volume 14 (1)

Mahan, L. (1987). Guest editorial – Consciousness of conscience: the counselor's moral imperative. Published as the *Alabama ACD Journal*, 14 (1), 3-4.

Introduction

In July of 1984 I attended the tenth annual institute for chief student affairs officers sponsored by the National Association for Student Personnel Administrators and the American Council on Education. The keynote address to our group was given by Jeffrey R. Holland, President of Brigham Young University. A statement made by President Holland made significant impact on my thinking then and now about the nature of the work we do. He stated: "Student Affairs is the conscience of the institution." Interpolating, I would say the counselor is the conscience of the institution and question: Are we conscious of that role? If so, what form should that consciousness take?

Colley, S. (1987). The secular humanism issue: An opinion. Published as the *Alabama ACD Journal*, 14 (1), 5-10.

Introduction

The issue of secular humanism in schools has received considerable attention during recent years, frequently generating more heat than light. Conspicuously absent in the ongoing debate has been a clear definition of the term secular humanism. Without such a definition, meaningful consideration of the issue has not been possible. This problem was clearly evident, for example, in the Falwell / Kirschenbaum debate at the 1983 AACD convention in Washington. Falwell described secular humanism as a godless philosophy which he found intolerable. Kirschenbaum described the goals of humanistic education, which he found laudable. And

most of us in the audience were frustrated because it was abundantly clear they understood humanism in two entirely different ways.

Mickler, J. E. (1987). Current issues: A reading guide for school counselors. Published as the *Alabama ACD Journal*, 14 (1), 11-19.

Introduction

The title of Gilbert Wrenn's (1962) classic work, *The Counselor in a Changing World*, could be termed counseling's understatement of the century. Indeed the world of the counselor has changed dramatically since the early sixties and every indication is that the changes of the future maybe, by comparison, exponential in nature.

Gladding, S. T. (1987). Ethical aspects of counseling: An overview. Published as the *Alabama ACD Journal*, 14 (1), 23-31.

Introduction

Counseling is not a value free activity. In fact, "values are the core of the counseling relationship" (Hansen, Stevic, & Warner, 1986, p. 547). It is on the basis of values held by counselors and clients that directions are obtained and decisions made. Counseling is also "a moral enterprise requiring responsibility; that is, action based on careful, reflective thought about which response is professionally right in a particular situation" (Tennyson & Strom, 1986, p. 298). Counselors are guided in their thoughts and actions with clients by values and by professional and personal ethics. Thus, it is impossible to apply a "cookbook" approach to counseling (DePauw, 1986) because both clients and counselors are unique in regard to their histories, their psychological needs, and their values.

Wilcoxon, S. A. (1987). Contemporary issues and trends in family counseling: An update. Published as the *Alabama ACD Journal*, 14 (1), 33-41.

Introduction

The helping profession has extended considerable attention to the practices, research findings, and literary contributions stemming from interventions with families. With few exceptions, journals from counseling and related fields feature frequent entries discussing suggested practices or recommendations for serving troubled families. These notions are based on the idea that interventions with entire family systems are generally more productive, more durable, and more thorough than work with isolated individual family members.

Priest, R. (1987). Confidentiality: Should it apply to child sex offenders? Published as the *Alabama ACD Journal*, 14 (1), 42-48.

Introduction

The establishment and maintenance of confidentiality is of primary concern to the counseling professional. The American Psychiatric Association [APA] (1979) articulated the need and rationale for therapists to preserve confidentiality in the client-therapist relationship. The American Association for Counseling and Development (AACD), formerly the American Personnel and Guidance Association (APGA), has also extensively covered the appropriateness of the maintenance of confidentiality in the client-therapist

relationship (APGA, 1981).

Head, D. W., & Mobley, P. (1987). Alabama Division of the American Rehabilitation Counseling Association. Published as the *Alabama ACD Journal*, 14 (1), 49-53.

Introduction

The Alabama Division of the American Rehabilitation Counseling Association (ALDARCA) was chartered in March 1987, as the newest division of the Alabama Association for Counseling and Development (ALACD). Pam Mobley, President, and David Head, President-Elect, received the charter at the ARCA Executive Council meeting during the last annual AACD meeting in New Orleans, Louisiana. The national ARCA division has been a part of AACD since 1958, and rehabilitation counselors and educators have been active in ALACD for many years without forming a state chapter of the national rehabilitation division. Dale Nabors, Vocational Rehabilitation Area Supervisor from Anniston, has provided significant leadership in emphasizing the importance of the relationship of rehabilitation counselors and school counselors, and he has encouraged his rehabilitation colleagues to maintain ALACD membership for years.

Wilson, J. V. (1987). Adult-child relationship in families with chronically or terminally ill children. Published as the *Alabama ACD Journal*, 14 (1), 54-61.

Introduction

Adults have tried historically to shield children from death. This evasion of such an unsettling topic becomes difficult when a chronically or terminally ill child is a member of the family. Recent research indicates that an awareness of death can be found in even the youngest of children and that, even if chronically or terminally ill children are not told of their prognosis, they will intuitively sense the seriousness of their condition (Gordon & Klass, 1979; Jozefowski, 1983; Kastenbaum, 1981; Kubler-Ross, 1983; Zelig, 1974).

Chisson, B., & Leles, B. (1987). Qualitative research practices useful to counselors and teachers. Published as the *Alabama ACD Journal*, 14 (1), 62-68.

Introduction

Research interests of educators have historically focused on the activities and practices of the classroom (Erickson, 1986), but the demands of the traditional research process have not made the research enterprise attractive to teachers, counselors, and many other school personnel. A recent change in research methodology has provided a welcome relief from the more rigid requirements of more traditional quantitative methods (Smith, 1983). The alternative to quantitative methods is the use of qualitative procedures that are more suited to the overall complexity and realities of the classroom environment. Many changes in how research is to be done have occurred in the past few years with an increased emphasis on the less objective and more subjective procedures offered using qualitative research.

1986 Volume 13 (2)

Tincher, W. A. (1986). Guest editorial – Issues past and present. Published as the *Alabama ACD Journal*, 13 (2), 3-4.

Introduction

March 1987 marked the twentieth birthday of ALACD! It was on March 20, 1967, in Dallas Texas, that Ralph M. Roberts received the official charter for the Alabama Personnel and Guidance Association, a branch of the American Association for Counseling and Development. But our roots go back farther than 1967 for it was in 1954 that the Alabama Guidance Association (AGA) was formed and in 1958 that the Alabama Guidance and Personnel Association (AGPA), a department of the Alabama State Teachers Association, was organized. AGA and AGPA merged in 1967 to form the Alabama Personnel and Guidance Association.

Miles, A. S., & Blackburn, J. V. (1987). School and college counselor-client confidentiality and legal privilege. Published as the *Alabama ACD Journal*, 13 (2), 5-9.

Introduction

Most school and college counselors would agree that there is a need or an obligation for counselor-client confidentiality. Yet the ethical promise of confidentiality by a counselor to a student-client does not necessarily mean the counselor has a legal privilege not to repeat what the student said in a counseling session, if the court asks the counselor to do so. Unless there is a state law providing for a privilege from testimony for school and college counselors, then counselors in states without such a law may be required to testify about what the student-client told the counselor in a counseling session. Most states including Alabama do not have such a law.

High, B. H. (1987). The “ins” and “outs” of involving educators in career education. Published as the *Alabama ACD Journal*, 13 (2), 10-18.

Introduction

Career education programs have been in place for a number of years in senior high, junior high, and middle schools and are emerging in those elementary schools where counselors are a part of the professional staff. Such programs vary widely in their offerings and range from the provision of the annual career day to providing career programs with carefully devised, well-planned goals, objectives, activities, and advanced timetables as well as support from the administrative and teaching staffs. Some programs are quite effective while others seem to remain in an embryonic stage--waiting to fully materialize and to be acknowledged as an integral part of the education program. This article features a discussion of issues and concerns regarding successful programs in career education.

Cecil, J. H., Comas, R. E., & Cecil, C. E. (1987). Program supervision: An issue in school counseling. Published as the *Alabama ACD Journal*, 13 (2), 19-25.

Introduction

The issue that this paper will attempt to address is whether commitment to appropriate supervision of school counselors is necessary for the development of viable counseling programs in schools, and for the personal and professional development of school counselors and school counselor supervisors. This is not a new area of concern; but it is one that has become crucial to the profession of school counseling. Increasingly, those persons assigned leadership roles for system-wide school counseling programs are not identified with the counseling profession, are unaware of and uninterested in the goals and accepted principles of counselor education, have equated leadership with administration, and are simply unable to offer positive and creative direction to school guidance programs. This is nowhere more evident than in Alabama, where school

counseling programs literally fight for survival (Cecil & Comas, 1985; Comas, Cecil, & Cecil, 1986).

Johnson, P. E. (1987). Shooting from the lip: Reaching different conclusions than Griffin Published as the *Alabama ACD Journal*, 13 (2), 26-31.

Introduction

Robert E. Griffin's (Fall 1986) article, "Some Thoughts On Counselor Licensure In Alabama;" provided rationalizations about perceived weaknesses in the administration of the counselor act by the Alabama Board of Examiners in Counseling. Criticisms focused on five concerns: (1) lack of a clear-cut basis for determining adequate and fair evaluation of professional activities and experiences for relicensure; (2) lack of accountability to any agency or professional group; (3) lack of requirement for licensed counselors and Board officers to be members of Alabama Association for Counseling and Development (ALACD); (4) lack of requirement for licensed counselors to disclose their professional credentials, expertise, and protocols; and, (5) greater collaborative efforts for third-party reimbursement. Indirectly, inferences were also asserted about the dynamics and viability of ALACD.

Wilcoxon, S. A. (1987). School counselors as family counselors: Issues and recommendations Published as the *Alabama ACD Journal*, 13 (2), 32-38.

Introduction

In recent years, the professional literature has featured a surge of interest in family counseling among professional counselors. Counselors in outpatient agencies and private settings appear to be using this approach with great frequency in working with discordant couples and families (Searight & Openlander, 1984). Familial intervention is also obvious in in-patient facilities offering services for chemical dependency, juvenile delinquency, and similar nonpsychiatric needs (Minuchin & Fishman, 1981).

Livingston, R. (1987). The politics for testing: A dilemma for legislators. Published as the *Alabama ACD Journal*, 13 (2), 39-46.

Introduction

Concern for the quality of education in America has led a number of state legislatures to try to take matters into their own hands. One solution that has received particular attention from legislators in that of state-mandated testing. This movement began in the mid-1970 when Arizona, Florida, and New York mandated minimum competency testing for high school graduation. The idea quickly caught on and by summer of 1984, 40 states were actively pursuing some form of minimum competency testing (Anderson & Piphon, 1984). The remaining states are involved in the study or planning of minimum competency testing either at the legislative or state board level (Goldman, 1984).

Russell, D.P., Head, D. W., & Blackburn, J. V. (1987). Guilt from a counseling and theological perspective. Published as the *Alabama ACD Journal*, 13 (2), 47-54.

Introduction

Areas of common concern exist within counseling and religion, which deal with both positive and negative aspects of relationships. Guilt may, at times, be a factor in these relationships. Emphasis on these

relationships is influenced by theoretical or theological orientation. At one extreme, counselors or ministers focus on pathology or sin; at the other, the emphasis is placed on growth and development or forgiveness and love. Counselors and ministers frequently deal with the burden of guilt experienced by those whom they serve. This article will present selected views regarding the development and maintenance of guilt. Additional discussion will focus upon the indoctrination of guilt as a result of behavioral manipulation by various religious leaders.

Harrison, T. (1987). Wanted: Counselors for gifted adolescents. Published as the *Alabama ACD Journal*, 13 (2), 55-60.

Introduction

In a day of cost benefit analyses where some educational programs hang tenuously by a thread of support, few educators, legislators, parents, or members of the general public doubt the need for a counseling program within the public school systems of this country. Justification for the continued existence of guidance and counseling, in fact, seems unnecessary and unwarranted.

