



The ACA
ENCYCLOPEDIA of
COUNSELING



AMERICAN COUNSELING ASSOCIATION

5999 Stevenson Avenue
Alexandria, VA 22304
www.counseling.org





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ENCYCLOPEDIA of
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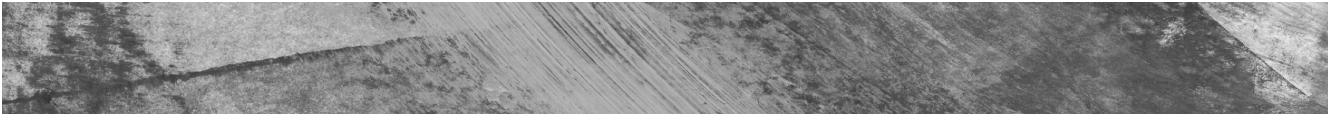
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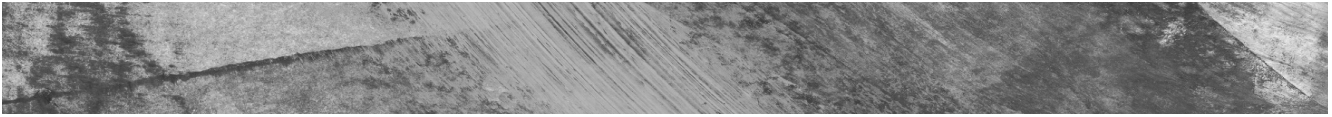
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DEDICATION

This effort is dedicated to The One: the Giver of energy, passion, and understanding;
Who makes life worth living and endeavors worth pursuing and accomplishing;
the Teacher of love and forgiveness.
—B. T. E.

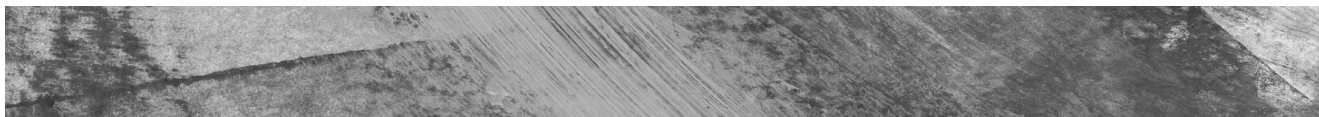


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PREFACE

The ACA Encyclopedia of Counseling serves as a comprehensive yet easy-to-use resource for students, practitioners, educators, and researchers in the professional counseling disciplines. It includes more than 400 entries based on the Council for Accreditation of Counseling and Related Educational Programs' (CACREP) eight core areas outlined in its 2009 Standards (see the CACREP Web site). Specifically, traditional and emerging issues in professional counseling disciplines have been selected and presented as entries based on the following CACREP core areas:

- **Professional Orientation and Ethical Practice.** Professional functioning topics that include history and philosophy of the counseling profession, counselor roles and responsibilities, ethical and legal concerns, professional advocacy, professional organizations, and professional credentialing
- **Social and Cultural Diversity.** Multicultural relationship concepts that include awareness, knowledge, and skills related to working in a diverse counseling relationship and increasing cultural self-awareness; historical and contemporary trends that characterize the United States as a pluralistic society; social activism in counseling settings, local schools, and communities as well as in larger social, political, and legal systems
- **Human Growth and Development.** An understanding of human processes and development in individual, familial, cultural, and community contexts, including the following topics: cognitive and personality development; the influence of crisis and trauma on human behavior; psychopathology, addictions, and situational factors that affect normal and abnormal behavior; and the facilitation of wellness models for human processes
- **Career Development.** Career and other life development topics that include career theories; career decision-making process; job placement and labor market information; career assessment; and the integration of career, leisure, family, and cultural roles in individuals' lives
- **Helping Relationships.** The counseling process in a multicultural context, including topics such as the integration of the counseling philosophy in counseling goals, interviewing and counseling skills, differential responses for crisis and emergency situations with clients and communities, consultation, and counseling theories
- **Group Work.** Components of group process and outcome that are both theoretical and experiential and include topics such as group dynamics, group theories, group leadership skills, group methods, curative factors, and group member roles
- **Assessment.** An understanding of individual and group assessment and evaluation in a multicultural context that involves concepts such as history of assessment; assessment types and purposes; statistical concepts; validity and reliability; and social, ethical, and legal issues in assessment and evaluation
- **Research and Program Evaluation.** An overview of research methodological and statistical concepts, including program evaluation and needs assessment; qualitative, quantitative, single-case, and outcome designs; and professional, social, and cultural rationale for increasing research practice in professional counseling settings

