SAMPLE CHAPTER

PROFESSIONAL COUNSELING EXCELLENCE THROUGH LEADERSHIP AND ADVOCACY

Edited by
Catherine Y. Chang, Casey A. Barrio Minton, Andrea L. Dixon, Jane E. Myers, and Thomas J. Sweeney
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INTRODUCTION

The counseling profession has evolved over several decades. When I spoke with the editors about their thoughts on our first chapter, I asked: Do you think anyone will care about what came before our present development as a profession? I was surprised by how enthusiastically they recounted the importance for them to have learned of the events that both preceded and were integral to the evolution of counseling as a profession. These events have been described in a variety of sources, including the Handbook of Counseling (Sweeney, 2001). Indeed, the editors agreed that this book is written to address the unfinished business of our earlier history. Not only is it important, but it is essential for emerging leaders to have a context for understanding the complexities and challenges facing all professional counselors. The counseling profession seeks a new cadre of leaders formed from among those now entering the profession. Whatever is to be done must fundamentally build upon that which preceded it. Leaders do not start with a blank paper to form a new plan. Wise leaders know this intuitively and act upon it.

From Whence We Came

Throughout our history, many individuals have emerged as leaders and advocates to move the counseling profession forward. Some were quiet but unwavering in their purpose to help create a profession dedicated to promoting wellness and human dignity through counseling services. Then there were those in the
foreground of leading the charge in public forums or legislative hearings. Some
did so through elected positions or as volunteer leaders of membership organiza-
tions. Still others did so through their positions as professional counselors, coun-
selor educators, supervisors, or administrators. Though too many to mention
here, their collective efforts are recorded throughout the literature of our profes-
sion in works such as the American Counseling Association (ACA) Encyclopedia
of Counseling (ACA, 2009). For those interested in the contributions and stories
of several of those individuals who have stood out because of their leadership
in counseling, West, Osborn, and Bubenzer's (2003b) work is now a classic. The
focus of this chapter is on events and not individuals; however, it is the collective
efforts of these individual leaders and advocates that has created the vital profes-
sion of counseling as we know it today.

Some of our challenges are from within, which has resulted in the counseling
profession developing not as “one voice” but with strands, with some specialty
areas defining themselves as separate professions while most others emphasize
the core values of counseling with specialties as a secondary emphasis. Much of
this debate, and the rich histories of the counseling specialty areas, was chroni-
cled in a 1995 special issue of the Journal of Counseling and Development (Myers,
1995). The continued evolution of the specialties is reflected in the current debate
over the role of school counselors as defined by counseling associations (e.g., the
ACA and the American School Counseling Association) and organizations such
as the Education Trust (see Education Trust, 2003 and Dixon & Dew, Chapter 12,
for more information on school counselor role definitions).

The origins and influence of specialty issues on a unified voice for counseling
will be illustrated with a view to school and rehabilitation counseling later in this
chapter.

Who is holding back more rapid movement to the better society that is reasonably
possible with available resources? In short, the enemy is servants who have the
potential to lead but do not lead. (Greenleaf, in Beazley, Spears, & Beggs, 2003,
pp. 39–40)

One of the most revealing aspects of preparing this chapter was the breadth
and depth of what is written about leadership and leaders in general. As a conse-
quence, definitions and illustrations abound, but they tend to be global in nature.
In Chapter 2, Lewis reviews the literature on leadership and leadership theory,
and in Chapter 3, Myers addresses characteristics and research on leadership
among professional counselors and counselor educators. As a consequence, I
chose to adapt the more global concepts to counseling leadership without explor-
ing the many variations on these concepts. In addition, I use the adopted state-
ments of Chi Sigma Iota (CSI) for definitions specifically related to the profession.
Professional leadership milestones in client advocacy that are a rich part of our history are found in Section II, Chapters 8 and 9.

Key Terms

Leadership. For the purposes of this chapter, leadership is defined to be those actions by individuals in professional counseling that contribute to the realization of our individual and collective capacity to serve others competently, ethically, and justly as helping professionals. This leadership can be found in all settings and at all levels from local through international service to others needing and desiring our assistance.

Leader. The editors of the book particularly identify with Greenleaf’s (2003) characterization of “servant leader.” Such persons aspire to a vision of service that reflects well upon the profession; those who serve within in it strive to convey a message of service and empowerment to all whom we serve as professionals. Some do so through their positions within schools, colleges, agencies, and commerce, while others also act as ambassadors and representatives of the profession through appointed or elected positions within its organizations. In all cases, they do so out of a spirit of service and selflessness.

Counseling profession. For purposes of clarity among helping professionals who use counseling as a method or its techniques, the graduate education of members of the profession of counseling is defined by the national standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009). Individuals whose programs of study in counselor education were accredited by the Council of Rehabilitation Education (CORE) also are a part of this definition (CSI, 2010b).