1986 Volume 13 (1)

Comas, R. E., Cecil, J. H., & Cecil, C. E. (1986). Professional development needs of Alabama school counselors. Published as the *Alabama ACD Journal*, 13 (1), 5-12.

Introduction

Needs assessments have long been used as a source of relevant information for determining emphases for the continuing professional development of field practitioners and for curriculum revision in professional preparation programs. This study was undertaken with both of those objectives in mind. Alabama school counselors provided informed opinion concerning their training needs in relation to subject matter content, counselor competencies, and experiential activities. Potentially, at least, the information obtained can influence (a) curriculum revision in university counselor preparation programs, (b) the planning of professional development workshops for practicing school counselors, and (c) the development of training modules for use by field professionals.

Clayton, G. A., Sapp, G. L., O'Sullivan, P., & Hall, L. (1986). Comparative validity to two WAIS-R short forms with vocational rehabilitation clients. Published as the *Alabama ACD Journal*, 13 (1), 13-18.

Introduction

Since the publication of the Wechsler Adult Intelligence Scale-Revised (WAIS-R), many abbreviated versions have been developed for use with a variety of samples (Reynolds, Willson, & Clark, 1983). Nationally, the most widely used versions are the two-subtests short form (Vocabulary, Block Design) and the four-subtests short form (Arithmetic, Vocabulary, Block Design, and Picture Arrangement (Ryan, Larsen, & Prifitera, 1983; Silverstein, 1982). Some psychologists and evaluators in social service agencies in Alabama are also using a seven-subtests short form (Vocabulary, Arithmetic, Similarities, Comprehension, Block Design, Picture Completion, and Digit Symbol) and nine-subtests short form (Vocabulary, Arithmetic, Similarities, Comprehension, Information, Block Design, Object Assembly, Picture Completion, and Digit Symbol).

Stone, M. M. (1985). Using literature to enhance children's attitudes towards the elderly. Published as the *Alabama ACD Journal*, 13 (1), 19-31.

Introduction

As the proportion of the elderly in our population increases so does the importance of attitudes held by other age groups toward them. On April 1, 1980, there were about 25.5 million people over the age of 65 living in the United State. At that time one fifth of the population was 55 years old or older (Siegel & Taeuber, 1982). By the year 2000, one third of the population of the United States may be over 65 (Crook & Belcher, 1979).

Prescott, P. D. (1985). Undergraduate changes of major: An academic odyssey. Published as the *Alabama ACD Journal*, 13 (1), 32-42.

Introduction

A majority of college undergraduates in the United States have difficulty selecting an academic major. This difficulty is manifested through the repeated selecting and changing of academic majors during the undergraduate college program. In addition, Laing, Valiga and Eberly (1986) found that the selection of certain majors by undergraduates increases the likelihood of a later change.

Du Mars, R. C., Tillinghast, B. S., & Gilley, W. F. (1986). Retention of facilitative counseling skills over time. Published as the *Alabama ACD Journal*, 13 (1), 43-49.

Introduction

Few studies have been done to determine the retention of counseling skills after the completion of training. Haase, Di Mattia and Guttman (1972) found a decline in counseling skills to pretraining levels in subjects after only one year of posttraining work experience. Only one skill, feeling expression, was significantly higher than at the completion of training. Also, Spooner and Stone (1977) reported a significant increase in the use of direct questions and a decrease in goal-setting responses in a group of counselors after only three months posttraining work experience.

Griffin, R. E. (1985). Some thoughts on counselor licensure in Alabama. Published as the *Alabama ACD Journal*, 13 (1), 50-56.

Introduction

The licensure of counselors by state legislatures throughout the United States has been helpful in creating a legal definition of "Counselor" and establishing specific guidelines for those who wish to refer to themselves by this title. By applying a legal definition to this activity, a state is able to ensure, with a high degree of certainty, that the best interests of the public are maintained by encouraging the consistent and precise professionalization of the work of the counselor.

Beard, S. R. (1985). The counseling process from a beginning student's viewpoint. Published as the *Alabama ACD Journal*, 13 (1), 57-69.

Introduction

This article presents the point of view of a beginning counseling student in secondary school counseling. As a

first-year graduate student immersed in an explosion of material, an attempt has been made to select and edit relevant information, thereby presenting a personal approach to this process. In so doing, a three-part question has arisen: (a) What is the definitive role of a secondary school counselor? (b) What are the specific goals of the counseling service? and (c) How can one realistically implement program strategies to achieve these goals? In the pages that follow, a model is presented which will give sonic answers to these questions.

Blanton, R., & Canada, R. M. (1986). Grief: Understanding the process and techniques for change. Published as the *Alabama ACD Journal*, 13 (1), 70-79.

Introduction

The purpose of this article is to examine the various ways in which one can be affected by the loss of a loved one. Additionally, this article contains an explanation of some counseling techniques, which might be useful to counselors working with bereaved clients. The article is divided into two sections: (a) dealing with grief and (b) techniques for the counselor to help clients deal with grief.

Billings, C., & Donnan, H. H. (1986). Genetic counseling. Published as the *Alabama ACD Journal*, 13 (1), 80-85.

Introduction

The purpose of this article is to acquaint nonmedical counselors with the relatively new and evolving field of genetic counseling. The history, current practices, and the availability of genetic counseling services in Alabama are described. Although typically provided within a medical context, this practice has important implications for counselors working in schools and community agencies. In a recent article appearing in the *Journal of Counseling and Development*, Witmer, Wedl and Black (1986) described a variety of complex professional and ethical issues of concern to nonmedical counselors. The focus of this paper is limited to the major features of genetic counseling and how such services may be obtained in Alabama.

1986 Volume 12 (2)

Cooley, F. R, Johnson, M. L & McCullers, G. H (1986). ALACD: A legacy of service. Published as the *Alabama ACD Journal*, 12 (2), 5-24.

Introduction

The forces that have shaped ALACD's development are examined, as are the Association's future goals.

Daly, J., Beckett, M., & Fortner, N. (1986). Alabama Association for Counselor Education and Supervision. Published as the *Alabama ACD Journal*, 12 (2), 25-26.

Introduction

ALACES is under the direction and coordination of the American Association for Counselor Education and Supervision (ACES) and the Alabama Association of Counseling and Development (ALACD). The governing body is composed of Past President, President, President-Elect, Secretary, Treasurer and two members at large. All serve one-year terms.

Canada, R. M (1986). Alabama Association for Humanistic Education and Development: New beginnings. Published as the *Alabama ACD Journal*, 12 (2), 27-29.

Introduction

The Alabama Association for Humanistic Education and Development was officially chartered as a division in the spring of 1980, at the AACD National Convention in Detroit, Michigan. Since its inception in 1980, ALAHEAD has remained relatively small, moving from 57 to the current number of 67 members for the 1985-1986 year. ALAHEAD was the eighth state division gaining division status and did so at approximately the same time as ALASGW.

French, E. (1986). Historical prospective of the Alabama Association for Multicultural Counseling and Development. Published as the *Alabama ACD Journal*, 12 (2), 30-34.

Introduction

The Alabama Association for Multicultural Counseling and Development (ALAMCD) formerly the Alabama Association for Non-White Concerns (ALANWC) in Personnel and Guidance is a division of the Alabama Association for Counseling and Development (ALACD). The charter of membership was awarded at the 1979 Annual Convention of APGA in Las Vegas, Nevada.

Strebeck, M. (1986). A new division is born: ALARVIC. Published as the *Alabama ACD Journal*, 12 (2), 35-37.

Introduction

In November of 1982, at the Fall Workshop meeting in Mobile, a group of concerned and dedicated counselors met to form the division that is now called the Alabama Association for Religious Values and Issues in Counseling. Since so many social concerns permeate the roles of counselors, this group believed our state needed a division that would lend support to and would visibly include the spiritual values and beliefs within the counseling process.

Thomas, C. M. & Purcell, S. L. (1986). ALASGW: History and role as a professional organization for all counselors. Published as the *Alabama ACD Journal*, 12 (2), 38-43.

Introduction

The Alabama Association for Specialists in Group Work (ALASGW) was chartered on March 27, 1980. At the time, Warren Valine of Auburn University served as the State and Regional Membership Chairperson for the national Association for Specialists in Group Work (ASGW), and he recognized the need for a state division in Alabama. Valine began the process for acquiring the state charter in 1979, and soon received the twenty signatures necessary to begin a state division (Association for Specialists in Group Work [ASGW], 1979). The certificate of charter was presented to Valine at the 1980 American Personnel and Guidance Convention in Atlanta, Georgia by Gerald Sklare, Membership Chairperson for ASGW (ASGW, 1980). Consequently, Valine's efforts on both the national and state levels, and the efforts of several Alabama counselors resulted in the formation of the seventh division to be chartered within the Alabama Personnel and Guidance Association.

Tincher, W. A. (1986). Alabama College Personnel Association. Published as the *Alabama ACD Journal*, 12 (2), 44-52.

Introduction

This article chronicles the historical development of ALCPA and details its relationship with ACPA and ALACD. Goals, accomplishments, and current strengths and weaknesses are presented. Also, membership growth and development and organizational structure are described.

Moracco, J. C., & Hawk, R. S., (1986). Coming of age in the Alabama Mental Health Counselors Association. Published as the *Alabama ACD Journal*, 12 (2), 53-58.

Introduction

It all started in the Wiregrass region. Joe Gayhart, Jr., a counselor at the Wiregrass Mental Health Center, wrote letters to Jannar Davis, the AMHCA Southern Region Coordinator, inquiring about the procedures to establish a state division of AMLLCA. Joe, now acting as state coordinator, wrote prospective ALMHCA members in March 1979. The responses were encouraging. The numbers came quickly, and the next month (April) ALMHCA had enough members to be chartered. By-laws were passed and the petition for divisional status was filed in July followed by elections in the fall. Joe Gayhart, Jr., was elected the first president, Paul Irby, president-elect, T. M. "Mike" Covin, secretary, and Ann Easley was elected treasurer. Thus began the ALMHCA secession of presidents which includes: 79-80, Joseph Gayhart, Jr.; 80-81, Paul Irby; 81-82, Richard R. Wilmarth; 82-83, William Council; 83-85, Theron M. Covin; and 85-86, John Moracco, J.C.

Childress, J., Davis, J., & Manning, F. (1986). The Alabama School Counselor Association: Past, present and future. Published as the *Alabama ACD Journal*, 12 (2), 59-69.

Introduction

The Alabama School Counselor Association (ALSCA) received its charter from the American School Counselor Association (ASCA) during the national convention of the American Personnel and Guidance Association-APGA- (now The American Association for Counseling and Development-AACD) in New Orleans in 1970. It was the second division of the Alabama Personnel and Guidance Association-ALPGA (now The Alabama Association for Counseling and Development-ALACD) to receive a national charter.

Quan, S. L., (1986). Alabama Vocational Guidance Association: Meeting the challenges of a changing society. Published as the *Alabama ACD Journal*, 12 (2), 70-72.

Introduction

Out of necessity, the Alabama Vocational Guidance Association (ALVGA) has grown in an effort to educate and update professionals interested in career guidance and counseling at the state level. A great heritage has been endowed through the national affiliation, the National Career Development Association (NCDA). Underlying goals continue to be to provide leadership in career guidance and development, as well as to provide a better understanding of the world of work.

1985 Volume 12 (1)

Blackburn, J. V., & Comas, R. E. (1985). Message from the editors. Published as the *Alabama ACD Journal*,

12 (1), 2-3.

Introduction

In March 1985, Nancy J. Garfield served as special editor for the *Journal of Counseling and Development* to publish a special issue entitled "AACD and Its Divisions." The goals of this special issue were to examine the American Association for Counseling and Development as an association and to examine AACD's role in the professional lives of members of the organization. Specifically, two major purposes were identified for the issue: (a) to help AACD members perceive a common identity extending beyond divisional affiliations and (b) to serve an archival function (Garfield, 1985).

Wilcoxon, S. A., Wilcox, C. T & Curry, B. P, Jr. (1985). Community mental health counseling: Issues, philosophy, programming and services in a rural area. Published as the *Alabama ACD Journal*, 12 (1), 4-11.

