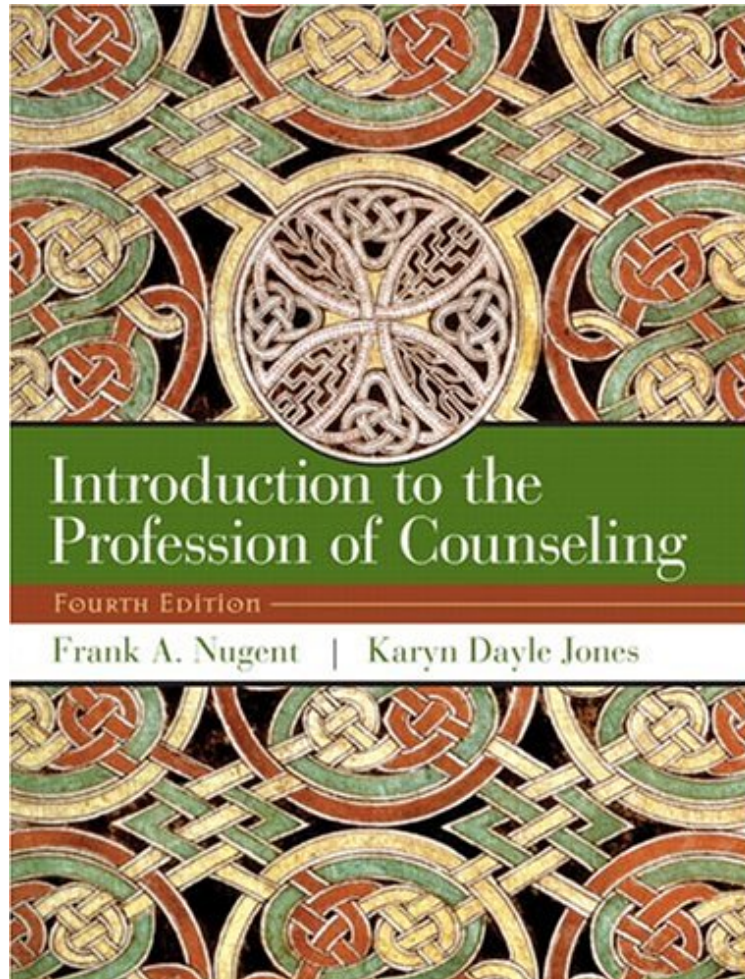


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Introduction to the Profession of Counseling (4th Edition)

Frank A. Nugent, Karyn Dayle Jones

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Frank A. Nugent, Karyn Dayle Jones : Introduction to the Profession of Counseling (4th Edition) before purchasing it in order to gage whether or not it would be worth my time, and all praised Introduction to the Profession of Counseling (4th Edition):

For Introduction to Counseling courses in Counseling and Psychology Departments. With a strong emphasis on translating counseling theory into practice, this popular text overviews the field of counseling, including foundational counseling theories and human development theories, different types of counseling (e.g., marriage and family therapy, group counseling, substance abuse counseling, etc.), and counseling practice in different settings like schools and community agencies. Separate chapters on the history of the field, ethics, assessment, prevention, and multicultural

counseling round out the coverage.

About the Author Frank A. Nugent, PhD, Professor Emeritus of Psychology, Western Washington University (WWU), Bellingham, has more than 50 years' experience in professional counseling. Over the years he has served as a counselor in schools and universities, as a counseling psychologist in private practice, and as a counselor educator, supervisor, and psychology professor. In 1993 the Washington State Counseling Association presented him with the Hank Bertness Award in recognition of his contributions to mental health and to the counseling profession during his long career. Nugent received his MA in vocational counseling at Columbia University (1947), where he worked under Donald Super. Nugent worked, in turn, as a supervising counselor at the University of California-Berkeley and Stanford University Counseling Centers and as a counselor at Pleasant Hill High School in California. He completed his PhD in counseling psychology at the University of California-Berkeley (1959). Among Nugent's contributions is the creation of the student counseling center at Western Washington University, where he served as director from 1962 to 1973. He also initiated and coordinated for WWU's Psychology Department both the MEd program in school counseling in 1963 and the MS degree in mental health counseling in 1978. As president of the board for the Whatcom County Mental Health Clinic and, later, for the Lake Whatcom Residential Treatment Center, he helped spearhead the development of new facilities for both agencies. At the state level Nugent was influential in gaining certification for school counselors and was recognized for promoting professional and ethical standards for both school and mental health counselors at the state and national levels. He served as president of the Washington State Psychological Association in 1968-69 and was initiator, cofounder, and first president of the Washington Mental Health Counselors Association in 1980. At that time he spearheaded the drive to obtain state licensing for mental health counselors. Nugent received a Fulbright Senior Research Scholarship in 1982 to study counseling in Germany. After retirement he continued teaching part-time in WWU's psychology department; he also helped develop WWU's gerontology certificate program and taught courses in the extended-day program on the psychology of aging.