Professional counselors. Professional counselors are persons who hold their highest graduate degree in counselor education, preferably from a nationally accredited preparation program, are credentialed by authorized state or national agencies, and adhere to competency standards on matters of ethics, diversity, and behavior in order to contribute to the realization of a healthy society by fostering wellness and human dignity. As a consequence, counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (CSI, 20/20 Vision for the Future of Counseling definition, 2010a).

Further, the ACA in its Code of Ethics defines counselor as “a professional (or a student who is a counselor in-training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities such as counselor educators, researchers, and supervisors” (2005, p. 20).
Wellness. Is “a way of life oriented toward optimal health and well-being, in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community” (Myers, Sweeney, & Witmer, 2000, p. 252).

ANTECEDENTS TO COUNSELING AS A PROFESSION

The roots of counseling as a profession intersect to form our uniqueness. Several key areas combine to create a foundation both for understanding past leadership and advocacy efforts and for defining future leadership needs. These include the philosophical foundations of our profession, our educational roots, our identity roots, and the impact of national and global events.

Philosophical Roots of Counseling as a Profession

Philosophy speaks to core values of why we do what we do and toward what ends. The philosophical foundation for the counseling profession in this country is established within the Bill of Rights and fortified by the Constitution and system of government of the United States. As will be noted in the sections of this book on advocacy, our desire to continue to promote the services of the counseling profession is driven by the inherent promise of all citizens having the inalienable rights of life, liberty, and the pursuit of happiness.

Counseling also has its earliest roots in a holistic value for human development. Arthur Jones (1934) published what became a classic text: Principles of Guidance. In his first chapter, he articulated what became the common view of what we now call the case for counseling:

Guidance is based upon the fact that human beings need help. To a greater or lesser degree we all need the assistance of others. The possibility of education, as well as the necessity for it, is founded upon the essential dependence of people upon one another. Young people, especially, are not capable of solving life’s problems successfully without aid. Many critical situations occur in our lives, situations in which important and far-reaching decisions must be made, and it is very necessary that some adequate help be provided in order that decisions may be made wisely. (p. 3)

Here we note the pragmatic nature of all human existence: that is, we need one another as social beings. Each person must make decisions about life. With help, we hope to make them more wisely. Implicit within Jones’s statements is the need that we all have for help throughout our lives. Human development, therefore, facilitated throughout the life span by deliberate, positive assistance is needed and normal in the course of the human condition. Today, we speak of the need for wellness as the paradigm for helping achieve optimum well-being as our goal for all counseling interventions (Myers & Sweeney, 2005). Research on wellness
counseling dates back to the 1980s and has expanded to include studies in dozens of countries around the globe and across the life span (Myers & Sweeney, 2008). Leadership and advocacy for these values is a part of our history and inevitably an essential part of our future.

Educational Roots of Counseling as a Profession

Counseling has had closer ties with education perhaps more so than any other profession. As was true of Jones’s definition above, the early education literature referred to counseling as a part of good education. For example, Brewer (1932) espoused a position that guidance be infused into the total school curriculum and that every teacher share the responsibility for its implementation. There are still educators today who would support that position or a variation on it by saying that every teacher or administrator “counsels.” A few years later, others proposed that guidance be a part of, but not synonymous with, education. For example, Hamrin and Erickson (1939) stated:

Guidance is a term appearing with increasing frequency in education literature and as a topic of discussion at meetings of professional organizations. Some writers and speakers use the term guidance synonymously with the term education; others identify and characterize as guidance only those activities that are concerned with the vocational aspects of life. (p. v)

Subsequently, the term guidance went through its own acceptance as suitable for what “guidance counselors” did in school. Guidance became no longer suitable for the professional preparation, practice, and identity desired by those who earned advanced degrees in counselor education. In fact, the work of professional counselors both inside and outside of educational settings became too complex to be subsumed under rubrics like guidance or personnel.

Changing terminology related to the definition of counseling as a profession is reflected in the history of our primary professional association. The groups of professionals who came together in 1952 called themselves the American Personnel and Guidance Association (APGA). In 1983, APGA changed its name to the American Association for Counseling and Development (AACD), signifying the profession’s commitment to the core meaning and values of promoting wellness and development across the life span. Expansion of professional counselors’ roles into community mental health settings was a major impetus behind a final name change, in 1992, to the American Counseling Association. Philosophical and emotional attachments to the terms guidance, personnel, and development were underscored by the discussions that led to this name change, and significant if not dramatic changes in our profession that accompanied the last three decades of the twentieth century. I was part of the AACK Governing Council at the time, and witnessed a strong move among members of counseling
specialty groups to be identified with one, strong, unified profession of counseling; hence the name change to ACA signified a recognition of commonalities across categories of members. Clearly, such significant changes did not occur in the absence of strong leadership, with a number of persons stepping forward to speak in a unified voice that helped others in the profession embrace a vision that moved us closer to professional unity than at any time in our collective past.