The entries collectively provide substantial information about each of these areas to assist in the preparation and continued education of various CACREP professional counseling degree programs, including clinical mental health counseling; career counseling; school counseling, college counseling, and student development; addiction counseling; and marriage, couple, and family counseling.

The ACA Encyclopedia of Counseling was created to fill a void in the professional counseling literature by offering a sole resource that presents and integrates material from the CACREP eight core areas for the reader in a scholarly yet understandable manner. The editors undertook the development of *The ACA Encyclopedia of Counseling* to offer the reader an optimal number of entries that adequately cover the core areas, provide foundational as well as recent literature about a particular topic, and include professional counseling examples in many entries to illustrate complex concepts. Although there are several documents and texts in the professional counseling literature that speak to these CACREP core areas individually, no document or text to date has provided information on as many professional counseling topics as this one. This book goes beyond simply defining counseling concepts to making the material come alive for readers and connecting the material to their practice, teaching, supervisory, and research endeavors.

The final list of entries for this book was selected from reviewing seminal documents and texts used in a variety of

professional counseling-degree programs, identifying keywords and themes among these sources in a rigorous manner, and undergoing several iterations of expanding and collapsing topics as necessary.

The *Encyclopedia* entries included in this book are presented in alphabetical order to make finding information quicker and more efficient. Each *Encyclopedia* entry contains essential information for a particular topic, with boldfaced terms indicating a topic to which the reader should attend. References to other entries in the *Encyclopedia* appear in many entries to direct the reader to other places in the text that a topic or subtopic is discussed in more detail. Furthermore, readers can investigate additional resources provided at the end of entries for more information about the counseling topic.

■ Citing Encyclopedia Entries

Entries should be cited according to the style of the *Publication Manual of the American Psychological Association*, using the chapter in an edited book format and giving appropriate credit to the entry author or authors and listing the American Counseling Association as the book editor, such as:

Hays, D. G. (2009). Trustworthiness in qualitative research. In American Counseling Association (Ed.), *The ACA encyclopedia of counseling* (pp. 555–556). Alexandria, VA: American Counseling Association.

Please note that the editors volunteered thousands of hours to accomplish the production of this work and received no remuneration in any form, nor was any scholarly credit sought. The editors considered this project a gift to the profession and sincerely hope that it fulfills the stated purpose of enhancing preservice and continuing education

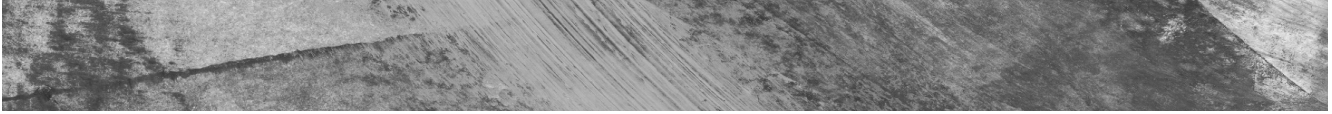
for professional counselors, students, supervisors, and counselor educators.

■ Selection of Content Editors

The work of soliciting, revising, and finalizing more than 400 submissions from approximately 400 authors in less than 1 year requires hard work, team work, and connections. As the General Editor, I handpicked the content editors for their demonstrated competence, work ethic, collegial disposition, and professional connections in the counseling world. I have worked with each of these editors in the past, and each has demonstrated extraordinary competence, excellence, and professionalism. Each content editor donated several hundred hours and brought years of scholarly achievement and vital expertise to this project. The counseling profession owes them a deep debt of gratitude.