Introduction

The Joint Commission on Mental Health (1961) was initially established through legislative efforts to investigate alternatives to existing mental health services. Until that time, most services for emotional behavioral disorders were managed via inpatient services, with the exception of those citizens able to pay exorbitant fees for private practitioners. As an extension of the Mental Health Study Act (1955), the landmark recommendation from the Joint Commission on Mental Health was to introduce the notion of community-based mental health services. Subsequent legislation established the National Institute of Mental Health (1963) to govern delivery of mental health services. The community mental health movement became a reality with the passage of the Mental Health Center Act (PL No. 88-164) in 1965. Recent developments affecting mental health services have included legislative and judicial decisions concerning funding, eligibility for services, third-party reimbursements, and professional credentialization.

Gladding, S. T., & Campbell, S. (1985). Reentry women and college students services: A general systems approach to three problem areas. Published as the *Alabama ACD Journal*, 12 (1), 12-20.

Introduction

In the past, when one was identified as a college student, a specific image came to mind. Traditionally, this was a young person under the age of 23 who had entered a college or university immediately upon graduation from high school. Today, this description fails to include one of the most rapidly increasing segments of the college population, reentry women. These individuals are most often white, middle-class, housewives in their late 30s, who have already had 2 years of traditional liberal arts education (Roach, 1976) and are now returning to school to complete their studies after having been away for 5 years or more (Fisher-Thompson, 1981).

Hobson, S. (1985). A study of the University of Alabama new college / external degree program dropouts. Published as the *Alabama ACD Journal*, 12 (1), 21-33.

Introduction

The purpose of this study was to investigate the reasons adult learners dropped out of the New College/External Degree Program at The University of Alabama before completing a degree. Since the

External Degree Program was initiated 7 years ago, approximately 34% of the students who entered the program have dropped out, according to records in the External Degree office. Although the dropout rate is considerably lower than the dropout rate of 50% indicated by national figures for external programs, the External Degree staff felt a need to understand better the reasons why students dropout of the program.

Horns, V., & Clayton, G. A. (1985). Children's differential perceptions of maternal and stepparental childrearing practice. Published as the *Alabama ACD Journal*, 12 (1), 34-44.

Introduction

The structure of American life is becoming more diverse. At this time, the number of stepfamilies functioning as family units is rapidly increasing. Predictions indicate that by 1990, stepfamilies will be the predominant family form in the United States (Sager, Walker, Brown, Crohn, & Rodstein, 1981).

Miller, K. A. (1985). An investigation of the detention rate of students affiliated with a university honor society. Published as the *Alabama ACD Journal*, 12 (1), 45-50

Introduction

Most colleges and universities are concerned with the decrease in size of the traditional age applicant pool and the resulting effect on enrollments. Retention studies of various types and designs have shown overall withdrawal rates to be between 40% and 50% (Astin, 1975; Beal & Noel, 1980; Bean, 1980; Summerskill, 1966). In studies of superior students, Heist (1968) discovered a withdrawal rate of over 60%. The current thinking emphasizes a college-fit theory which holds that the interface of student and institution is a chief determiner of persistence (Astin, 1965, 1968; Feldman & Newcomb, 1969; Pantages & Creedon, 1978; Taylor & Whetstone, 1983).

Cecil, J. H., & Comas, R. E. (1985). School counselors: An endangered species. Published as the *Alabama ACD Journal*, 12 (1), 51-55.

Introduction

Dramatic changes have taken place in the profession of school counseling in recent years. Having experienced a peak period in the late sixties and early seventies, when government support was funneled into National Defense Education Act guidance institutes, school counseling nowadays appears to be a less attractive career choice. Instead, students are pursuing counseling careers in settings other than schools-community, rehabilitation, health services, and governmental agencies (Hollis & Wantz, 1983; Walz & Benjamin, 1983).

Fry, K., & Wills, C. E. (1985). Communicating with parents of junior high students: Implications for the counselor. Published as the *Alabama ACD Journal*, 12 (1), 56-60.

Introduction

In recent years, the school counselor's role has been changing in its emphasis from psychometric testing and selection of an educational course of study to a resource for resolving student's interpersonal emotional and adjustment difficulties (Palma, Lowry, Weldon, & Scioscia, 1980). Specifically, counselors at the junior high school level should consider additional training to communicate effectively with the parents of children who

are at the pre-adolescent or adolescent stage. Parents of adolescents find themselves confronted with an array of potential problems unequalled for any other parent group. Students, parents, teachers, and administrators expect counselors to provide specialized services, rather than just help with the selection of courses.

1985 Volume 11 (2)

Johnson, E. D. (1985). Ingredients for excellences. Published as the *Alabama ACD Journal*, 11 (2), 4-6.

Introduction

For many years the American public school system, the most extensive and well-funded educational system in the world, has been the foundation of the American family's dream of progress. The best advice a young person could receive on how to ensure a decent future for himself was to stay in school and get a good education. In the 1970s, however, the American public seemed to sink into a deep depression. The average citizen lost faith in the United States and proclaimed that its institutions of learning were not responsive to the needs of the citizens. Thus arose the cry to return to the basics, a cry which led to the minimum competency movement that is familiar to all of us.

Bowden, B. M. (1985). Guidance and counseling in Alabama schools: The present. Published as the *Alabama ACD Journal*, 11 (2), 7-14.

Introduction

The story of the guidance and counseling program in Alabama is analogous to a story most of us have known from childhood. The story tells of a little train engine that is carrying too heavy a load for the route it must travel. With perseverance and the positive attitude of "I think I can," however, the little engine accomplishes its mission. January 1984 began a positive transitional period for the Alabama Guidance and Counseling Program. At this time *A Plan for Excellence: Alabama's Public Schools* was disseminated by the State Department of Education (SDE) through the leadership of the State Superintendent of Education. This plan identifies guidance and counseling as an essential service in the instructional program of every Alabama student, K-12. In order to ensure that all students in Alabama's schools have comprehensive guidance and counseling services, the plan subsequently emphasizes that counselors are needed at a ratio of 1 counselor for every 300 students at all grade levels throughout the state (Teague, 1984, p. 89). This document has created a mushroom effect on positive educational changes in the state and has been the spearhead for the high visibility of guidance and counseling in public education.

Burnett, F. (1985). AACD: Association designs new and expanded programs and services for a developing membership. Published as the *Alabama ACD Journal*, 11 (2), 15-20.

Introduction

Since four professional organizations came together in 1952 to form the American Personnel and Guidance Association (now the American Association for Counseling and Development), the Association has been involved in the development of programs and services designed to enhance the professional development of its membership. Today, AACD represents more than 43,000 professional counselors, counselor educators, and related counseling and human development specialists working in a variety of educational, social, and human service settings.

Thomas, D. (1985). Perspectives on school counseling. Published as the *Alabama ACD Journal*, 11 (2), 21-24.

Introduction

President Ronald Reagan has proclaimed 1984-85 as the year of excellence in education. What does this mean for school counselors, and what effect does the educational reform movement have on the school counseling profession?

Oden, N. S., Jacobs, P. N., & McKinnon, M. H. (1985). A blueprint for futuristic planning in guidance renewal for the Jefferson County schools. Published as the *Alabama ACD Journal*, 11 (2), 25-35.

Introduction

“Excellence in Education” and “futuristic planning” represent more than educational jargon for counselors in the Jefferson County School System. These views offer an innovative approach to guidance programs and services, which are intended to help students learn more effectively and develop skills necessary to meet life’s challenges. Therefore, counselors must perform more actively as change agents and plan ahead toward new and improved initiatives in the pursuit of educational excellence.

Bryan, M., & Hopping, J. (1985). Teaching parenting skills in the school setting. Published as the *Alabama ACD Journal*, 11 (2), 36-37.

Introduction

To promote improved communication between school and home while providing parents the opportunity to enhance their skills in communicating with their children is the goal of in-school parent education groups. The principal of Matthews Elementary School, Mr. John Davis, suggested that offering a means for parents to come into the school to discuss their concerns about their children would provide a unique opportunity to introduce the first-year elementary counseling program to the school community in a positive way. The group sessions would also allow school personnel to assist parents in dealing with everyday situations in ways that enhance the learning environment for students.

Conway, J. (1985). Study skills – A fundamental. Published as the *Alabama ACD Journal*, 11 (2), 38-40.

Introduction

Study skills are an essential part of a good education. Emphasis on such skills has been encouraged in many recent local and national reports focusing on education and the need for improvement. Although many teachers include instruction on good study habits in their curriculum, this area is stressed with seventh-grade students at Rudd Junior High School. Because students are dependent on these skills to achieve success in school, the *Developmental Guidance Program* in Jefferson County directs counselors to work with all seventh graders in this area.

Allen, L. P., & Issac, C. P. (1985). A group counseling program for junior high school students. Published as the *Alabama ACD Journal*, 11 (2), 41-50.

Introduction

This article focuses on a group-counseling program, the Guidance and Awareness Program, coordinated by a community-counseling agency with several junior high schools in the Montgomery area. These group counseling activities take place within the school setting and are facilitated by the agency counselors. The program is designed mainly to assist participants in making a smooth adjustment to adolescence.

McCowan, M. (1985). Career education – A workable program. Published as the *Alabama ACD Journal*, 11 (2), 51-52.

Introduction

Career education is a vital part of any guidance program. At Pinson Valley High School, the object of the Career Education Program is to help students become aware of their abilities and their vocational options. This is done through such various methods as student assessment, exploration, and actual work experience. Students begin the Career Education Program with assessment and exploration in the freshman year and have the option of continuing the program with on-the-job experience before graduation.

Chissolm, B. S. (1985). Qualitative research: An alternate research methodology for counselors. Published as the *Alabama ACD Journal*, 11 (2), 53-57.

Introduction

If you are interested in attempting a research project but lack the background in research methods and statistics, maybe you should try an alternative approach. Qualitative methods, instead of the more traditional approach which is quantitatively oriented, may be something with which you would feel more comfortable. For many years educational researchers have been operating under a paradigm originating in the philosophy of positivism and emphasizing realism and empiricism. This highly regarded process, known as the scientific method, involves objective observation of quantifiable data and hypothesis testing through statistical analysis.

Gladding, S. T. (1985). The mental health of single parent-fathers: Counseling implications. Published as the *Alabama ACD Journal*, 11 (2), 58-64.

Introduction

The number and percentage of single-parent fathers in the United States have increased dramatically since 1960. As part of the historical evidence for this phenomenon, Mendes (1976) pointed out that the number of children being raised in single parent, father-headed households increased by 100% between 1960 and 1970. The increase in both the percentage and number of single-parent fathers does not appear to have slowed down since 1970. Indeed, as Pichitino (1983) stated, "The increase in single fathering is paralleling the increasing phenomenon of single parenting in general" (p. 295). Sources disagree as to the exact number of single-parent fathers, but number estimates range from one million (Smith & Smith, 1981) to one and a half million (Lewis, 1978). Percentage figures vary from 8.4% (Hetherington, Cox, & Cox, 1976) to 13% (Orthner, Brown., & Ferguson, 1976), with most experts agreeing that the figure is probably around 10%.

1984 Volume 11 (1)

Blackburn, J. V., & Comas, R. E. (1984). Message from the editors. Published as the *Alabama ACD Journal*, 11 (1), 2-3.

Introduction

These are special times for school counseling in Alabama. In fact, these are the best times for school counseling and school counselors since the glorious days of the National Defense Education funds of the late 1950's and 1960's. A variety of factors have combined to create these fortuitous circumstances. The first of these factors was the farsighted action taken by Dr. Wayne Teague, State Superintendent of Education, when in January of 1984 he published *A Plan for Excellence: Alabama's Public Schools*.

Vickery, J. F., Jr. (1984). "At the prow" – One university president's second thoughts on "what's right in the student affairs profession in the eighties." Published as the *Alabama ACD Journal*, 11 (1), 4-9.

Introduction

Much of what follows is hardly "news" to student affairs professionals. You've heard or read most of it before. I've said it before to some of you myself! But that doesn't much matter, for I am convinced that we more frequently require to be reminded than informed.