One of the founding organizations of what was APGA, the American College Personnel Association (ACPA), was composed largely of deans of students and other related administrative personnel. Not surprisingly, the name change process from APGA to AACD, and finally to ACA, was a difficult one for many ACPA members. While college counselors had been affiliated with ACPA, their interests were more like those of the majority of ACA members. Therefore, when ACPA disaffiliated from what became ACA in 1992, the college counselors created a new organization, the American College Counselors Association (ACCA). This was a bold step for those who chose to keep their identity with counseling. The issues of professional identity that led to this organizational change within this specialty area of counseling are still evident within the literature and other organizations of other specialties (Smith, 2001).

**Profession or Professions of Counseling?**

School and rehabilitation counselors, for example, are pulled in different directions by competing organizations (e.g., ACA, ASCA, the National Education Association, the National Rehabilitation Association, and their affiliated organizations for counselors) (Myers & Sweeney, 2001). The result of this competition is some who believe that specialties are separate professions unto themselves (i.e., we are not a unified profession with specialties but rather a profession of specialties). There is some history to suggest, however, that all specialties have far more in common than differences (ACA, 2009; Myers, 1995).

School counselors historically were associated with teacher education. In fact, the National Council for the Accreditation of Teacher Education (NCATE) was reviewing and accrediting school counseling programs within colleges of education years before the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) was established in 1981. It is also notable that NCATE did not require the use of counselor education standards in their program reviews or require members of our profession to participate on their site visitation teams. As a consequence, school counselor education programs were accredited under review procedures not satisfactory to most counselor educators or school counselors. National needs and federal legislation discussed in the next section, however, intersected to create the tools and means to transform counselor education beginning as early as the 1940s and 1950s. These situations contributed to new leadership in the Association for Counselor Education and Supervision (ACES) directed toward the development of professional preparation
standards for all counselors, which later led to the creation of CACREP (Myers, 1995; Myers & Sweeney, 2001; Sweeney, 2001). Therefore the earliest standards for the preparation of counselors were those based first in school counseling.

While the nature of school counseling has changed dramatically with changes in society and increases in major mental health problems in schools, many school counselors still find a comfortable fit within education as their primary identity and school counseling as their profession. Other school counselors, however, have been influenced by the development of counseling as a unified profession (i.e., core preparation with specialties). While the school culture and setting are still an essential part of their identity, they perceive themselves as professional counselors with specialized knowledge and competencies working in schools. Rehabilitation counselors have a similar situation with respect to professional identity.

Rehabilitation counseling has the unique distinction of being the only counseling specialty established by congressional legislation in Public Law 565 of the 83rd Congress in 1954. When federal legislation provided for the preparation of vocational rehabilitation counselors in 1955, those responsible decided it was more appropriate to train rehabilitation counselors at the same level and in ways analogous to school counselor training. As a result, vocational rehabilitation programs tended to be in colleges of education where the master’s degree was considered an appropriate entry-level degree, but with notable exceptions when, for example, they are located in medicine or psychology departments. Professional orientation for some of those trained in these programs may be less distinctly professional counseling and more rehabilitation, with vocational assessment, case management, and placement included in the core of preparation. The result of this orientation leads some to view rehabilitation as a separate profession.

Rehabilitation counseling preparation programs, however, include the core curricula common to all counselor preparation programs as defined by CACREP. This came about in no small part because of the deliberate and persistent efforts of some leaders in rehabilitation counseling to have all accreditation of counseling programs under one joint agency versus having two (i.e., CACREP and CORE). In fact, during CACREP’s first six years as chair, I helped to hold meetings between the two agencies’ leaders to discuss the possibility of creating a new coalition to reduce the cost and hassle of accreditation. Many counselor education programs were being expected to meet two similar but separate sets of counselor education accreditation requirements. We made some progress, and one of CORE’s former chairs subsequently became the chair of CACREP. Unfortunately, more recent efforts to merge the two agencies failed once again in spite of efforts by leaders within CACREP and rehabilitation counseling (CACREP, 2007).

Further evidence that many rehabilitation counselors identify with the profession can be found in those who have lobbied to be eligible for licensing in the various states as licensed professional counselors. Among their spokespersons, Maki and Tarvydas (in press) describe rehabilitation counselors as counselors first,
with rehabilitation as their specialty, in contrast to earlier leaders who sought to define this specialty as a separate profession. These developments are integral parts of our history, and both current and future leadership and advocacy efforts are directly affected by this history. As a consequence, we will continue to need new leaders and advocates who understand the scope of the counseling profession, the core areas that are common across specialties and settings, and the unique contributions of specialties that allow us to serve the spectrum of persons in need of help. In every setting and at every level, leaders are needed who will step up to the challenges to advocate for both professional counselors and clients. Without these actions, the progress earned by earlier generations will inevitably be lost.