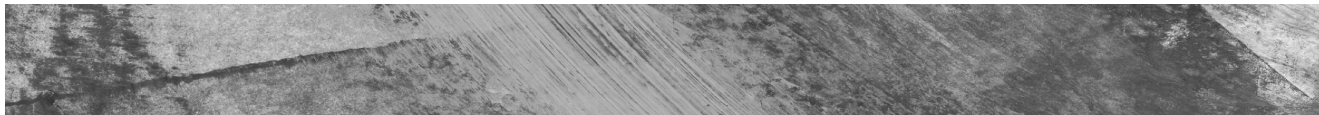
■ Contributors to the Book

Individual contributors of entries to *The ACA Encyclopedia of Counseling* were either invited by editors or participated in an initial self-nomination process. Contributors were selected or approved in collaboration among area content editors and the General Editor. Contributors' entries were submitted and processed through a tiered peer review, whereby a contributor submitted an entry to the relevant content editor or editors for a CACREP core area for an initial review. Subsequent communications with the Associate General Editor and General Editor resulted in multiple revisions of each entry. Ordinarily, contributions were reviewed by at least three peer reviewers and, at times, by as many as five peer reviewers. This approach to reviewing each entry allowed an optimal, thorough evaluation from multiple perspectives to ensure that an entry was addressing a particular topic in an accurate, relevant, and comprehensive manner.



ACKNOWLEDGMENTS

The editors thank Lacey Wallace and Katie Tasch, graduate assistants extraordinaire, for their tireless assistance with the coordination of numerous tasks involved in preparation of the original manuscript. All of the contributing authors are to be commended for lending their expertise in the various topical areas. Carolyn C. Baker of the American Counseling Association has been wonderfully responsive and supportive. Her production staff included Judith O. Johnson, Susan Wilmoth, Bonny E. Gaston, and Catherine A. Brumley.



ABOUT THE EDITORS

■ General Editor

Bradley T. Erford, PhD, NCC, LCPC, LPC, LP, LSP, is a professor in the school counseling program of the Education Specialties Department in the School of Education at Loyola University Maryland. He is the recipient of the American Counseling Association (ACA) Research Award, ACA Arthur A. Hitchcock Distinguished Professional Service Award, ACA Professional Development Award, and ACA Carl D. Perkins Government Relations Award. He was also inducted as an ACA Fellow. In addition, he has received the Association for Assessment in Counseling and Education (AACE) AACE/MECD Research Award, AACE Exemplary Practices Award, AACE President's Special Merit Award, the Association for Counselor Education and Supervision's Robert O. Stripling Award for Excellence in Standards, Maryland Association for Counseling and Development (MACD) Maryland Counselor of the Year, MACD Counselor Advocacy Award, MACD Professional Development Award, and MACD Counselor Visibility Award. He is the editor of seven texts: *Transforming the School Counseling Profession* (1st & 2nd eds.; 2003 & 2007, Merrill Prentice Hall); *Professional School Counseling: A Handbook of Principles, Programs and Practices* (1st & 2nd eds.; 2004 & 2008, PRO-ED); *Assessment for Counselors* (2007, Houghton Mifflin/Lahaska Press); *Research and Evaluation in Counseling* (2008, Houghton Mifflin/Lahaska Press); and *The Counselor's Guide to Clinical, Personality and Behavioral Assessment* (2005, Houghton Mifflin/Lahaska Press). He is also the author of two more books: *Educational Applications of the WISC-IV* (2006, Western Psychological Services) and *Group Activities: Firing Up for Performance* (2007, Pearson Merrill Prentice Hall). His research specialization falls primarily in development and technical analysis of psychoeducational tests and has resulted in the publication of several dozen refereed journal articles, several dozen book chapters, and eight published tests. He is a member of the ACA Governing Council and the ACA 20/20 Visioning Committee. He is past president, past treasurer, and past member-at-large for publications of AACE; past chair and parliamentarian of the ACA Southern Region; past chair of ACA's Task Force on High Stakes Testing; past chair of ACA's Standards for Test Users Task Force; past chair of ACA's Interprofessional Committee; past chair of the ACA Public Awareness and Support Committee (cochair of the national awards subcommittee); chair of the convention and past chair of the Screening Assessment Instruments Committee for AACE; past president of the Maryland Association for Counseling and Development; past president of the Maryland Association for Measurement and Evaluation; past president of the Maryland Association for Counselor Education and Supervision; and past president of the Maryland Association for Mental Health Counselors. He is also an editorial board member of the *Journal of Counseling & Development* and an ad hoc reviewer for *Counselor Education and Supervision*, *Measurement and Evaluation in Counseling and Development*, and *Educational and Psychological Measurement*. Dr. Erford has been a faculty member at Loyola since 1993 and is a Licensed Clinical Professional Counselor, Licensed Professional Counselor, National Certified Counselor, Licensed Psychologist, and Licensed School Psychologist. Prior to arriving at Loyola, Dr. Erford was a school psychologist/counselor in the Chesterfield County, Virginia, Public Schools. He maintains a private practice specializing in assessment and treatment of children and adolescents. A graduate of The University of Virginia (PhD), Bucknell University (MA), and Grove City College (BS), he teaches courses in Testing and Measurement, Psycho-Educational Assessment, Lifespan Development, Research and Evaluation in Counseling, School Counseling, Counseling Techniques, and Stress Management.