I do hope, however, that these words will stimulate at least one or two new insights into some old ideas. After all, as someone nicely phrased it, the creation of a thousand forests is one acorn.

Wilcoxon, S. A. (1984). Contemporary issues in family counseling: Legal, ethical and professional. Published as the *Alabama ACD Journal*, 11 (1), 10-20.

Introduction

More than ever before, counselors are focusing their attention upon the familial context of the individuals for whom they are providing services. This trend has led to changes in both the format and content of counseling services by including the individual client as well as other family members in the counseling process (Smith, 1981). However, altering the intervention format in this way represents more than simply a change in the number of participants in the counseling sessions (Zingaro, 1983). Rather, this trend reinforces the convictions of many professionals regarding the importance of intervention for the client-within-the-family.

Canada, R., Wilson, E. S., III, & Patty, J. H. (1984). What the secondary counselor should know about college student attrition. Published as the *Alabama ACD Journal*, 11 (1), 21-26.

Introduction

Secondary school counselors are in a unique position to insure that the prospective college student has an improved opportunity to succeed in college. The purpose of this article is to: (a) review the literature on college student attrition, (b) indicate the general implications of college student attrition for secondary school counselors, and c) suggest counselor initiated topics and activities to enhance the probability of success for students entering college.

McDevitt, T., & Head, D. W. (1984). Counseling internship in a corporate setting. Published as the *Alabama ACD Journal*, 11 (1), 27-32.

Introduction

Expanding employment opportunities for counselors in corporate settings is creating interest within counselor education programs across the country. Students and faculty alike are attracted by the compensation, benefits,

and security, which corporations can offer. Employee Assistance Programs are now seen as a viable and useful career placement for counselor education graduates. Faculty members are finding opportunities for consulting with corporate human resources departments. An overall awareness in developing that counseling skills are marketable and desirable within the corporate community (Smith, Piercy, & Lutz, 1982). This awareness is fostering student interest in counseling courses as a preparation for employment in business and industry.

Mitchell, W. J., Browder, C. H., & Wilcoxon, S. A. (1984). The positive mental health curriculum: An Alabama example of school-based primary prevention. Published as the *Alabama ACD Journal*, 11 (1), 33-41.

Introduction

Primary prevention strategies are designed to reduce the incidence of disorders by intervening prior to the onset of the disorder (Caplan, 1964). In this way, prevention services may foster favorable outcomes through applying educational approaches, modifying environmental variables, teaching stress reduction, and fostering psychological well being (Cowen, 1982). Primary prevention is sometimes classified as "proactive" (focused upon reducing the incidence of risk factors such as stress) or "reactive" (focused upon developing skills for coping with risk factors).

Blackburn, J. V., & Seymour, J. C. (1984). CAPS/preceptor program implemented at Jefferson State Junior College. Published as the *Alabama ACD Journal*, 11 (1), 42-44.

Introduction

Beginning with the fall 1984 school year, Jefferson State Junior College implemented a new program with the intent of integrating its student personnel professionals into the academic mainstream of the institution in order to aid students more effectively in academic and career planning. This was done by initiating a preceptor program for new freshmen. Preceptors are educators who will use both counseling and instructional skills in promoting student development. Preceptors are basically viewed as a bridge between the student personnel field and the faculty of the institution. These preceptors will essentially serve as mentors for the students. Since characteristically many college students recognize the need for help after it is too late for them to receive the necessary benefit, the administration had recognized the institutional obligation to serve these students as well as all others in a timely manner and has, since June 1983, been preparing a new approach to meeting the needs of all its students. Thus the Career and Academic Planning System (CAPS) featuring preceptors had its inception in an attempt to meet that goal.

Blackstock, R. A., & Cecil, J. H. (1984). Students helping students: Facilitating learning through use of a peer program. Published as the *Alabama ACD Journal*, 11 (1), 45-54.

Introduction

The past two decades have seen increased interest and experimentation with peer facilitator programs in schools (Allen, 1976; Anderson, 1976; Bowman, 1983; Bowman & Myrick, 1980; Buono & Smith, 1980; Edwards, 1976; Lee, 1984; Pietrofesa, Bernstein, Minor, & Stanford, 1980). Beginning in the late sixties in colleges and universities, these programs have filtered into the secondary school arena and, more recently, into the elementary school- Vassos' (1971) often quoted statement accurately reflects the opinion of

proponents of peer facilitator programs: "A supervised program of peer influenced modeling can be one of the most effective methods of alleviating the ills of mass education and should be considered for possible inclusion into school counseling programs" (p- 214). Originally viewed as a means of extending the counselor's reach to greater numbers of helpers in the school setting, student-helpers, as well as helpees, according to cumulative research, benefit with improved attitudes, behaviors, academic achievement, and leadership skills (Allen, 1976; Bowman, 1983; Myrick, 1976).

1984 Volume 10 (2)

Blackburn, J. V., & Comas, R. E. (1984). Message from the editors. Published as the *Alabama ACD Journal*, 10 (2), 2.

Introduction

At the February 16th meeting of the Executive Council of the Alabama Association for Counseling and Development held at Huntingdon College, the Council voted to change the name of the *Alabama Personnel and Guidance Journal* to the *ALACD Journal*. Thus, this issue reflects that change. This was done to be consistent with the name change of the state organization, which was approved at the fall workshop in November in Birmingham.

Cecil, J. H., & Cecil, C. E. (1984). Excellence: Opportunity and challenge for Alabama's school counselors. Published as the *Alabama ACD Journal*, 10 (2), 3-9.

Introduction

Events of the past few months have converged to provide not only the greatest challenge, but the greatest promise, for school counseling professionals that have been forthcoming in this state in several decades. The work of the Alabama Association for Counseling and Development (AIACD) Task Force on Elementary School Counseling (Huckaby, 1983) and the Alabama State Department of Education Task Force for Writing a State Plan for Guidance, coupled with the recent publication of *A Plan for Excellence: Alabama's Public Schools* (Teague, 1984) have served to produce a climate that makes possible unprecedented progress in school counseling. Progress, of course is not a given, but will necessitate the mobilization of the school counseling profession throughout Alabama

Valine, W. J. (1984). Counselor values – A need for stability in a confused society. Published as the *Alabama ACD Journal*, 10 (2), 10-14.

Introduction

One of the criteria for evaluating an article is the adequacy of the bibliography and its current relevance. At first glance the bibliography of this paper does not seem to pass such evaluation. This article, however, is an effort to show that some issues are so stable over time that reference of 25 to 30 years ago is still current in content. Although the article is addressed to today's counselor, its major theme-the importance of a value system to a counselor-is a timeless one.

Conroy, J. K. (1984). Mandatory counseling and college retention with high risk freshmen. Published as the *Alabama ACD Journal*, 10 (2), 15-20.

Introduction

The concept of mandatory counseling makes some counselor educators nervous while others consider it foreign to the basic counselor/client relationship. However, in some cases the results may justify the use of the technique in spite of the distasteful flavor that anything mandatory evokes. Like a trip to the dentist or eating your oatmeal for breakfast, mandatory counseling may be good.

Wilcoxon, S. A. (1984). Contemporary trends in family counseling: Training, intervention and research. Published as the *Alabama ACD Journal*, 10 (2), 21-28.

Introduction

A brief survey of contemporary counseling literature reveals a preponderance of interest in the application of principles from family-systems theory within a variety of counseling settings. Evidence of this trend may be noted in such services as providing vocational choice and help in the career planning (Zingaro, 1983), counseling with the exceptional child (Opirhory & Peters, 1982; Wasserman, 1983), working with single-parent families (Weltner, 1982), working with blended families (Prosen & Farmer, 1982), and helping person's with school-related difficulties (McDaniel, 1981). The myriad of contemporary trends revealed in the professional literature suggest that these are exciting and innovative times in the family counseling. The present article is designed to provide a brief examination of selected contemporary trends, which have an impact on family-based counseling services in any setting.

Manning, F. (1984). A report on the history of elementary school counseling in Alabama. Published as the *Alabama ACD Journal*, 10 (2), 29-37.

Introduction

During the past thirty years, there has been a gradual growth in the number of elementary school counselors employed in Alabama. This report attempts to trace that development through national legislation (NDEA and ESEA), through Alabama State Department of Education actions, through surveys conducted by the Alabama Guidance Association and the Elementary Guidance Committee of the Alabama Personnel and Guidance Association, and through programs implemented by individual school systems across the state.

1983 Volume 10 (1)

Strunk, M., & Meadows, M. E. (1983). Counseling centers and needs of adult students. Published as the *Alabama Personnel and Guidance Journal*, 10 (1), 3-11.

Introduction

College campuses are becoming more heterogeneous with the dramatic increase of older students. Studies have noted that counseling centers need to adapt to this older student population (Batdorf, 1976; Goldberg, 1980; Grabowski, 1976).

Wheeler, S., Krueger, L., & Head, D. W. (1983). The relationship of counseling and education within the hospital setting. Published as the *Alabama Personnel and Guidance Journal*, 10 (1), 12-20.

Introduction

In recent years, the concept of counseling has evolved to include a wide scope of dimensions. Services

relating to these dimensions deal with chronic and deep-seated problems as well as the more acute concerns of human development. An increasing number of counselors are employed in business and industry, private practice, private rehabilitation organizations, insurance companies, and various health-care settings. The growing acceptance and use of counselors by hospitals partly relates to the counselor's ability to assist patients and families who are dealing with loss. The same ability is appropriate in helping members of the medical team who experience loss related to performance of their duties (Jones, 1981).

Shippen, S. J. (1983). A study of the needs of vocational counselors. Published as the *Alabama Personnel and Guidance Journal*, 10 (1), 21-31.

Introduction

In Alabama, vocational counselors fill approximately one-fourth of all the schools' counseling positions. In January 1981, the Division of Vocational Education Services of the Alabama State Department of Education decided to survey the needs of vocational counselors. The requirement in the Standards for Vocational Education that "the vocational counselor(s) shall develop a written comprehensive plan of guidance services for the school in which assigned" determined the basis for the statewide needs survey (Alabama, 1978 p. 24). This report is about that study, the data collected, and the use of these data in the improvement of vocational guidance and counseling.

Head, D. W., Bearden, L. J., & Heape, S. E. (1983). Counselors in the corporate marketplace. Published as the *Alabama Personnel and Guidance Journal*, 10 (1), 32-37.

Introduction

Reductions in funding for human services programs and current changes within the counseling job market have raised many questions regarding the marketability of skills of counselor education graduates. Although generic skills are still appropriate, new combinations of skills seem to be required. Many counseling settings are emerging which call for an innovative blend of traditional as well as nontraditional patterns of human services delivery, incorporating expertise from several disciplines. One emerging setting in which a growing number of counselors are finding employment is business and industry.

Huckaby, H. (1983). A report on the elementary school counseling task force of the Alabama Personnel and Guidance Association. Published as the *Alabama Personnel and Guidance Journal*, 10 (1), 38-40.

Introduction

For more than a decade, discussions have been held informally regarding the need for qualified school counselors in all elementary schools in Alabama. There has been much agreement that a counseling program should begin at the elementary level when the time for greatest success in shaping students' lives is best. Dreams for a statewide elementary school counseling program are nearer a reality as a result of action by Dr. Richard Canada. As president of the Alabama Personnel and Guidance Association for the year 1983-1984, he has placed this dream as one of his priorities, and has appointed a task force to develop a plan for guidance and counseling progress in all Alabama elementary schools.

Anderson, R. (1983). Elementary guidance: A not-so-new idea whose time has come. Published as the *Alabama Personnel and Guidance Journal*, 10 (1), 41-42.

Introduction

During the late 1960's and the early 1970's, much excitement and considerable growth occurred in the area of elementary guidance. The numbers of counselors serving elementary children grew from a few hundred in the fifties to over 10,000 by 1975 (Myrick & Mani, [976]). In the late 1970's, the country experienced economic problems with high inflation, pressures for lower taxes, and government belt tightening on numerous public service programs. By the early 1980's, a full-scale recession with record-breaking unemployment rates was experienced. It is not coincidental that the growth of elementary counselors stopped and, in some cases, reversed during these times. Although several states moved against the trend on slowing the growth of funded elementary guidance programs, the number of counselors today has not changed substantially from the 1975 figure.