So as we attempt to understand issues in counseling such as why some school counselors do not affiliate with ACA or why CACREP and CORE are separate agencies that accredit counselor preparation programs in the same department or university, the historical antecedents should prove helpful. Also noteworthy, the strong emotional attachments to these various positions tend to defy simple solutions or explanations. Many professional counselors believe that if we are to be a more influential, positive force in shaping public policy in matters of well-being and dignity for all, that we must find a way to do so with one voice for the profession (see CSI, 2010a). We urgently need leaders who help us to create and implement a vision and advocates who promote that vision on a daily basis. Changes in politics, funding, priorities, and legislation make continued vigilance, leadership, and advocacy necessary to solidify professional gains and effectively address new and emerging challenges at local, state, national, and global levels.

HISTORICAL TURNING POINTS: NATIONAL AND GLOBAL EVENTS

As we face the challenges of the first decades of the twenty-first century, the old saying that history repeats itself seems to be true. At the turn of the twentieth century, industrialization, immigration, unemployment, youth seeking excitement in the cities, and social injustices were rampant. Those with wealth and power were growing in number and influence while the majority of the population struggled to make a living. The need for reform grew out of these circumstances. With some editing, the description of the challenges before us could be adapted to this century. What follows are a few illustrations of how leadership and advocacy helped to shape our profession in these similarly turbulent times.

Vocational Needs and National Interests

Frank Parsons is often cited as an early twentieth century social reformer. He saw the need for assisting youth in their search for suitable work. His Vocational Bureau in the Civic Service House in Boston was the first such effort to institutionalize vocational guidance. His book, *Choosing a Vocation* (1909), was
published posthumously and his methods became the foundation of what many called vocational guidance. His efforts were further advanced when in 1910 the first conference of what became the National Vocational Guidance Association (NVGA) met in Boston. Descendant members in 1952 helped to establish ACA. NVGA has since been renamed the National Career Development Association (NCDA), illustrating again the shift from guidance as well as vocation to a more inclusive career and development emphasis (Gladding, 2008).

The same vocational needs that Parsons identified exist today. Many professional counselors miss the fact that they have career development as a core component of their preparation, which is unique to the counseling profession. Too few professional counselors capitalize upon this distinction, and as a consequence, we now see “coaches” filling a need for career assistance. Once again, unstable economies and globalization have clearly called attention to the need for greater career planning and development over the life span.

The Impact of War and Social Change

In addition, the last century had a number of events impact not only counseling but closely related professions as well. Two world wars increased the need for better measurements to assess the capabilities of service persons for the armed services. As a consequence, the postwar years in the 1920s saw increased research and development of measurement techniques. In addition, the adequacy of placement within the school curricula and an evaluation of the end results brought educational guidance into greater prominence. No Child Left Behind legislation and policy of recent years seem quite similar in this regard. The Depression years of the 1930s also contributed to the perception that vocational guidance was an important need for our citizenry. A number of local, state, and federal programs, sponsored by efforts such as President Roosevelt’s New Deal legislation, resulted in what we now call counseling services as adjuncts to health, social, employment, and educational concerns.

Utilizing personnel in the most efficient manner possible in World War II again brought into sharp focus the need for effective assessment and placement of personnel. Postwar business and industry in the late 1940s continued this interest by investing in testing programs to identify and place personnel within their growing corporate structures. As was true following World War I, returning soldiers were a major impetus for change. With disabilities in both physical and emotional functioning, new services and programs were needed to help young persons reenter the labor market and resume productive lives. In response to societal needs, leadership emerged in the postwar decades that lay the foundation for what became the counseling profession.

One of first defining moments for counseling came following the passage of the George-Barden Act of 1946. This piece of legislation provided funds through the U.S. Office of Education to encourage support of state supervisors of guidance
and counselor educators. Vocational education funds were provided to reimburse for counselor training programs, and states were encouraged to create certification for school counselors. As a consequence, state school counselor certification preceded other forms of state counselor credentialing even though national standards needed to create uniformity were lacking. Variance in state-to-state requirements for school counselor certification continues to exist today.