■ Associate General Editor and Research Content Area Editor

Danica G. Hays, PhD, LPC, NCC, is an assistant professor in the Department of Educational Leadership and Counseling at Old Dominion University. She received her doctorate in counselor education and practice from Georgia State University. She is the recipient of the American Counseling Association (ACA) Research Award and the Glen E. Hubele National Graduate Student Award. In addition, she has received the Association for Assessment in Counseling and Education (AACE) *MECD* Research Award, AACE President's Special Merit Award, Association for Counselor Education and Supervision (ACES) Outstanding Graduate Student Leadership Award, Chi Sigma Iota International (CSI) Outstanding Doctoral Student Award, and CSI Fellow. Dr. Hays's professional service includes AACE member-at-large for membership, AACE member-at-large for publications, AACE secretary, Southern Association for Counselor Education and Supervision cochair of the Multicultural Interest Network, and the ACES supervision task force. She also serves as an editorial board member of the *Counselor Education and Supervision* journal and an ad hoc reviewer for the *Measurement and Evaluation in Counseling and Development* journal. Dr. Hays's research interests include qualitative methodology, assessment and diagnosis, trauma and gender issues, and multicultural and social justice concerns in counselor preparation and community mental health. She has published numerous refereed journal articles and book chapters. She is coeditor of an upcoming text, *Developing Multicultural Counseling: A Systems Approach* (Pearson Merrill Prentice Hall). She has been a faculty member at Old Dominion University since 2006 and has prior teaching experience at the University of New Orleans, Argosy University—Atlanta, and Georgia State University. Her primary teaching responsibilities are master's- and doctoral-level research methods courses, assessment, and doctoral supervision.

■ Social and Cultural Foundations Content Editor

Catherine Y. Chang, PhD, LPC, NCC, is an associate professor and program coordinator of the counselor education and practice doctoral program in the Department of Counseling and Psychological Services at Georgia State University. She received her doctorate in counselor education from The University of North Carolina at Greensboro. She is the recipient of the American Counseling Association (ACA) Research Award, the ACA Counselor Educator Advocacy Award, the Association for Assessment in Counseling and Education (AACE) *MECD* Research Award, and the Pre-Tenure Counselor Educator Award from the Southern Association for Counselor Education and Supervi-

