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From the Editorial Desk



Arnold Coven, Ed.D.
Editor

Dr. Coven is an Associate Professor of Counselor Education at Wayne State University

I am the new editor of the Michigan Journal of Counseling: Research, Theory, and Practice, formerly known as Dimensions of Counseling. The co-editors are Dr. Lisa Hawley, Associate Professor of Counselor Education at Oakland University, and Dr. Dan Lawrence, School Counselor at Chippewa Valley Schools. Although the name change is to highlight the Michigan Counseling Association, efforts will continue to encourage article submission from out of state. We see our mission as publishing articles that practitioners, graduate students, and counselor educators can use in the immediate present. Thus, articles focusing on strategies, treatment interventions, and case studies will be emphasized. We will still feature scholarly work relating to research and theory. We hope to include an article from a graduate student in future issues. In order to be accessible for direct contact, my cell phone number is 248-875-3244. Contact me or the co-editors with your ideas and questions. It is our hope that we can continue the high quality level the previous editors accomplished. Please note the new editorial review board members. The first article is congruent with our practice emphasis.

The lead article, by Devika Dibya Choudhuri and Irene Mass Ametrano, examines career preparation for counselors. Career preparation for counselors is an important curriculum topic for counseling programs. Yet, often, the pedagogy for counselor career development is informal or an afterthought in counselor training. This article provides counselors guidelines on how to successfully present their skills and knowledge to employers.

The authors offer insightful techniques to assist recent graduates and current students to navigate the marketplace.

The second article, by Sandra Kakacek and Allen Ottens, from Northern Illinois University, addresses a topic unfamiliar to many, Equine Assisted Psychotherapy (EAP). The authors of this article address some of the promising aspects of human interaction with horses in the treatment of many common mental health concerns. EAP does not require that the client ride or mount the horse. The client is encouraged to interact with the horse through a series of semi-structured tasks. Animal-assisted therapy is commonplace in many nursing homes. Kakacek and Ottens succeed in expanding our perceptions of how human/animal interaction can be beneficial. Given Michigan's connection with nature and natural resources, EAP may be a treatment to explore further. Interestingly, since this article was written, EAP was featured on the front page of the most recent issue of The American Counseling Association's publication, Counseling Today (July, 2008).

Finally, we conclude with an article on Cyber Bullying by Helen M. Garinger. Cyber Bullying has become a serious concern for adolescents, parents, and school personnel, especially school counselors. The author recognizes this current problem in our society and identifies its complexities. After describing the difficulty, Garinger presents prevention and intervention strategies for counselors, adolescents, parents, and other school personnel.

Author Guidelines

Michigan Journal of Counseling: Research, Theory and Practice is the official journal of the Michigan Counseling Association. The Editorial Review Board welcomes the submission of manuscripts for consideration. All submissions should be prepared according to these guidelines. Manuscripts that do not follow these guidelines will be returned to the author without review.

MANUSCRIPT GUIDELINES

MANUSCRIPT STYLE

All manuscripts should be prepared in accordance with the standards specified by the most recent Publication Manual of the American Psychological Association. Authors are encouraged to use the "Gender Equity Guidelines" available from ACA and avoid the use of the generic masculine pronoun and other sexist terminology. In addition, authors are encouraged to use terms such as "client, student or participant" rather than "subject."

MANUSCRIPT TYPE

Manuscripts should be written in one of the following formats:

Full-Length Articles: These articles should address topics of interest using a standard article format. They may relate theory to practice, highlight techniques and those practices that are potentially effective with specific client groups, and can be applied to a broad range of client problems, provide original synthesis of material, or report on original research studies. These articles should generally not exceed 3,000 words. Lengthier manuscripts may be considered on the basis of content.

Dialogs: These articles should take the form of a verbatim exchange, oral or written, between two or more people. They should not exceed 3,000 words.

In the Field: These articles report on or describe new practices, programs or techniques and relate practice to theory by citing appropriate literature. They should not exceed 400-600 words.

Reviews: These articles consist of reviews of current books, appraisal instruments and other resources of interest to counselors. They should not exceed 600 words.

MANUSCRIPT SUBMISSION

ORIGINAL ARTICLES ONLY

Submission of a manuscript to the Michigan Journal of Counseling represents a certification on the part of the author(s) that it is an original work, and that neither this manuscript nor a version of it has been published elsewhere nor is being considered for publication elsewhere.

Paper: Use 8.5 x 11 inch white paper.

Digital: Digital versions of manuscripts are required; MSWord documents preferred.

Spacing: All manuscripts should be double-spaced.

Margins: Use a minimum of one-inch margins on all sides.

Cover Page: To facilitate blind review, place the names of the authors, positions, titles, places of employment, and mailing addresses on the cover page only and submit the cover page as a separate attachment from the manuscript.

Transmission: Please e-mail all documents to the Editor, Arnold Coven, at acoven@wayne.edu.