Karyn Dayle Jones, PhD, is an associate professor in counselor education at the University of Central Florida. She has 15 years of experience in the counseling profession. Jones has authored or coauthored several book chapters and refereed publications. She has given many international, national, and regional professional presentations in the field of counseling and counselor education. She is the past president of the Counseling Association for Humanistic Counseling, Education and Development, a division of the American Counseling Association. Jones is a Florida Licensed Mental Health Counselor, National Certified Counselor, and Certified Reality Therapist, and she has worked as a counselor in mental health agencies, schools, and private practice. Jones received her MA in mental health counseling at Rollins College (1991) and her PhD in counselor education from the University of South Carolina (1996). She has clinical experience providing individual, group, and family counseling to children, adolescents, and adults for such issues as child abuse, substance abuse, and various DSM-IV-TR disorders.

Excerpt. Reprinted by permission. All rights reserved. This book presents a comprehensive introduction to professional counseling, a profession that helps individuals, groups, and families work through troubles arising from situational conflicts experienced in everyday life. Professional counselors help people work through transitional periods, an emphasis especially significant during the shift into the new millennium. Counseling as we know it today developed after World War I largely as a result of the need to help veterans cope during their complex transition back into civilian life. Although the original focus was on assisting them with vocational exploration and training, their emotional and developmental needs soon became apparent. Up to that time, mental health treatment had been limited to a narrow range of techniques used either for managing persons who were chronically mentally ill or for exploring the neuroses of persons who were well-to-do. Neither approach was sufficient for working with normally functioning individuals, who, as a whole, have many varieties of complex and troublesome symptoms requiring a wide range of treatment options. I first sensed the need for helping soldiers work through personal conflicts when I was serving in the U.S. Army during World War I as an educational reconditioning specialist at Stark General Hospital in Charleston, South Carolina, one of the army hospitals that received wounded soldiers returning from European battlefields. My task was to help prepare them, through a reeducation process, to return to civilian life. But these soldiers, who had physical disabilities, were suffering from profound anxieties about going home. None of us on the staff were prepared to cope with their mental anguish. Physicians, nurses, and physical therapists were helping them recover physically, but psychiatrists and psychologists were working elsewhere in the psychiatric wards. In those days it was thought that only people with mental illness needed psychological help. But times were changing. My work with the wounded soldiers prompted me, after the war, to obtain a master's degree in vocational counseling at Columbia University and, a few years later, a PhD in the newly formed program of counseling psychology at the University of California-Berkeley. Graduate programs such as these in the late 1940s and the 1950s were beginning to respond to the psychological needs of the general population. The profession of counseling psychology, in its infancy after World War I, evolved from a mix of vocational, developmental, educational, and psychological theories and practices. These divergent roots pulled the fledgling profession in different directions over the years as it struggled to define and redefine itself. Throughout this period my own professional outlook and experience developed as well. The philosophy and content of this text are