sion (SACES). She serves on the editorial boards for *Counselor Education and Supervision* and the *Measurement and Evaluation in Counseling and Development* journals. Dr. Chang's professional service includes president-elect of Chi Sigma Iota International (CSI), treasurer of CSI, past member-at-large for awards and past secretary for AACE, chairperson for the Association for Counselor Education and Supervision Committee on Social Justice and Human Rights, and chairperson for SACES Multicultural Counseling Interest Network. Her research interests include multicultural counseling and supervision, Asian and Korean concerns, and multicultural issues in assessment. Dr. Chang has been a faculty member at Georgia State University since 2000, and her primary teaching responsibilities include practicum/internship, appraisal, supervision of supervision, and counseling seminar. She is a Licensed Professional Counselor in Georgia and a National Certified Counselor.

■ Human Growth and Development Content Coeditor

Darcie Davis-Gage, PhD, LPC, is an assistant professor in the Department of Educational Leadership, Counseling, and Postsecondary Education at the University of Northern Iowa. She received her BA in psychology from Loras College in Dubuque, Iowa, and both her master's degree and specialist in counseling degree from Pittsburg State University in Pittsburg, Kansas. She completed her doctorate in counselor education from the University of Iowa. She holds a counseling license for the state of Missouri. Dr. Davis-Gage is an active member of the American Counseling Association and the Association for Counselor Education and Supervision. Currently, she serves on the executive board of the Iowa Mental Health Counseling Association and is president of the Iowa Association for Counselor Education and Supervision. Dr. Davis-Gage's research interests are in the areas of group counseling, clinical supervision, and diversity issues related to counselor education and practice. She recently authored a book chapter in *Counseling Children and Adolescents* (4th ed.; 2008, Love) and coauthored book chapters in *Group Work in the School* (2009, Pearson Merrill Prentice Hall). Her teaching interests are in the areas of group counseling, psychopathology and diagnosis, multicultural counseling, and mental health practicum and internship. Dr. Davis-Gage worked as a counselor for 10 years in a variety of mental health settings. During her internship as a master's-degree student, she worked with geriatric clients in a partial hospitalization program conducting various counseling and psychoeducational groups. After graduating, she accepted a counseling position at the Lafayette House, a women's mental health agency, that provided individual, group, and family counseling to women and children affected by substance abuse, domestic violence, and sexual abuse. She also facilitated group treatment for men who were charged with

domestic assault. Following her work at the Lafayette House, she was the counselor and coordinator of outreach at Missouri Southern State University (MSSU). While at MSSU, she developed and implemented individual and group counseling services and programs designed to address the mental health needs of the students. In addition, while working at Lafayette House and MSSU, she had a small private practice. While working on her doctorate, she worked as an academic counselor for 1st-year students. In this setting, she helped students adjust to university life and choose courses and majors and helped connect them to various university resources.

■ Helping Relationships Content Area Editor

Samuel T. Gladding, PhD, NCC, CCMHC, is the chair of and a professor in the Department of Counseling at Wake Forest University. His academic degrees are from Wake Forest (BA, MAEd), Yale University (MA), and The University of North Carolina at Greensboro (PhD). In addition to his current position at Wake Forest University, he has served as assistant to the president for special projects (1990–1997) and associate provost (1997–2007) at the university. He has taken students abroad to study in Vienna, Austria, and to work with Mother Teresa in Calcutta, India. He has also served as a disaster relief worker with the American Red Cross both in New York and at Virginia Tech. In addition, Dr. Gladding has done work with universities, associations, and agencies in Malaysia, Australia, South Africa, and Sweden. Prior to his arrival at Wake Forest University, Dr. Gladding held academic appointments at the University of Alabama at Birmingham (1984–1990) and Fairfield University (1981–1984) in Connecticut. He has been a clinician at a mental health center, a captain in the U.S. Army, and an instructor of psychology at a community college. He has served as president of the American Counseling Association (ACA; 2004–2005), the Association for Counselor Education and Supervision (ACES; 1996–1997), the Association for Specialists in Group Work (ASGW; 1994–1995), and Chi Sigma Iota (CSI; 1989–1990). He is the former editor of *Journal for Specialists in Group Work* and has also published widely (30 books, 40 refereed journal articles, 20 book chapters, 50 poems). In 1997, Dr. Gladding was cited as being in the top 1% of contributors to the flagship journal of ACA, the *Journal of Counseling & Development*. Dr. Gladding is the recipient of numerous honors including being named an ACA Fellow and ASGW Fellow. He is also the recipient of the Gilbert and Kathleen Wrenn Award for a Humanitarian & Caring Person (ACA Counselor of the Year); the Bridgebuilder Award from the ACA Foundation; the Humanitarian Award from the Association for Spiritual, Ethical, and Religious Values in Counseling; the Lifetime Achievement Award from the Association for Creativity in Counseling; the Eminent Career Award from ASGW; the Professional Leadership Award from ACES; the Academy