There were approximately 80 colleges and universities purportedly training school counselors in the late 1940s. Half of the programs were at the undergraduate level. Undergraduate programs in counselor education, however, were discouraged by the federal leadership’s decision in the early 1950s not to fund them under the George Barden Act (Hoyt, 1974). This decision no doubt had a profound effect on the university programs that had undergraduate emphases at that time, and many, if not most, were discontinued. Counseling since that time has been defined as a graduate-only profession. The graduate degree was instrumental in helping to establish state regulations of the title and practice of counseling in all states and to increase the profession’s leverage in seeking other benefits for clients through state and federally funded programs.

Obviously, these events did not just happen. Professional counselors saw the need for change, and some stepped forward to ensure that change occurred. In each of the chapters in this section of the book, the question of whether leaders are born or made is often considered, both implicitly and explicitly. Leadership also has a situational component. Our profession has evolved through critical time periods when individuals have stepped forward to advocate and provide leadership for needed change. The most effective leaders have exemplified the values of our profession and worked together creatively and cooperatively to promote professional development. Though it is tempting to single out a few, the scope of writing in our professional textbooks and literature suggests the futility of such efforts. Leaders have emerged from our specialties and our core, and will continue to do so as we move through the current century (Sweeney, 2001; West et al., 2003b).

Other major societal events and congressional actions helped create even greater urgency for such leadership. Counselor educators and state supervisors of guidance from all over the country stepped up to the challenge. In the following sections, I will provide several examples for such turning points.

**National Defense Education Act of 1958**

Undoubtedly one of the most important pieces of legislation to affect the counseling profession’s ascendancy on university campuses came with the passage of Public Law 85-864, the National Defense Education Act (NDEA) of 1958. This act provided funds for guidance and counseling graduate institutes, fellowships in counselor preparation, and expanded guidance and testing programs in schools. Many of the leaders who wrote textbooks; developed preparation standards; helped create
and develop specialties in counseling; advocated for wider employment of counselors in schools, colleges, and community settings; and volunteered as spokespersons for counseling were from this and subsequent generations of counselors. The origin of the legislation and its intended purposes are important as well.

In 1957 the Soviet Union launched a successful space capsule. U.S. leadership in rocket and space technology was in serious question. Our national pride was injured. In addition, national defense against Soviet communism was uppermost in the minds of Congress. This act was to identify, prepare, and guide the most gifted and talented youngsters into engineering and other technical careers important to our space race with the Soviets. School testing programs were quickly assembled throughout the country. Teachers were identified by their principals as promising guidance counselors and sent off to summer or academic-year institutes, all expenses paid.

Within a matter of a few short years, the number of counselors in schools quadrupled. Not surprisingly, the number of universities training counselors and the number of counselor educators also increased dramatically. However, the shift from school to community (mental health) counseling was about to begin, and a new, young cadre of leaders and advocates emerged to help create new areas of emphasis and specialties within the profession.

The Great Society

President Lyndon Johnson may be best known for his pursuit of the war in Vietnam, but it was his war on poverty that propelled a significant shift in the destiny of counseling practitioners. During President Kennedy’s administration, the Community Mental Health Services Act of 1963 established community mental health centers throughout the country. This act provided funds for a variety of mental health workers, including counselors, to deliver services to those in need at the grassroots level. Since Johnson had long been a staunch advocate for what he considered to be the underdogs in our society, he lobbied Congress successfully to pass the Economic Opportunity Act of 1964 (PL88-452). This was his major effort to create a war to eliminate poverty. How different our social consciousness could have been had there not been the Vietnam War and Johnson’s social agenda had been allowed to grow to fruition.

The Economic Opportunity Act was intended to expand opportunities for youth, stimulate communities to attack the roots of poverty, help destitute rural families, expand small business activities in poor areas, improve adult education, encourage states to use public assistance programs to help the poor lift themselves out of poverty, and recruit and train volunteers to help staff programs. At the very time school counseling programs and school counselor education were experiencing the full impact of NDEA funding, new legislation shifted the focus from schools to communities and from the gifted and talented to the disadvantaged and poor. This was the beginning of what became a refocusing of counselor
education in many universities from principally school counselor preparation to a community or mental health counseling emphasis.

The call to address the needs of those who were destitute and in crises came into clear focus. This call was a major impetus for the formation in 1976 of the American Mental Health Counselors Association (AMHCA), which subsequently affiliated with APGA in 1978. Shortly after joining APGA, AMHCA ambitiously instituted a national certification for mental health counselors. In the early 1990s, AMHCA leaders sought to support professional unity (AACD, 1991), and as a consequence, this certification is now administered by the National Board of Certified Counselors, Inc. (NBCC).

It is noteworthy that although this new group of members responded to the same urgent message for serving the needs of persons in mental health crises, they chose to define the essence of mental health counseling as that of promoting healthy lifestyles, eliminating stressors that detract from such lifestyles, and preserving or restoring positive health (Seiler & Messina, 1979). Adherence to this philosophical position is one of the defining distinctions that mental health counselors bring to any community or interdisciplinary team. Professional counselors are not alone in this position now, though, as others came to embrace the value of prevention and enhancement of optimum health.