1983 Volume 9 (1)

Keller, J. W., Mayfield, M., & Piotrowski, C. (1983). Career and life planning: A process approach Published as the *Alabama Personnel and Guidance Journal*, 9 (1), 5-8.

Introduction

During the past decade considerable attention has been directed toward the concept of career and life planning (Bachhuber & Harwood, 1978; Bolles, 1977; Chapman, 1976; Chapman, 1978; Crystal & Bolles, 1974; Tolbert, 1974). Developing strategies for careers and life is not only important for high school and college students who must be cognizant of the changing job market, but also for adults who are willing to respond to the challenge of a changing needs system, as well as to diverse employment opportunities.

Eldridge, W. D. (1983). Clinical peer group evaluation: A descriptive analysis. Published as the *Alabama Personnel and Guidance Journal*, 9 (1), 9-14.

Introduction

The need for training counselors to counsel the ethnic client has been mentioned by Eddy, 1972; Pedersen, Lonner and Draguns, 1976; Atkinson, Morten and Sue, 1979; and Henderson, 1979. Carter, 1980 has written: " It is necessary and crucial to broaden and internationalize the scope of counseling so that one can better develop all the affective and cognitive skills needed to effectively address the present and thus the future...these issues must be resolved adequately, relevantly, and immediately because we will spend the rest of our lives in the future." Eady and Haney, 1981 have stated: "It is impossible to train counselors on how to deal with clients by merely trying to tell a counselor in training to accept persons as they are so minority client awareness is essential for deprogramming prejudice between counselors and minority clients."

Eddy, J. (1983). Approaches to human rights: Awareness and prejudice defusing. Published as the *Alabama Personnel and Guidance Journal*, 9 (1), 15-28.

Introduction

In an age when social science professionals, particularly clinical counselors and therapists, must be accountable for performance through rigorous evaluation (Bergen & Strupp, 1972, pp. 10-11; Goldiamond, et al., 1975, pp. 110-128); the author has struggled to understand different approaches used by clinicians to assess their professional competence. As a result of these inquiries, it is apparent that evaluation of

psychotherapy and other forms of counseling is a complex, often subjective, and poorly understood process.

Hawk, R. S., (1983). Some considerations of the nutritional aspect of the wholistic counseling. Published as the *Alabama Personnel and Guidance Journal*, 9 (1), 29-36.

Introduction

The wholistic approach to counseling has suggested that counselors recommend dietary changes, which include better nutritional habits for their clients. Fewer or no fast foods and less sugar, salt, and caffeine are recommended while more raw fruits and vegetables lean meat, fish, eggs, and dairy products replace the eliminated, less nutritious foods. The purpose of the change is to eliminate possible nutritional deficiencies that, while not large enough to manifest themselves as deficiency diseases, may cause emotional stress (Martin and Martin, 1982).

1982 Volume 8 (2)

Moracco, J. C., (1982). Editor's message. Published as the *Alabama Personnel and Guidance Journal*, 8 (2), 3.

Introduction

I have just finished reading the October issue of the Elementary School Guidance & Counseling journal. Part of the journal is devoted to censorship in the classroom. The purpose of this special issue is to raise the awareness level of counselors and teachers about this very important issue.

Boy, A. V., & Pine, G. J. (1982). Reducing client resistance. Published as the *Alabama Personnel and Guidance Journal*, 8 (2), 5-10.

Introduction

Responding to client resistance traditionally has been one of the most difficult dimensions of a counseling relationship. Regardless of the theory followed, client resistance severely tests the counselor. Counseling theories generally provide the counselor with a rationale and response pattern, which assumes the cooperation of the client. When the client is uncooperative, the Achilles' heel of any counseling theory is usually revealed.

Hardin, M., & Daly, J. (1982). The school counselor. Published as the *Alabama Personnel and Guidance Journal*, 8 (2), 11-15.

Introduction

P.L. 94-142 is the most significant federal legislation ever passed in regard to exceptional children. It mandates a free and appropriate education, including related services such as counseling (as needed), for every exceptional child up to age 21. The counselor's role may include direct work with children referred for behavioral problems, as well as indirect work such as contributing to the discussions of the school assessment team or writing the individual educational plan (IEP). Counselors must take an active stand in regard to P.L. 94-142 if they are to insure that their unique contributions to exceptional children are utilized (Noble & Kampwirth, 1979a).

Robertson, R., & Canada, R. M (1982). The Facilitation of feelings in the classroom. Published as the

Alabama Personnel and Guidance Journal, 8 (2), 17-21.

Introduction

“I have some new tennis shoes!”
“My dog was killed this weekend.”
“He’s calling me names.”

All of these statements imply significant feelings. Attending to the feelings in these statements is proactive ways of helping children identify and deal with positive and negative feelings. As in the above examples, feelings are usually only implied. This inability to express feeling may cause acting out behaviors that are neither appropriate nor healthy. The teacher or counselor is in a position to help children realize that feeling is acceptable and can be handled in appropriate and healthy ways. The purpose of this article is to offer a model to the teacher or counselor which seeks to aid the child in the expression of feelings.

Eddy, J., Kozak, M. R., Martin, D., & Pietrosky, M. (1982). Guidance counseling podunks: Case studies in careers. Published as the *Alabama Personnel and Guidance Journal*, 8 (2). 23-28.

Introduction

The school counselor has a challenging task in keeping his or her career counseling information up-to-date. Due to several reasons, which will be discussed in this article, some counselors commit counseling podunks.

A counseling podunk is a situation where a counselor shows intellectual dullness and lack of contemporary professional knowledge of career awareness for his or her clients (Eddy, 1978). For example, school counselors who lack appropriate and proper career information can affect the careers of impressionable and uninformed youth who come to them for career guidance. Unfortunately, this article amplifies four concrete examples of inadequate guidance (i.e., counseling podunks) as they impact upon the particular career cluster known as industrial education. As a result, a national study has been initiated by the authors to discover how many other guidance counselors in public and private schools have similar inadequate career information regarding industrial education. The authors are discovering that this inadequacy may be affecting the lives of thousands of secondary school students. In conjunction with this concept, other career areas may need to be examined by school counselors to reveal their knowledge or lack of knowledge of career information.

Bowden, B.M., & Blackburn, J.V. (1982). How well can you recognize the potential drug abuser in your school? Published as the *Alabama Personnel and Guidance Journal*, 8 (2), 29-33.

Introduction

How adept are school counselors at recognizing the student who has the potential to abuse drugs? How can this "high-risk" population be recognized in the school setting? If identification is delayed until the abuser is dysfunctional, the person is likely to become eventually "quarantined;" i.e., perpetually an absentee and possibly a burden to society in penal and/or drug treatment institutions (McCord, p. 9).

1981 Volume 8 (1)

Moracco, J. C., (1981). Editorial. Published as the *Alabama Personnel and Guidance Journal*, 8 (1). 53-4

Introduction

This issue of the Journal focuses on stress in counseling and teaching.

Pusateri-Vlach, N., & Moracco, J. C., (1981). Burnout: A stress action model. Published as the *Alabama Personnel and Guidance Journal*, 8 (1), 5-11.

Introduction

A review of the literature on burnout reveals that there is little consensus on what constitutes the burnout syndrome (Maslach, 1975). An on-going debate in the APGA Journal between Warnath and Tiedeman (1976, 1977, and 1979) illustrates the verocity with which opposing camps go about explaining and remedying a phenomenon, which has yet to be operationally defined. While there are agreed upon symptomatologyes (Freudenberger, 1975; Kahn, 1978; Maslach, 1976; 1978; McLean, 1976), no one has offered a satisfactory paradigm from which to derive any empirical conclusions instead, generalizations drawn from informal, undocumented observations (Freudenberger, 1975; 1977), personal experiences (carte, .978), case studies (Maslach & Pine-s, 1978), and surveys (National Institute of Occupational Safety and Health, 1978) have been used to compile a case against institutions which perpetuate stressful environments (Warnath & Shelton, 1976; Warnath, 1979) and/or the individual who "cops out" by succumbing to the demands of the environment (Tiedeman, 1979). We contend that like other stress-related disorders, burnout results from a definable pattern pat-tern of events and behaviors, which once identified, can be ameliorized.

D'Arienzo, R., & Danford, D. (1981). Stress in teaching: what it is; how teachers cope with it; and how school counselors can help. Published as the *Alabama Personnel and Guidance Journal*, 8 (1), 13-18.

Introduction

Hans Selye (1976) has described stress as eustress (pleasant and/or functional) and distress (unpleasant and/or dysfunctional). Eustress includes those spurts of energy, which enable all of us to perform life's daily activities. It is a required ingredient in the mixture of life. However, eustress is not the concern of this paper. The focus of this article is distress, or simply stress and the noxious effects it has on teachers.

Stewart, P., & Daly, J. (1981). Self-help methods for counselor burnout. Published as the *Alabama Personnel and Guidance Journal*, 8 (1), 19-24.

Introduction

Career burnout generally occurs when a counselor begins to question personal values, to feel that he or she no longer has control, and that what he or she is doing is no longer important.

Meers, B. W. (1981). The dropout phenomenon in group counseling. Published as the *Alabama Personnel and Guidance Journal*, 8 (1), 25-29

Introduction

Having recognized the value of groups, we as counselors are interested in any factor, which affects the group process. One such factor is the dropout phenomenon.--the inevitable loss from a treatment or therapy group of a certain percentage of its members.

Magnavita, J., Chadbourne, J. W., & Wicas, E. A. (1981). Confrontation: A training paradigm. Published as the *Alabama Personnel and Guidance Journal*, 7 (2), 5-12.

Introduction

What is confrontation? "The honest approach," responds a confronter. "An aggressive challenge which often involves anger," "Interpersonal feedback in which issues or feelings is faced up to." These responses were made by master's level counseling students nearing completion of their program. When asked how they felt about confrontation, they replied, "I am always afraid of it," "After the discomfort, I am happy with being able to experience some new person, idea, and feeling."

Crowley, J. A. (1981). Relaxation training program for teachers. Published as the *Alabama Personnel and Guidance Journal*, 7 (2), 13-18.

Introduction

Counselors can provide a valuable service to teachers by conducting relaxation-training programs with them. Educators face a variety of stressful situations each day that make their lives less enjoyable. Also, Lenz (1980) has estimated that at least half of the deaths in the United States and Canada each year are attributable to stress. Davis, Eshelman, and McKay (1980) have found that stress can lead to such physical ailments as peptic ulcers, hypertension, headaches, arthritis, asthma, heart attack, stroke, muscle tension, and cancer. In addition, many psychological disorders are caused and/or aggravated by stress. It is not possible to eradicate all the stresses of life, but people can be taught to react to events, situations, and persons in an appropriate and effective manner through the use of relaxation techniques. Educators can learn to be calm and relaxed in the midst of the stresses of everyday living. They can then teach these life coping strategies to their students.

Niehoff, M. S. (1981). Counseling for job loss. Published as the *Alabama Personnel and Guidance Journal*, 7 (2), 19-23.

Introduction

Loss of a job is one of life's more traumatic jolts. When employees are terminated after years of service, they may experience feelings of disbelief, denial, avoidance, regression, withdrawal, isolation, anger, guilt, confusion, and depression, similar to feelings involved with loss of a loved one (Kubler-Ross, 1969; Ramsay, 1977). These responses may affect the entire family and other significant persons in the environment. The sudden, involuntary, shocking life change is likely to be as difficult for the people involved as the job loss itself (Sarason, Johnson & Siegel, 1978).

Landreth, G. L., Berg, R. C., & Richardson, F. D. (1981). Characteristics of undergraduate guidance training in the southeastern United States. Published as the *Alabama Personnel and Guidance Journal*, 7 (2), 25-28.