of Leaders for Excellence designation from CSI; the Thomas J. Sweeney Professional Leadership Award from CSI; the Outstanding Service Award from the National Association for Poetry Therapy; the Joseph W. and Lucille U. Hollis Outstanding Publication Award from the Counseling Association for Humanistic Education and Development; and the Ella Stephens Barrett Leadership Award from the North Carolina Counseling Association. Dr. Gladding is a National Certified Counselor, a Certified Clinical Mental Health Counselor, and a Licensed Professional Counselor in North Carolina. He continues to practice as a counselor in Winston-Salem, North Carolina, with CareNet of the Triad. He is also active in civic affairs and has served as president of Leadership Winston-Salem.

■ Assessment Content Area Coeditor

Brian A. Glaser, PhD, received his doctorate from Indiana State University. He is a professor in the Department of Counseling and Human Development Services at The University of Georgia. He is on the faculties of the community counseling program, the counseling psychology program, and marriage and family certificate program. Dr. Glaser received his BS and MS degrees from Bradley University. He worked for several years as a master's-level psychologist in state hospitals in Illinois before returning for doctoral training. He was a temporary assistant professor at Indiana State University for 1 year before arriving at The University of Georgia in 1990. He is codirector of the Juvenile Counseling and Assessment Program and Gaining Insight into Relationships for Lifelong Success (JCAP/GIRLS), which are collaborative instruction/research/service projects among the Georgia Department of Juvenile Justice, the College of Education, and the Clarke County Juvenile Court. The International Association of Addictions and Offender Counselors named JCAP/GIRLS 2005 Program of the Year. He is active in the Association for Assessment in Counseling and Education (president 2005–2006), the International Association of Addictions and Offender Counseling (IAAOC), and the American Association of Marriage and Family Therapy. His principal areas of interest are appraisal, conduct-disordered youth, and juvenile offenders. He received the 2003 Association for Assessment in Counseling Research Award and was recently named *Journal of Addictions & Offender Counseling's* third most prolific scholarly author and contributor from 1999 to 2004. In 2006, he received the Addictions and Offender Counseling Educator Excellence Award from IAAOC.

■ Career Development and Assessment Content Areas Coeditor

David A. Jepsen, PhD, is professor emeritus in the Department of Counseling, Rehabilitation and Student Development at the University of Iowa (UI). He first joined the American Personnel and Guidance Association