based on these experiences. Training programs for counselors likewise have evolved, broadened, and deepened: Programs now include a wide variety of counseling approaches based on psychodynamic, humanistic, cognitive, cognitive-behavioral, and postmodern constructivist and social constructionist theories. Programs now attend to the developing self that evolves throughout one's adult life, a self in relation to others, to one's family, and to one's community. Training programs now attend to a person's holistic concern—the need to nurture one's body, mind, spirit, and soul in a multicultural society. Feminist and ethnic counselors are influencing the profession significantly, particularly in their emphasis on the need to address client and family concerns in relation to the social-cultural context and the community. Increasing numbers of comprehensive neighborhood health care centers have emerged throughout the country to address the needs of individuals and families within the community. Over the decades, as the counseling profession has adapted to the changing needs of society, it has developed approaches to theory and practice that give counselors the flexibility and depth necessary to work with people living in a multicultural society faced with a broad spectrum of concerns and conflicts. Counselors have thus developed a unique ability to help others work through transitions in a changing, pluralistic world, whether they be age-related developmental transitions; family, career, or spiritual transitions; or transitions related to social-cultural-political factors. In the last decade changes in the mental health field again have been making new demands on counselors. Recent trends have challenged counselors to reexamine and clarify their role. Ongoing evaluation of the counselor role helps the profession understand how the counselor makes a special contribution to today's mental health field. In light of societal changes, new postmodern, constructivist, and social constructionist approaches have been receiving increased attention, and there is an increased tendency for the profession to dialogue cross-culturally and with those in different academic disciplines and to work toward integrating diverse theoretical approaches. Training standards, licensing, and certification requirements continue to be raised; collaboration and teamwork continue to increase among counselors and other health care professionals and among the counseling settings in schools, colleges, and community.

OVERVIEW As with previous editions, this text's philosophical and theoretical orientation to counseling is based on a phenomenological, psychosocial, life-span developmental approach. In this approach counselors help persons resolve or work through situational, developmental transitions and conflicts within a multicultural context. Following is a summary of the text:

Part 1: Foundations of Counseling: The counselor role is defined and clarified, and the way the counselor functions in the various counselor work settings in schools, colleges, and community is described. A historical overview presents the formation of professional guidelines and tells how the profession incorporated new and more comprehensive theories, techniques, and practices to meet the needs of individuals in a changing multicultural society. The chapters on current professional, ethical, and legal issues and on the effective counselor emphasize the profession's responsibility to maintain, monitor, and improve effective counseling practice.

Part 2: Theories and Techniques: Psychological and life-span developmental theories and techniques as they apply to counseling are given comprehensive coverage, including contemporary psychodynamic and Jungian theories, humanistic and cognitive-behavioral theories, constructivist and social constructionist theories, feminist perspectives, spiritual development, and brief counseling. The various ways assessment tools are used, depending on the counselor-client context, are described. Outreach prevention and intervention activities—psychoeducation, consultation, crisis intervention—are discussed as important adjuncts to counseling.

Part 3: The Counseling Process: Here in the main section of the book is a description of individual counseling as a process in which an evolving, dynamic counselor-client relationship helps clients develop insights that lead to changes in attitudes and behavior. In separate chapters are descriptions of how the counseling process is adapted to families, groups, and older adults and to career counseling, multicultural counseling, and substance abuse counseling.

Part 4: Counseling Practice: This last part features specific cases and actual counseling programs as examples of how counseling theories, techniques, and professional guidelines are applied in each of the various settings: schools, colleges, and communities.

New Features of the Fourth Edition To address the burgeoning needs and trends of professional counseling, significant revisions and expansions have been made throughout the book. The issue of technology and online counseling has been addressed in several chapters throughout the text. The chapter on the effective counselor has been moved to the first section of the book and is now chapter 4. Other new features of the fourth edition include the following:

Part 1: Expanded coverage of accreditation of training programs and updated licensing and certification requirements; expanded discussion of managed care and counselor use of the Internet and their ethical implications; also expanded sections on counselor collaboration, team counseling, and counselor burnout.

Part 2: Expanded treatment of the dynamic, ongoing impact of Piaget's theory of cognitive development and Kohlberg's theory of moral development on the field of counseling and therapy. Expanded discussion of counselor use of diverse theoretical approaches in a multicultural, changing society and the concomitant counselor trend to integrate various theoretical, developmental approaches. New sections on postmodern constructivist and social constructionist approaches to counseling, including the use of narrative therapy. In the chapter on assessment, expanded the updated DSM-IV-TR and added alternative postmodern approaches to the diagnostic manual.

Part 3: Added the newer alternative approaches to marriage and family therapy, including systemic cognitive-developmental therapy, postmodern family narrative therapy, new considerations of Adlerian therapy, and an alternative approach to couples counseling. Included a more in-depth coverage of the group counseling process; an expanded discussion of

mixed-race individuals and their families; a discussion of newer approaches to substance abuse counseling; new sections on career counseling including training, credentialing, the use of the Internet, and postmodern approaches; and a new section on the counselor approach to aggression in women and intimacy problems with men. Part 4: Added information on comprehensive school counseling programs and the American School Counseli...