Introduction

Traditionally the training of guidance and counseling personnel has been the exclusive domain of graduate level educational programs. The systematic training of under-graduates in the field of guidance and counseling is a relatively new development in the counseling profession. As late as 1966, the American Personnel and Guidance Association adopted a policy statement cautiously supporting the training of support

personnel to work under the supervision of the counselor. By 1977 twenty-two educational institutions in the southeastern United States were offering the bachelor's degree or one or more undergraduate courses in guidance and counseling in their counselor education and/or rehabilitation departments (Hollis & Wantz, 1977).

Patty, J. H., Wright, J., & Smith, R. (1981). Evaluation – ALPGA fall workshop 1980. Published as the *Alabama Personnel and Guidance Journal*, 7 (2), 29-35.

Introduction

This workshop evaluation report is divided into two sections. The first presents the results of ten questions covering the overall workshop. The second section reports individual session attendance. Wherever possible results are compared with the three previous workshops.

1980 Volume 7 (1)

Ellis, E. M., & Katrin, S. (1980). A comparative attitudinal survey of female therapists. Published as the *Alabama Personnel and Guidance Journal*, 7 (1), 5-16.

Introduction

In 1968 Neulinger reported the results of a study in which psychotherapists were asked to rank 20 paragraphs descriptive of Henry Murray's manifest needs as to how indicative each was of the optimally integrated male and of the optimally integrated female. To no one's surprise, there were significant differences on 18 of the 20 paragraphs, 14 of them at the $p > .001$ level. Such qualities as autonomy, achievement, dominance, and aggression were viewed as more indicative of the healthy male. Such positively valued traits as sentience, nurturance, and play were rated as more indicative of healthy females, as well as such negatively viewed traits as succorance, deference, and abasement. This study went virtually unnoticed, however, compared to the Braverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970) study which essentially replicated these findings. These authors used bipolar adjectives (27 of which the masculine pole was more valued, and 11 of which the female pole was more valued), and again asked therapists to describe the healthy male and healthy female, using healthy adult as the index for comparison. Men and women clinicians did not differ from each other on their ratings of the three categories; furthermore, descriptions of the healthy male and female were similar, i.e., the healthy female was seen as less independent than the healthy male but not extremely dependent. The important finding was that traits ascribed to healthy females differed from those of the healthy adult and included many traits considered not healthy for men.

Loranz, M. J., & Manning, F. T. (1980). Think it out – Who's doing it and where? Published as the *Alabama Personnel and Guidance Journal*, 7 (1), 17-21.

Introduction

In a day and age when the public is particularly critical of the schools, what type of program could induce parents to make the following kinds of remarks?

My child learned to set goals and to follow through.

Candace had a chance to use her imagination.

This experience has motivated my son tremendously and has improved his cognitive skills.

Greg really enjoyed this.
I'm convinced that this program will help my child be a better person with wider interests.
My child learned how to study.
My child enjoyed a learning experience'.
I am delighted over my son's enthusiasm about reading.

A challenge for my child'.

Very beneficial for any child who wants to think for him/herself (Birmingham Board of Education, Guidance Department, Note 1, pp. 47-49)

Miller, M. J., (1980). Controlling the green-eyed monster: Managing jealousy. Published as the *Alabama Personnel and Guidance Journal*, 7 (1), 22-27.

Introduction

College students frequently complain that during their undergraduate years their counseling center fails to provide workshops and group sessions which are of value to them. To prevent this, the Counseling Center at Clarke College mailed a list of possible workshop and group counseling topics to all undergraduates. Their responses served as the impetus in developing a variety of programs. The topic "managing jealousy" received the third highest total number of responses behind "choosing a career" and "improving study skills."

Burtner, R. F., & Norris, D. R. (1980). Personal problem counseling of employees in business and industry. Published as the *Alabama Personnel and Guidance Journal*, 7 (1), 28-35.

Introduction

Many types of counseling are used in business and industry today. Programs in areas such as vocational and career development counseling and rehabilitation counseling have gained wide acceptance in many organizations. More recently, personal problem counseling is gaining acceptance. However, in many cases this type of counseling is harder to implement as a company-wide personnel program because employees often mistrust the employer's motivation for implementing such programs. Unlike other counseling programs, personal problem counseling is used when the employee is psychologically hurting and thus vulnerable to the possibility of making commitments and decisions that they might not ordinarily make. For this reason personal problem counseling is distinctly different from other less threatening counseling programs.

1980 Volume 6 (2)

Comas, R. E., & Comas, J. M. (1980). Counseling adults: selected references from 1975-1980. Published as the *Alabama Personnel and Guidance Journal*, 6 (2), 5-12.

Introduction

An earlier issue of the *Alabama Personnel and Guidance Journal* contained an article entitled, "The Middle Years of Adulthood: Developmental Tasks and Crises" (Comas & Comas, 1978). This article outlined the developmental tasks and concomitant crises of the mid-life span, the years from age 40-60. The conclusion of

this article focused on the importance of providing counseling programs for adults during the middle years (40-60) and throughout the adult life span (18 years to death) (Havighurst, 1972).

Brody, R. D. (1980). Toward responsible group training: The interpersonal skills integration model. Published as the *Alabama Personnel and Guidance Journal*, 6 (2)13-22.

Introduction

The approach put forth in this caper begins with the belief that models for developmental growth, whether applied to individuals, groups, or organizations, will gain in credibility and effectiveness as their reported effects become increasingly observable and measurable in the real-world environment. The state of the art retarding the relationship between small group work and research appears currently to be characterized by chaos and irresponsibility. There exists an endless proliferation of innovative small group events and experiences--ranging from management decision making to communication skills to encounter/sensitivity--virtually all of which lack adequate documentation of specific theoretical rationale, and expected and actual outcomes.

McConatha, J., & Schiff, L. (1980). Pilot program on in-house suspension – Jacksonville State University. Published as the *Alabama Personnel and Guidance Journal*, 6 (2), 23-29.

Introduction

Capsule Summary - In-house suspension (IHS) is a program designed as an alternative to out-of-school suspension for violations of school standards of conduct and truancy. Under the IHS approach, the student is suspended to a supervised program within the school campus rather than being sent home, and thus will be considered present and will receive credit for all class work completed.

1980 Volume 6 (1)

Moracco, J. C. (1980). Editorial. Published as the *Alabama Personnel and Guidance Journal*, 6 (1), 3-4.

Introduction

There are two issues that warrant your attention and action. The first is the Elementary School Guidance and Counseling Act of 1979, H.R. 5477. The bill, in essence, provides \$300 million over a five-year period to establish comprehensive elementary guidance services implemented by certified or licensed elementary school counselors. If passed, this bill will provide incentives for established elementary guidance programs in Alabama and the other states in the U.S. And we need them! I urge you to write to your U.S. senators and representatives requesting their support for this bill.

Colley, S. (1980). What's in a name? Published as the *Alabama Personnel and Guidance Journal*, 6 (1), 5-7.

Introduction

Determining the desire of members to change the name of the American Personnel and Guidance Association was the charge given the Long Range Planning Committee at the APGA Board of Directors' meeting last July. Long a subject of discussion, the name change move has gained momentum and it now seems likely that some action on the issue will be taken at the 1980 Convention.

Rhett, W. P., Jr., & Crowley, J. (1980). Commonalities of counseling techniques. Published as the *Alabama Personnel and Guidance Journal*, 6 (1), 9-13.

Introduction

Counselors-in-training and practicing counselors are often confused by the seemingly irreconcilable differences between counseling techniques. Frequently, the choice of counseling model is influenced by the orientation of professors in counselor education programs. Faculty members tend to favor approaches that they themselves utilize effectively. A dilemma may ensue when students find a model of counseling truly appealing but are unable to reconcile the apparently widely divergent approaches. Practicing counselors who would like to acquire skills from another mode of therapy may experience similar confusion and doubt. We contend that there are commonalities among all the major approaches to counseling and that being aware of these factors will make it easier for counselors to develop high levels of skill in a variety of approaches. Ultimately, counselors should develop their own systems, drawing upon what they find best and most useful in the multitude of approaches.

Krajewski, R.J. (1980). Supervision of counseling: A professional growth model. Published as the *Alabama Personnel and Guidance Journal*, 6 (1), 15-22.

Introduction

The APGA's Counselor Renewal and Development Professional Preparation and Standards Committee (1977) noted that effective counselors continually update their existing competencies and acquire new ones. Perhaps the greatest indicator of any professional's commitment to and competence in his or her work is the readiness and willingness to have that work subjected to analysis. Research indicates that the supervision process may be the best type of analysis.

Shippen, S. J. (1980). Counselor renewal. Published as the *Alabama Personnel and Guidance Journal*, 6 (1), 23-36.

Introduction

The Professional Renewal of Guidance and Counseling personnel, a guidance project funded by the U.S.O.E, has developed methods for improving counseling and guidance program planning. The work involved more than twenty counselors in nine school systems in Alabama over a two-year period from 1977-1979.

1979 Volume 5 (2)

Moracco, J. C. (1979). Editor's message: a new law. Published as the *Alabama Personnel and Guidance Journal*, 5 (2), 3.

Introduction

With this issue of the Alabama Personnel and Guidance Journal we close out the 1978-1979 academic year, I hope that the year has been productive and satisfying to you. It has been for me and, as I finish my first year as editor, I am pleased with our Journal. I hope that I continue to receive cooperation and support from the membership. This support has been very reassuring in my work.

Most of us are beginning a new year. The excitement of this event is enhanced by the fact that we have a new Licensure Law in Alabama. AIPGA has been responsible for making this law a reality. Alabama

is only the third state in the country that has a counseling license law (Arkansas and Virginia are the other two states). I think that we have the best one and that a special word of thanks should go to the licensure committee for its efforts over the past five years.

Moracco, J. C. & Warner, R. W. Jr. (1979). Alabama licensure law. Published as the *Alabama Personnel and Guidance Journal*, 5 (2), 5-17.

Introduction

Act 423 was signed into law by the Governor on July 18, 1979, thus culminating five years of work by the Alabama Personnel and Guidance Association. The Law, which is now in effect, requires that individuals who wish to offer themselves to the public as professional counselors in private practice must be licensed. The law is reprinted below with comments for your information. If you have further questions, you should contact me directly.

Byrd, E. K. (1979). Television programming: a rating of programs depicting disability. Published as the *Alabama Personnel and Guidance Journal*, 5 (2), 19-21.

Introduction

A survey of television programming during prime time conducted by Byrd, Byrd, and Allen (1977) revealed that a large number of programs are aired each year depicting disability. Two hundred fifty-six programs were aired during 1976 depicting disabilities, including mental illness, alcoholism, spinal injury, emotional disturbance, cancer, heart disease, genetic disorders, visual disabilities, aging, neurological disorders, and others.

Hamer, B., & Johnson, F. (1979). Commuter students: A pseudo college experience. Published as the *Alabama Personnel and Guidance Journal*, 5 (2), 23-29.

Introduction

Much has been written in recent years concerning the "new silent" student. This term refers to the refurbished attitudes of college students. However, research seems to indicate that there has been for many years a group of "silent" students. Because of this group's apparent passive attitude, they have received little or no attention from various news media as well as college administrators, faculties, and other students (Bishop & Snyder, 1976). Although there may be several groups of "silent" students on college campuses today, the group delineated in this paper is commuters.

O'Neal, S. B. (1979). Are you an askable counselor? Published as the *Alabama Personnel and Guidance Journal*, 5 (2), 31-37.

Introduction

What is our responsibility as counselors and as citizens in a society that is experiencing an enormous increase in teenage pregnancies and many other sexually related problems? Many young people are seeking answers to questions about their sexuality that are not readily available. School counselors are in a unique position to answer some of these questions, and they have a particularly important role and responsibility as sex educators. Often, young people feel a certain degree of comfort with counselors that they do not feel with

classroom teachers or with their parents. Therefore, in order to meet the challenge of alleviating many sexually-related problems that are prevalent among teenagers, counselors must be well informed about various aspects of sexuality and must be comfortable enough with their own sexuality to relate to teenagers in a constructive and meaningful manner. However, counselors cannot be expected to deal with all problems and should establish themselves as a referral linkage between the school and various community resources, such as mental health centers, family planning clinics, rape crises centers, and abortion clinics.