and the National Vocational Guidance Association (NVGA) in 1960 and a few years later joined the American School Counselor Association and the Association for Counselor Education and Supervision and was a charter member of the Association for Measurement and Evaluation in Guidance, now named Association for Assessment in Counseling and Education (AACE). After serving on a NVGA committee and on the *Vocational Guidance Quarterly* (*VGQ*; later renamed *The Career Development Quarterly*) editorial board, he was selected as *VGQ* editor for two 3-year terms. This was followed by election as president of the National Career Development Association (NCDA) and serving a 3-year term on the American Association for Counseling and Development (AACD) Governing Council and 1 year on the AACD executive committee. In the 1990s, he served on a few American Counseling Association (ACA) committees and journal editorial boards. In 2002, he was elected to the executive committee of the Association for Assessment in Counseling (now AACE). After receiving an MS degree in counseling and guidance from the University of Wisconsin–Madison (UW), in 1963, he was a counselor in Wisconsin public schools and UW laboratories for the next 7 years. He earned a PhD from UW in 1970 in counseling and guidance and became a counselor educator at UI, where he worked continuously, except for a brief time at the University of Maryland, College Park, until retirement in 2005. He is very proud of many former students who have made their own contributions to the counseling profession and to ACA and its divisions. Through contacts in professional associations and with professionals who graduated from UI, he has presented papers, workshops, and lectures in Japan, Taiwan, Portugal, Spain, Canada, Great Britain, and Ireland. Longevity and loyalty within universities and professional associations have brought public recognition in the form of awards. He is especially proud of the NCDA Eminent Career Award (1995), election as a charter member of the Iowa Academy of Education (1996), the UI College of Education Teaching Award (1999), and the ACA Extended Research Award (2006). He is both an NCDA Fellow (2000) and an ACA Fellow (2007). Early in his career, he overlearned the value of sound scholarship to a profession and measures his own successes in terms of the quality of scholarly work produced and frequency with which it is used by fellow professionals. Over the past 4 decades, he has authored about 80 published articles and book chapters for counselor and counselor educator audiences.

■ Professional Identity and Ethics Content Area Coeditor

Lynn E. Linde, EdD, NCC, is the director of Clinical Programs for the school counseling program in the Educational Specialties Department at Loyola University

Maryland. She is an American Counseling Association (ACA) Fellow and a recipient of the ACA Counselor Educator Advocacy Award, the ACA Carl Perkins Government Relations Award, the Association for Counselor Education and Supervision (ACES) Distinguished Professional Service Award for Supervision, and the Southern ACES Award for Outstanding Program Supervision. In addition, she has received the Maryland Association for Counseling and Development (MACD) Advocacy Award, The MACD President's Award for Outstanding Contribution to the Profession, the MACD Legislative Award, the MACD Professional Development Award, and the MACD Counselor Visibility Award. She also received two (Maryland) Governor's Citations, one for her work in youth suicide prevention and the other for service to the profession; the Maryland State Board of Education recognition for service to the profession; and several other local awards. She is currently the president-elect of ACA and cochair of the ACA Ethics Committee, the Southern Region representative to the 20/20 Visioning Committee, and a subcommittee chair and the secretary for the Professional Counseling Fund. She is a past ACA Governing Council representative, past chair of ACA Southern Region, past member of the ACA Finance Committee, ACA PPL Committee, ACA Blue Ribbon Task Force, and Governing Council liaison to the High Stakes Testing Committee. She is also the past president of MACD. Her area of expertise is ethical, legal, and professional issues for school counselors. She has authored or coauthored five chapters in textbooks and has conducted numerous workshops on these topics. She has been a clinical faculty member at Loyola since 2004 and teaches clinical classes, Professional Issues and Ethics, and Theories of Counseling. Prior to joining Loyola full-time, she was the chief of the Student Services and Alternative Programs Branch at the Maryland State Department of Education. She holds a doctorate in counseling and an MA in school counseling from The George Washington University and a BA in psychology from Clark University.

■ Career Development Content Area Coeditor

Spencer G. Niles, PhD, is professor and department head for Counselor Education, Counseling Psychology, and Rehabilitation Services at The Pennsylvania State University. Previously, he served as professor and assistant dean of the Curry School of Education at The University of Virginia and as a senior career counselor at Penn State University Career Services. He is the recipient of the National Career Development Association's (NCDA) Eminent Career Award (2007), the American Counseling Association's (ACA) David Brooks Distinguished Mentor Award (2003), the ACA Extended Research Award (2004), and the University of British Columbia Noted Scholar Award (2001) and is an NCDA Fellow (2002) and an ACA Fellow (2007). Within NCDA, Dr. Niles has served in roles such as