National Accreditation and Credentialing

The origins of the first core areas of counselor education can be traced back to the U.S. Office of Education (USOE), which published a series of eight reports on counselor preparation, six on course content and two on in-service education (Hoyt, 1974). These expectations are much revised and expanded in present standards but continue as a requirement for all counselor education. Although the USOE initiated the reports, it is notable that they were prepared by state counseling supervisors and university counselor educators who were no doubt among the key leaders of that time. These reports set the pattern for school counselor education and influenced the design of the master’s degree in counselor education in general, similar to events reported earlier for rehabilitation counseling. The initiative for advancement of the profession was about to shift, however, from government to the professionals themselves. By the late 1950s, the stage was set for counselor educators, state supervisors, and practitioners to take the leadership for national preparation standards for school counselors.

The first effort to establish counselor preparation standards outside of government influence was by leaders of the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA). ACES adopted standards for the preparation of secondary school counselors in 1964, but they were not broadly accepted or used until the late 1970s. Master’s degrees required one year of preparation, and there was great resistance to the vision of some leaders who advocated for two years of graduate study with an
internship. ACES later developed and adopted doctoral preparation standards in 1978. Both sets of these early standards were subsequently revised to incorporate core requirements plus specialties into the newly formed CACREP in 1981. The foundation was set for defining what it meant to be prepared as a professional counselor.

Also notable about the development of the preparation standards is the context of the 1970s and 1980s. There were concurrent efforts by counseling leaders to establish our credibility with national accrediting agencies and university administrators as well as state legislators for the purposes of counselor licensure. Without national standards neither was possible; both initiatives required sustained and effective leadership often by a few individuals and groups totally dedicated to a vision that carried them forward year after year. Implementation of the standards to advance both accreditation and credentialing could not have occurred without such individuals.

The years before the establishment of CACREP, NBCC, and state licensing boards was a time when there were other alternatives to a clear, direct identity as a professional counselor. Many counselor educators who could do so sought state or national credentialing from allied fields such as marriage and family therapy and psychology. In some cases, it was a necessity since psychology laws defined everything a professional counselor did as the practice of psychology. For some, however, it was truly a change in professional identity. Some counselor educators identified with the credentials administered by other helping professions and embraced their ethics, organizations, and issues. This left many students to wonder what their professional identity should be upon graduation. For other professional counselors, it was a wake-up call to advocate for our “field” to become a profession (Sweeney & Sturdevant, 1974).

In Virginia as a result of a counselor being charged by the state psychology board to stop his practice, a court made a ruling that “the profession of personnel and guidance counseling is a separate profession (from psychology) and should be so recognized” (Weldon v. Virginia State Board of Psychologist Examiners; Seiler & Messina, 1979, p. 4). This assisted in getting the first state license for professional counselors passed in 1976. It would be another 30-plus years before every state provided such an opportunity for professional counselors. In the meantime, many professional counselors experienced and continue to experience difficulty regarding parity with other practitioners who in some cases were less qualified. The fact that this situation continues today underscores the continued need for effective professional leadership, and professional advocacy.

One case in which I was involved is particularly illustrative. Dr. Culbreath Cook was arrested and booked for a felony by the City of Cleveland prosecutor on behalf of the Ohio State Board of Psychology (City of Cleveland, Ohio v. Cook, 1975). His private practice stopped immediately. His neighbors and church members withdrew, unable to know what to think about an otherwise responsible
citizen and friend. His charge was practicing psychology without a license. He did not claim to be a psychologist, although earlier he had made attempts to contact the board to learn of its implications for him, as the law had only recently been enacted in 1972.

APGA/ACA's newly formed Committee on Licensure decided to come to Cook's aid as an advocate on his behalf as he was a member of ACA. The fact that he was African American seemed particularly troubling since he was in every respect well educated and a competent practitioner providing needed services to the community. The possibility of racism being a factor made ACA's advocacy all the more important in his defense. After hearing the arguments, the judge decided that the prosecution had not presented a case warranting further deliberation. In short, the judge agreed with the defense that the Board of Psychology had overstepped its authority by trying to regulate another equally competent practitioner and dismissed the charges. Because the judge offered no opinion, however, professional counselors could take little comfort in such victories as Dr. Cook's. Likewise, Dr. Cook's reputation and practice had already been damaged.

As will be discussed in Chapters 5–9 on advocacy, counselors' consciousness to advocacy not just for professional counselors but all who are denied their "inalienable" rights is no less important today nor needed than in the past. For these and related reasons, the APGA's Governing Council adopted a position in favor of vigorously pursuing licensure in every state on behalf of professional counselors (APGA, 1974). By doing so, these leaders created the opportunity for future professional counselors to be advocates on behalf of those they seek to serve.