1978 Volume 5 (1)

Colley, S. (1978). President's corner. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 3.

Introduction

The publication of this issue of the Alabama Personnel and Guidance Journal marks yet another milestone in the professional growth of our association. From conception during a brainstorming session at Ann Jordan Farm, through a gestation period under the leadership of presidents Hugh Donnan and Leeman Joslin, the Journal was born just over four years ago with Richard Warner as editor: In my estimation, Alabama PGA was very fortunate to have in the state at that time an individual with such extensive publication experience and expertise. The Journal immediately gained national recognition, contributing to an APGA award for publications that year, and its consistently high quality is a tribute to both the editor and the contributors

Comas, R. E., & Comas, J. M. (1978). The middle years of adulthood: Developmental task and crises. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 7-16.

Introduction

There are currently a variety of attitudes and feelings held by people about the middle years of adulthood and toward the tasks and crises of this developmental stage. Boredom, emotional instability, fear of aging, hypochondria, and/or a burning thirst for varied experiences, different towns, and new spouses are words utilized to describe the tribulations of the middle years in a recent book, The Middle Ave Crisis (Fried, 1976). Troll (1975) describes middle age by stating that the "best is yet to be--maybe." Havighurst (1974) says ". . . most people arrive at the end of middle age and beginning of later maturity with surprise and a sense of having finished the journey while they were still preparing to commence it" (p. 95). Walker, as recently as 1974, indicated the confusion that exists when describing middle age in an article with the question, "Do people reach maturity at 18, 21, or even 51, and then stop changing?" (p. 7).

Getz, M. L., Wilson, M. J., & Byrd, E. K. (1978). Comparison of attitudes towards disabled persons between graduate students in rehabilitation counseling and business curriculums. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 17-22.

Introduction

Research on vocational choice supports the assumption that persons choose an occupation that is consonant with their personality. According to Holland (1966), a person in rehabilitation counseling has a social personality and would therefore be described as sociable, responsible, humanistic, and concerned with the welfare of others. A person in business has more of an enterprising-conventional personality. The enterprising personality is characterized as having facility with words used in selling, dominating, and leading; with a liking for power, status, and material wealth. The conventional aspect involves a preference for highly ordered activities and a well established chain of command. The conventional person is stable, well

controlled, and dependable. On the basis of these personality stereotypes, it is felt that a student in rehabilitation counseling would have a more positive attitude towards disabled persons than would a person in business.

Canada, R., Holcomb, L., & Thomson, R. (1978). 1978 fall workshop evaluation. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 23-24.

Introduction

The twelfth annual Alabama Personnel and Guidance Association Fall Workshop was held in Mobile, Alabama, November 15, 16, and 17. In order to assess the overall membership reaction to the workshop, an overall evaluation form was given to 166 members in attendance at the General Session held Friday morning, November 17. Table 1, below, presents a comparison of the number and percentage by job category of those who filled out the questionnaire at the Birmingham Workshop (1977) and the Mobile Workshop (1978).

Diehl, G. E. (1978). Using the armed services vocational aptitude battery in Alabama schools. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 25-33.

Introduction

For several years the Armed Services have cooperated with Alabama high schools in administering the Armed Services Vocational Aptitude Battery test (ASVAB). Last year over 30,000 students participated; some 22,000 of these were seniors, the remainder was mostly juniors. Utilization of test results range from using ASVAB solely as a service to the military to using it as an integral part of the counseling program.

Hawk, R. S. (1978). Ramblings with Richard. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 35-36.

Introduction

"Take two aspirins and call me in the morning." How often have I wished for such a simple, easy solution to a counselee's situation. After hours of careful reflection or selective reinforcement and little or no progress, there is a certain degree of frustration, of tiredness that sets in deep, deep in my bones. I ponder the overweight coed who tries unsuccessfully to lose a few pounds; the young man who still cries because his acne won't respond to usual medical treatment and he still considers himself ugly; or the numerous students whose depression is deep enough to limit their happiness, yet won't take a referral to a psychologist or a psychiatrist. Ah for "take two aspirins and etc."

Mitchell, W. J. (1978). Physical attractiveness in the counseling relationship. Published as the *Alabama Personnel and Guidance Journal*, 5 (1), 37-47.

Introduction

Theories of counseling place much emphasis on the development of a relationship between the counselor and the client. Hansen, Stevic, and Warner (1977) compared the facilitative conditions adhered to by various counseling theories. Of the 14 different theories compared, all subscribe to the development of facilitative conditions including empathic understanding, respect for the client, and honest counselor communication. Basically, these theories address the importance of developing a liking between the counselor and the client.

Seeman (1954) found evidence that the success of therapy was related to the degree to which a client was liked by a counselor and the degree to which the client perceived this liking.

1977 Volume 4 (1)

McEwen, M. & Shertzer, B. (1977). An analysis of certain attitudes and beliefs between members and those in leadership positions in professional student personnel associations. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 4-14.

Introduction

Formation of a single professional association in the field of student personnel has long been a critical issue among members of the student personnel profession. Many believe that the survival of the field of student personnel work is dependent upon the establishment of a single professional association.

Day, S., Matheny, K., & Megathlin, W. (1977). Training correctional personnel in the helping skills. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 15-24.

Introduction

One of the most pressing social problems in our day is the rehabilitation of the prison inmate. The truly successful rehabilitative effort seems to elude us while the prison population burgeons. The lack of a public will for solving the problem is evidenced by the inadequate financial support offered by state and federal governments. There is little likelihood that the public will ever be willing to pay for sufficient professional assistance to rehabilitate even a small segment of the prison population. Perhaps, then, the most promising course of action is to train the nonprofessional staff of correctional institutions to assist in the massive effort that is likely to be required.

Higgins, E. B. (1977). Counseling blacks: perspective of school counselors. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 25-34.

Introduction

The time has passed when a student's potentialities were limited simply because of race, sex, or natural origin. Over the recent past efforts have been made, and they continue to be made, to ensure that all children have equal opportunity to a quality education. One example of these efforts is the many support services that have been made available through federal and state financial assistance.

Johnson, F., & Canada, R. (1977). The counselor's role as perceived by counselors, school administrators, and counselor educators. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 35-42.

Introduction

There has been for a number of years a great controversy regarding the proper roles of a school counselor. When surveying those most closely associated with school counseling (counselors, school administrators, and counselor educators), it is significant that there is little agreement between these groups regarding proper roles of the school counselor (McCandless & Pope, 1975). Brown (1974) reports that not only do the controversy exist when surveying these various groups, but perceptions differ greatly

among counselors themselves.

Stephens, B., & Head, D.W. (1977). Mainstreaming the auditorily and visually impaired in health careers: implications for the school counselor. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 43-50.

Introduction

In recent years there has been much discussion but limited experimentation in mainstreaming handicapped students into public school classrooms. Many educators have resisted integration of the handicapped with other students, and total acceptance of the handicapped has obviously not occurred. The recent Education of the Handicapped Act (P.L. 94-142) has mandated free public education for handicapped children. Except for children so severely disabled that institutional care is the only alternative, the educational process will occur in neighborhood public schools. Traditionally, institutional schools have served even the exceptionally bright deaf or blind student who functions at a high level. Some professional workers and educators for these disability groups have suggested that the institutional approach has, occasionally, taught auditorily or visually impaired students to function as deaf or blind individuals.

Hawk, R. S. (1977). Ramblings with Richard. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 51-52.

Introduction

"Ever analyze a dream?"

"Are you daft, counselors aren't into dreams."

*Yeah, yeah, I know. But did you ever do it? Or think about what a dream was?"

"How could I?" Rogers and Skinner never said anything about dreams, besides all those Freudian symbols isn't right; this is Alabama, not Austria."

"Just answer the question."

Frith, G., & Devine, C. (1977). School counselor attitudes towards special education in Alabama. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 53-60.

Introduction

In 1975 Congress enacted the Education of All Handicapped Children Act (Public Law 94-142). The definition of special education under this legislation has been significantly expanded to include ancillary personnel with particular emphasis on the role of the school counselors. A study was conducted to ascertain the current scope of services provided to exceptional children in Alabama by counseling and guidance personnel. The results of this study are reported, along with their subsequent implications for exceptional children.

Carrington, A. B. (1977). A rocky road for elementary school counselors in Alabama. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 61-66.

Introduction

In Alabama, as in most states, the elementary school counselor has traveled a difficult road, more often than not, plodding along unpaved paths, blazing new trails where necessary, and detouring frequent dead ends whenever possible. It has been a long and rocky trip, but in looking back to check our progress it can be said that we have come a long way since the initial conception of an elementary school counselor. A surprising number of school systems in Alabama are initiating elementary guidance programs or improving previously developed services. An even greater number of school systems have expressed further needs in the area of elementary school counseling. To those of us who believe that school guidance and counseling should start at the beginning of schooling rather than at the end, this is welcomed information.

Day, R. W., Cecil, J., Comas, R., & Smith, R. (1977). Projecting future directions: A proposal for evaluating counselor education programs. Published as the *Alabama Personnel and Guidance Journal*, 4 (1), 67-78.

Introduction

In an educational setting there is a professional obligation for responsible internal review and evaluation of programs. To be meaningful, such self-study must, among other things, (a) focus on relevant issues and concerns, (b) inventory current functioning and assess anticipated needs, and (c) involve input from all available legitimate sources. Our belief is that the failure to comprehensively and systematically review and evaluate counselor education programs, particularly with regard to philosophy, methodology, and terminal objectives as perceived by all constituents, has contributed substantially to an increasingly factionalized and disillusioned profession, plagued with controversy.

1976 Volume 3 (1)

Williams, C. R., & Thompson, L. H. (1976). Black language patterns' affect on the counseling process. Published as the *Alabama Personnel and Guidance Journal*, 3 (1), 5-13.

Introduction

There are 19 million Black Americans who have been robbed of their tradition and pride in the past (Vontress, 1970). The racist institution of separatism brought about this condition and made the Black man, with all of his troubles, needs, and aspirations virtually invisible (Williamson. 1971). However, the reversal of the 1896 U.S. Supreme Court decision in 1954 (Brown vs. Board of Education) decreed that "Separate meant unequal." That same court said in 1955 that desegregation must proceed with all deliberate speed (Washington, 1968). These events and the civil rights movement of the sixties made the Black highly visible. As a result of this civil rights struggle, many laws were passed aimed at eventual integration of the races. Integration of the races was to be the vehicle by which Black Americans were going to be assimilated back into the society that had ignored their existence for so long. This system would require the white majority to honor the sociological, economical, and pedagogical needs of Blacks. Ironically, racial separatism had resulted in vast cultural differences and it took integration to make both the blacks and the white majority realizes the meaning and extent of these cultural differences (Vontress, 1971)

Hawk, R. S. (1976). Ramblings with Richard. Published as the *Alabama Personnel and Guidance Journal*, 3 (1), 15-16.

Introduction

A rare opportunity. A very rare opportunity. I suppose that most people have wanted to be in a position to speak their minds to important folks. Just think what impact we might have if someone important listened to us, heard us, considered what we had to say, and maybe, just maybe, if we were right, and lucky, did something good for others because of what we said. Boy, oh boy, would that be something--a rare opportunity. Awesome opportunity; what to say? (Something unusual, different, catchy, maybe nonsense, but only nonsense that generates thought and considered action). How to say it? (Straight out, letting it all hang out). Exciting opportunity!

Schroeder, C. (1976). A bicentennial perspective on the origins of college student personnel work. Published as the *Alabama Personnel and Guidance Journal*, 3 (1), 17-28.

Introduction

In the last fifty years, our profession has used such nomenclature as student personnel work, student affairs, student services, and student development to describe our philosophy, programs, and functions in higher education. Although some would argue that the term student personnel work is simply a descriptive anomaly (Crookston, 1975), most practitioners accept the premise that the term refers to a program of services and a point of view which have antecedents dating back to the establishment of the early colonial colleges. By focusing on the origins of our profession, we can gain an increased understanding of our heritage and its relationship to our current purposes and goals. This paper is designed to trace the development of college student personnel work and parallel its origins with some of the principal developments in American higher education

Sturges, J. (1976). School counselors' horoscope for may. Published as the *Alabama Personnel and Guidance Journal*, 3 (1), 29-32.