president (2004), North Atlantic Region trustee (2005), trustee-at-large (1996–1999), editor of *The Career Development Quarterly* (1998–2003), chair of the Public Policy and Career Development Council (2006–present), cochair of the Long Range Planning Committee (2001–2002), and Research Awards Committee (1993–present). Dr. Niles has also served as U.S. national correspondent to the International Association for Educational and Vocational Guidance and is on the editorial board for the *International Journal for Educational and Vocational Guidance*. He is the editor of the *Journal of Counseling & Development* and has authored or coauthored approximately 90 publications and delivered more than 85 presentations on career development theory and practice. He is an honorary member of the Japanese Career Development Association (2003), honorary member of the Italian Association for Educational and Vocational Guidance (2005), and a lifetime honorary member of the Ohio Career Development Association (2003).

■ Human Growth and Development Content Area Coeditor

Ann Vernon, PhD, NCC, LMHC, is professor emeritus at the University of Northern Iowa where she served as professor and coordinator of the school and mental health counseling programs for many years. During her tenure there, she taught courses related to counseling children and adolescents, counseling skills and theory, and practicum and internship in school counseling. Dr. Vernon has published numerous books, including *Developmental Assessment and Intervention With Children and Adolescents* (1993, American Counseling Association); *Assessment and Intervention With Children and Adolescents: Developmental and Multicultural Considerations* (2nd ed., 2005, American Counseling Association) with Roberto Clemente; *What Works When With Children and Adolescents: A Handbook of Individual Counseling Techniques* (2004, Research Press); *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children* (2006, Research Press); *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Adolescents* (2006, Research Press); and *The Passport Program: A Journey Through Development* (Grades 1–5, Grades 6–8, Grades 9–12; 1998, Research Press). She is the editor of *Counseling Children and Adolescents* (4th ed., in press, Love). In addition, she is the sole author of more than 30 book chapters dealing primarily with counseling children and adolescents, developmental counseling, and applications of rational emotive behavior therapy (REBT) with children and adolescents as well as numerous journal articles on a variety of topics. Dr. Vernon is the recipient of The Regents Award for Faculty Excellence, the Association for Counselor Education and Supervision (ACES) Professional Service Award, the Outstanding Contributions Award for Improving the Status of

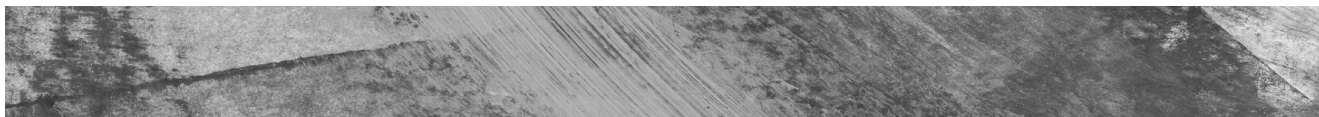
School Counseling (Iowa), the University of Northern Iowa College of Education Service Award, The University of Iowa Outstanding Alumni Award, and the Iowa School Counselor Lifetime Contribution Award. She has served as president of North Central ACES, the Iowa Counseling Association, and the Iowa School Counselor Association and as cochair of the ACES Women's Interest and Mentoring Network. She developed and continues to coordinate the ACES women's retreats and has been a member or chair of numerous professional committees, including the ACA Restructuring Task Force, as well as a member of several editorial boards. Dr. Vernon is vice president of the Albert Ellis Board of Trustees and is considered one of the few leading experts on applications of REBT with children and adolescents. She currently conducts REBT training programs in Romania at the University of Oradea, the RINO Mental Health Center in Amsterdam, and throughout Australia for the Australian Center for Cognitive-Behavioral Therapy. For many years, she has been an active presenter throughout the United States, Canada, and South America and offers workshops on a variety of topics related to counseling children and developing comprehensive school counseling programs. Until last year when she moved to Arizona, she maintained a private practice in Iowa where she specialized in working with children, adolescents, and parents.

■ Group Work Content Area Editor

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