APGA leaders also realized by the early 1980s that state credentialing was going to take a long time even with concerted effort, especially since in the way of all legislation, credentials would be defined by the legislators. They saw a need for a profession-driven credential for professional counselors. As a consequence, NBCC was incorporated in 1982 independent of ACA in order to avoid Federal Trade Commission (FTC) antitrust scrutiny prevalent at that time. The NBCC has grown in the number of certified counselors (NCC), types of certifications, and outreach and advocacy efforts in this country and abroad (see www.NBCC.org).

There is still much that remains to be done (see CSI, Counselor Advocacy Leadership Themes, 2011). It is clear that historical, sociopolitical, and cultural events over the last century have greatly influenced counseling as we know it today. In addition, through the evolution of accreditation agencies, legal guidelines, and professional organizations, we have come to a more cohesive, professional, and recognizable identity as counselors. The foundation of our professional identity begins in counselor education and preprofessional preparation. Therefore, it is vital to the future of professional counseling that the counselor educators and supervisors who are mentoring the new leaders and advocates are themselves well grounded in the philosophy, history, and aspirations of the profession.
MOVING FORWARD: COUNSELOR EDUCATION AND COUNSELOR EDUCATORS

The preponderance of counselor educators includes graduates of colleges of education and departments of counselor education. Unlike other professions, however, until recently national preparation standards permitted counselor education programs to employ members of other professions to prepare their students. Beginning in 2013, CACREP requires that new counseling faculty hired after this time will be expected to have their highest graduate degree in counseling/counselor education. This is an affirmation that specific preparation to teach, supervise, and conduct research in counselor education is essential. An unintended consequence of this practice of employing those from other professions to teach in counselor education has been that entire programs have been made up of faculty from other professions either full time or as adjunct faculty. In some cases, doctoral programs in psychology are housed in the same department as master's programs in counseling. Not infrequently the counseling programs help to support the doctoral program. Although these counseling programs help support the doctoral programs, these doctoral programs are discouraged from hiring counselor educators due to their accreditation standards.

Historically, holding membership in both APGA/ACA and the American Psychological Association (APA) was not uncommon, as many counselor educators were affiliated with APA Division 17, Counseling Psychology and state psychology associations. Nevertheless, many counselor educators were completely unaware in 1967 that APA adopted an initiative to aggressively establish state legislation that would limit the practice of counseling to doctoral trained psychologists or those under their supervision (Sweeney & Sturdevant, 1974). By the early 1970s, these efforts were being established in both legislative and administrative actions within the states. A fundamental difference between psychology and counseling emerged in both legislation and member organizations.

The tension between psychologists and professional counselors became even more pointed when employment opportunities became an issue. Psychologists lobbied state agencies to require only trained psychologists be hired to provide mental health services, and they worked to establish requirements for other mental health service providers to work under the supervision of psychologists. They lobbied then, as many state psychologists’ organizations still do, to limit professional counselors’ scope of practice and ability to hold administrative and supervisory positions. Of course, in the business of legislative lobbying today, professional counselors find social workers, marriage and family therapists, and psychologists as both allies and adversaries, depending upon the issues.

What sometimes confuses those new to our profession is the apparent overlap among various mental health professions in terms of knowledge base and skills, yet marketplace conflict is clearly a reality. What often defines our uniqueness
begins with the philosophy of practice discussed earlier. An example of seeming overlap yet significant differences in practice may be found when looking at what has come to be defined as positive psychology compared to counseling for wellness. Positive psychology has come into prominence during the past decade and is focused on emotional (psychological) health. Wellness in counseling theory and research can be traced to the late 1980s (Sweeney & Witmer, 1991), and in both theory and practice comprises a holistic approach to promoting optimum development that incorporates all aspects of body, mind, and spirit. Counseling practitioners will no doubt find value in both the positive psychology and wellness literature when seeking ways to promote greater well-being among their clients. In practice, however, I have found wellness perspectives more useful, as they are practice based. Professional articles in counseling journals place a priority on implications for practice, while others also suggest future research that is clearly needed (Barrio Minton, Fernando, & Ray, 2008).

Research on counseling for wellness is still in the growth phase with opportunities for both academic and practitioner-based studies emerging regularly. Professional counselors have a leadership opportunity to identify populations, settings, and best practices interventions to study as an ongoing research agenda. Insurance companies, business, and governments are now advertising and promoting healthier lifestyles (Secretary of Health and Human Services, 2010). Those leaders with a best practices and outcomes wellness research agenda should find more favorable opportunities for funding from both government and nongovernment sources.