Introduction

May corresponds to a common cycle of counselor activity. Work efforts are greatly magnified but monetary rewards do not follow suit. A sense of urgency to complete unfinished tasks and a sense of impending relief and freedom are felt. A realization that outside forces have a profound and undeniable effect on one's professional activities occurs too many.

Head, D. W., & West, D. (1976). The 1973 rehabilitation act: Advocate of the severely disabled. Published as the *Alabama Personnel and Guidance Journal*, 3 (1), 33-39.

Introduction

The rehabilitation process has always included the severely disabled. Not until the Rehabilitation Act of 1973, however, has this group received a top priority for services as a result of Federal legislation (Rehabilitation Act of 1973).

King, J. E. (1976). Counseling and student personnel work in the community/junior college: A current assessment. Published as the *Alabama Personnel and Guidance Journal*, 3 (1), 41-48.

Introduction

Authorities in the community/junior college field agree that a strong, viable program of student

personnel services is essential if the two year school is to achieve its purpose (Collins, 1967; O'Banion & Thurston, 1972; Campbell, 1969).

1975 Volume 2 (1)

Kuykendell, N. M. (1975). And what about vocational development for women? Published as the *Alabama Personnel and Guidance Journal*, 2 (1), 5-15.

Introduction

My intention is not to offer an all inclusive theory of vocational development for women. Rather, this article is offered as a product of reading and synthesis of material in two areas--theories of vocational development and concerns related to counseling women. What is presented here is an attempt to bring together some of the ideas, concerns, and problems that I have encountered in these two disparate areas.

Burgwyn, M., Burdette, M., & Ellard, S. (1975). Bessemer city schools and career education. Published as the *Alabama Personnel and Guidance Journal*, 2 (1), 17-25.

Introduction

Much has been written, spoken, criticized, emphasized, rejected, and accepted all in the name of Career Education. Whatever your opinion, it is now a well-accepted fact that the classroom does not provide a total, relevant, meaningful education and that somewhere along the educational continuum, students of all ages must learn and experience the real world. Students need practical exercises in formulating values, making decisions and accepting responsibilities, in learning about themselves--their interests, abilities and aptitudes and in learning about the dignity of work.

Jones, D. A. (1975). Counselor and client values in counseling. Published as the *Alabama Personnel and Guidance Journal*, 2 (1), 27-34.

Introduction

An often-heard statement of advice is that one should never discuss politics or religion with a person with whom he wants to maintain a friendship. A statement of this sort recognizes the difficulty people have in dealing with the underlying element in both religion and politics, that is, one's system of values. It is hard to remain objective about something that is so much a part of one's essence. Man is constantly involved in the process of evaluation. Each of the many decisions a person makes during the course of a normal day involves value judgments. "Values, and the attitudes they generate allow one to pattern or impose order on experience and provide predictability for one's behavior" (Herr, 1974, p. 1). A person without values would have no basis on which to choose one course of action over another.

Nawaz, M. (1975). Task inventory as a basis for counselor education. Published as the *Alabama Personnel and Guidance Journal*, 2 (1), 35-50.

Introduction

It is generally recognized that systematic attempts to relate counselor education to job analysis of school counselors began during the early forties as the occupational Analysis Division of the War Man-power Commission undertook the job analyses of vocational counselors. The standards of counselor preparation

recommended by the Commission were used as bases to set up post-graduate courses for the professional training of counselors in several institutions of higher learning (Yale, 1945).

Callaway, A. B. (1975). Use of transactional analysis in the schools. Published as the *Alabama Personnel and Guidance Journal*, 2 (1), 51-58.

Introduction

Transactional analysis concepts and techniques are considered by many of its proponents to be naturally applied to education. Large numbers of teachers and educators have flocked to the various workshops offered by T.A. trainers in an attempt to develop OK classrooms. An OK classroom is a place where teachers and students understand and feel good enough about themselves to get on with the business of learning and living.

1978 Volume 1 (2)

Comas, R. E. (1975). The process of becoming a helping personality. Published as the *Alabama Personnel and Guidance Journal*, 1 (2), 7-15.

Introduction

Many authorities in the field of counseling and guidance agree that certain personal characteristics are present within helping relationships (Hansan, Stevic, and Warner, 1972, Ch.9; Fiedler, 1950, 1951; Parloff, 1961; Rogers, 1962). Although these characteristics have been described in various terms by different theorists, there is reasonable acceptance of Rogers' terminology of genuiness, acceptance, and empathy (Rogers, 1951, 1961, 1962). Most major counseling theorists view these attributes as basic ingredients in the personality of helping individuals (Hansen, Stevic, and Warner, 1972, pp.232), and the utilization of these traits in the counseling interview assists the counselor in relating effectively to the client.

Donnan, H. H. (1975). Competency based education: implications. Published as the *Alabama Personnel and Guidance Journal*, 1 (2), 17-24.

Introduction

Alabama is in the process of developing a new school personnel certification program. The objective is a performance criterion basis for issuing certificates rather than the present approach which relies on course credits. This has broad implications for guidance programs and for training and evaluating counselors

Hawk, P., Trentham L., & Hawk, R. S. (1975). The first year counselor: A new way to assist, support and certify. Published as the *Alabama Personnel and Guidance Journal*, 1 (2), 25-31.

Introduction

You've got a job! At last you're going to be a practicing counselor! With all your enthusiasm and beliefs intact, you set out to make your contribution in no time to the local school system, the world. Unfortunately, you soon discover that some unique problems exist for the beginning counselor.

Head, D. W., Allen, C. M., & Meadows, M. E. (1975). Facilitative communication in vocational rehabilitation. Published as the *Alabama Personnel and Guidance Journal*, 1 (2), 33-38.

Introduction

The rapid growth and large number of changes within Vocational Rehabilitation during the past decade have been of such magnitude as to make difficult the maintenance of effective communication systems. Examples of such changes include: increased numbers of professional and clerical staff; diversity of work responsibility; and the emphasis on serving more severely disabled clients brought about by The Rehabilitation Act of 1973 (Department of Health, Education, and Welfare, 1973). Although Vocational Rehabilitation has been characterized by such growth and change, it has also matured to the point where it may be considered as an established system with the view of improving various components of the system. An example of this is the view of improving the system through strengthening the relationship between researcher and practitioner (Cracker and Fisher, 1974). The research of Carkhuff and Berenson (1967) has demonstrated the relationship between facilitative communication and the effectiveness of human relationships.

Griffin, R E. (1975). Affective education: a new approach for the elementary counselor? Published as the *Alabama Personnel and Guidance Journal*, 1 (2), 39-46.

Introduction

Despite the fact that professional educators have long recognized the importance of elementary school experience in providing foundations for later success in the educational process, this awareness has rarely been translated into programs in elementary guidance. Consequently, the elementary counselor continues to be a step child of guidance in many areas, including the State of Alabama. School districts throughout the state manage to employ counselors in the junior and senior high schools, yet very few districts exhibit any evidence of intent to hire counselors to work with children in the first six grades. Yet, when we consider the amount of evidence from research which has been compiled over the years, the overwhelming conclusion is that it is this very period in the life of the child when appropriate guidance services can really make a difference. Failure to detect and treat the barriers that stand in the way of effective learning results in a severe waste of human resources, since young individuals experiencing difficulty are most apt to become school dropouts and ultimately troubled and underemployed adults.

Conroy, J. K., & Blackburn, J. V. (1975). Should marginal college applicants be given a chance and can counseling improve their academic performance? Published as the *Alabama Personnel and Guidance Journal*, 1 (2), 47-55

Introduction

The problem of defining who will be accepted for admission to a university or college is a complex one. It is related to broad goals at state and national levels, as well as to specific local goals. It must address itself to the sociological aspects of the question. Is the institution to serve national needs or individual needs? In addition, the limitations of funds, physical facilities and staff must be considered.

1974 Volume 1 (1)

Colley, S. (1974). The counselor as an agent of prevention: A catcher in the rye. Published as the *Alabama Personnel and Guidance Journal*, 1 (1), 5-11

Introduction

In his well-known novel, J.D. Salinger (1951) has the protagonist, Holden Caulfield, describe a recurring

dream.

You know what I'd like to be...? I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody's around - nobody big, I mean - except me. And I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start to go over the cliff - I mean if they're running and they don't look where they're going, I have to come out from somewhere and catch them. That's all I'd do all day. I'd be the catcher in the rye (p. 173).

As a counselor, I share that dream, because it suggests a model of helping that is a significant departure from our traditional psychomedical model of helping in times of crisis, and presents instead the challenge of a broader based preventive model. It suggests that equally appropriate metaphors for counseling are a fence at the top of the precipice as well as an ambulance at the bottom. It suggests that counseling services should be proactive as well as reactive; that counselors should be just as concerned with habilitation as with rehabilitation

Easley, A. H. (1974). The counselor as consultant. Published as the *Alabama Personnel and Guidance Journal*, 1 (1), 13-19.

Introduction

A reality with which the profession must deal is the changing role of the counselor. There is increasing awareness through the progress being made in modern experimental and social psychology that a great deal of human behavior is the product of present social learning situations. If the goals of counseling are viewed to be educative in the fullest sense, counselors need not shackle themselves with such a narrow or pessimistic view of man as the victim and prisoner of his past learning and biological heritage. Only when they accept these myths do counselors have to confine themselves to never-ending conversations with one client at a time (Blocher. 1971). According to Carkhuff (1965), it is time to develop a systematic eclectic stance, searching for broader and more flexible models of intervention. Counselors need not be tradition-bound.

Hammer, B. (1974). Peer counseling: to whom and for whom? Published as the *Alabama Personnel and Guidance Journal*, 1 (1), 21-26.

Introduction

The demand for professional services in the helping fields has steadily increased and at the present, funds seem to be getting smaller while needs keep getting larger. "Like the sun before an early morning New England burn off, the employment outlook for counselors in the next decade is clouded, if not somewhat obscured" (Odell, 1973, p. 141). Supposedly, our task as professionals is to continually seek new solutions to the problem of obtaining qualified people to do the work. A relatively new solution in our field has been the training and employing of paraprofessionals as helping agents. Much has been written about the topic as it relates to peer counseling.

Hawk, R. S. (1974). Employment service counselors and school counselors: a suggested helping relationship. Published as the *Alabama Personnel and Guidance Journal*, 1 (1), 27-31.

Introduction

From the perspective of a former Employment service Counselor this author feels that there are Some important ways in which Employment Services (ES) counselors and School Counselors can work together. Looking back on four years of ES counseling and the years working with school counselors and preparing students to be school counselors; two areas where these two segments of the counseling profession can cork together for mutual benefit seem most apparent.

Thomas, C. (1974). Microcounseling: a technique for training peer counselor. Published as the *Alabama Personnel and Guidance Journal*, 1 (1), 33-40.

Introduction

Counseling centers serve only a small percentage of the counselor's population. One way to expand helping facilities to serve more people is to train and use peer counselors. Microcounseling is one effective technique for training lay counselors in helping interview skills. Counselors in a variety of settings can incorporate counselor education into their professional roles. Counseling centers can thus be transformed into settings from which help emanates, rather than only rooms where counseling takes place.

Comas, R. E. (1974). A look at counselor education. Published as the *Alabama Personnel and Guidance Journal*, 1 (1), 41-50.

Introduction

In the decade of the 1970s, it is predicted that from 40,000 (Odell, 1973) to 200,000 (Isaksen, 1967) school counselors will be needed. In light of these projections, the challenge to provide meaningful counselor education programs are as essential today as it has been in the past. However, the exact nature of counselor education programs has been a matter of debate since the origin of guidance as a separate area of emphasis in the early 1900s. Trying to decide what courses counselors should take and, thus, what training emphases are needed is extremely difficult.

End of Abstracts

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