Counseling Leadership and Advocacy Needs and Resources for the Future

In virtually every counseling setting and specialty there is a story of leadership and advocacy. Some of these will be shared in subsequent chapters. In every practice there is a need for individuals with vision, commitment, and passion to meet the counseling needs of special populations. It is beyond the scope of this chapter to attempt a summary of the significant developments in specialties, but for those who have the interest, they are worth pursuing (see ACA, 2009; Myers, 1995).

There is a clear mandate in the CACREP (2009) standards for counselor education programs to prepare graduates for leadership roles in supervision, teaching, research, counseling, and leadership and advocacy (particularly Doctoral Standards, Sections II and IV). When interviewing a select group of doctoral program counselor educators about their views on the need for a book such as this one, it became clear that they perceive leadership and advocacy competencies as essential to all professional counselors, not just those in doctoral programs. Perhaps no organization has done more to contribute to these expectations through counselor education than CSI, the counseling honor society, with its 270-plus chapters spanning more than 25 years of mentoring leaders at both the master’s and doctoral level (N = 72,000). These chapters involve both experienced and new members to
the profession, particularly in roles as officers, committee chairs, and participants in a variety of leadership roles under the mentorship of over 500 CSI faculty members. Through its funds to chapters each year, CSI supports co-curricular activities of its chapters in counselor education that accreditation site teams have cited for helping to meet CACREP standards in both leadership and advocacy. In addition, the society supports leader fellowships and internships for members each year. Other counseling organizations, notably ACA and ACES, also provide leadership training for emerging leaders; however, CSI is the primary organization promoting leadership among students in counseling (Luke & Goodrich, 2010).

CONCLUSION

Counseling has attained the status of a profession through sustained and effective leadership resulting in national preparation standards, accreditation of preparation programs, credentialing of practitioners through both state legislative means and national certification, ethical standards for its membership, advancement of its knowledge base through research and scholarly publications, professional development of its membership through continuing education and competency standards related to settings, clientele, diversity, and cultural plurality, and through its organizations that structurally support these endeavors. We also are experiencing a sense of urgency for advocacy of not only the profession but also those we seek to serve. Advocacy is a function of effective leadership and will be explored in more depth in Section II of this book.

Competency standards and resources designed to ensure professional counselors are advocates for those less or never served express the hope for a just society where human dignity and wellness are a reality for all. While much can be said about our progress as a profession, even more needs to be said about what remains to be done and the requirement for new leaders as we move into the future. This book speaks to both the history and the promise of counseling to promote a better future for all, notably through professional counselors’ roles as leaders and advocates.

ACTIVITIES

Where are the Jeffersons and Lincolns today? The answer, I am convinced, is that they are among us. Out there in the settings with which we are all familiar are the unawakened leaders, feeling no overpowering call to lead and hardly aware of the potential within. (Gardner, 1990, p. 181)

1. Volunteering works best if you do something with others and for others. It is also wise to start out small. After considering the reasons that you chose to become a counselor, list them related to reasons for service
(concern for those less advantaged) versus personal benefit (you like the work setting, kids, enjoy listening/helping). It is fine to have more items on one list versus another list. Of those you listed, which two seem most compelling for you to stay in counseling as a career? What is it about them that made you choose them? How might you use them to volunteer to become a leader of a project that could further others’ interest in these ideas? Who might you talk with about your ideas (e.g., faculty advisor, friend, supervisor, CSI chapter officer)? Give it a chance and see what happens! (Doctoral Standards II C 1)

2. Identify and interview faculty members you know, school counselors, private practitioner counselors, etc., who are leaders at some level within their roles as counselors. Develop a short list of questions about how they emerged from graduate student to professional counselor to a leader. Approach one or more of them about investing 20–30 minutes talking with you about their career story. Hint: Just use a few open-ended questions. They will do the talking (office, coffee shop, skype, or telephone). (Doctoral Standards II C 1–3)

3. Imagine what it would be like today if you were entering an occupation that had no accepted standards for preparation, no state or national credentials, no ethical standards for practice, no foundation for serving a pluralistic and culturally rich and diverse population, and as a consequence, no defined areas of competence or scope of practice. What might that mean for career opportunities, career advancement, credibility with those you seek to serve, or freedom from arrest or cease and desist orders from state credentialing boards of an allied profession? What populations served by counselors today might not be getting the assistance that they deserve had some counselors not stepped forward to lead and advocate for professional counseling? (Doctoral Standards II C 1–4, 7)

DISCUSSION QUESTIONS

1. As you reflect on the history of our profession, what themes stand out? What were the qualities of effective leaders?

2. How are leaders in counseling different from leaders in other professions?

3. What do you see as the major issues facing the counseling profession today? What kinds of leaders are needed to help address these challenges?