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The Overlooked Group: Career Preparation for Counselors-in-Training

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There is a lack of specific resources for preparing counselors-in-training for their future profession. This article strives to identify and discuss some of the unique challenges and career preparation issues faced by master's level counselors. The responsibility of counselor education programs to send out new counselors who are adequately prepared for the workforce is addressed, and examples of career resources used in one master's level training program are provided.

Key Words: Career preparation, job finding challenges, counselor educator's responsibility, career resources

In its standards for the preparation of professional counselors, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2001) identifies career development as one of the core areas in which students should have knowledge and curricular experiences. CACREP-accredited counseling programs must offer coursework that covers areas such as career development theories and decision-making models, career counseling processes and techniques, and occupational and labor market information resources to name a few. Examples of assignments in these courses include inviting students to use their own lives as learning templates for career decision making; interviewing or shadowing professional counselors in their areas of specialization; or conducting mock interviews. However, much of the knowledge and preparation that students receive focuses on using the acquired skill and knowledge competencies with prospective clients (Brown, 2005; Pickman, 1997). Feedback from graduates of our own program indicates that students graduate as novice counselors, feeling vulnerable and unprepared for the career to which they have committed time, energy, and resources.

All kinds of professions, including music librarians (Elliot & Blair, 2004), salespeople (Azar & Foley, 2004), travel agents (Colbert, 2004), aviators (Echaore-McDavid, 2005), police officers (Taylor, 2005), and chefs (Donovan, 2004), and of course, people entering business, have guides that prepare them to seek and land the perfect job. Most of these guides are marketed to counselors for use with their clients in these diverse fields. Even related human services fields, such as social work and psychology, have their career guides (Wittenberg, 2003; Sternberg, 1997). Amidst these riches, however, there appear to be very few resources available that focus on the career preparation of counselors (Baxter, 1994; Collison & Garfield, 1996). Those that include counselors, such as Burger and Youkeles (2000), tend to focus on the earlier stages of choosing a career direction that is aligned with one's interests and aptitudes, rather than on later stages that involve preparation for entry into the field.

This paper strives to identify and discuss the unique challenges and career preparation issues faced by master's level counselors, and the responsibility of

counselor education programs to send out new counselors who are adequately prepared for the workforce. Career resources used in one master's level training program are provided as examples of ways in which programs can respond to this need.

Unique Career Issues for Counselors

Counseling as a profession has historical roots in vocational guidance, but has evolved into an approach to helping people facing developmental and normative problems as well as psychopathology; it is often described as being indistinguishable from psychotherapy (Neukrug, 2000). The very breadth of settings and arenas in which counselors work, from schools and colleges, to public, private, and government agencies, to business and industry can be problematic for new counselors. Still far from firmly grounded, they must define a professional identity and advocate for themselves in fields and settings where they face much competition, and often little understanding, of professional counselors' preparation and skills. In a society where people can be called at home to be sold credit cards by persons labeling themselves "financial counselors", offered makeovers in department stores by "cosmetic counselors", or examined for inheritable diseases by "genetic counselors", new professional counselors face many challenges. Specifically, new counselors searching for jobs in schools, colleges and universities, and community agencies face slightly different challenges depending on their area of specialization.

In school counseling, increased threats of funding cuts on the Federal and State levels (Counseling Today, 2005) jeopardize the employability of school counselors. Between 2006 and 2016, employment for all counselors is expected to grow by 21%, which is much faster than the average for all occupations (U.S. Department of Labor, 2008-2009). However, growth will vary by location and specialty area. Nationwide, educational, vocational, and school counseling is projected to grow by 13% (U.S. Department of Labor), whereas in Michigan, growth is projected to be only 6% (Michigan Department of Labor & Economic Growth, 2008).

In some states, such as Michigan, the legal change from requiring a teaching certificate for school counselor endorsement, to allowing non-teacher-certified school counselors to obtain school counselor licensure, can be obstacle-ridden. Feedback from

a variety of sources including students' shadowing/interviewing assignments (see Appendix A), students seeking internships, intern supervisors, and recent graduates seeking employment, indicates that many school districts still give preference to teacher-certified counselors. School personnel are often unaware of the changes in the law and do not consider non-teacher-certified candidates, or simply do not want to place non-teacher certified counselors. Feedback from these sources also indicates that some school counseling functions are given to other professionals. At elementary school levels, more funding is available for school social workers than for school counselors; thus school social workers provide the services that school counselors could provide. In high schools where social workers, psychologists and counselors are employed, counselors may be assigned the scheduling and guidance functions, while the social workers and psychologists conduct assessments and do the more "psychotherapeutic" counseling functions. This is not consistent with the professional school counselor's role as defined in the Michigan Comprehensive Guidance and Counseling Program (2005).

Over the last ten years, anecdotal feedback from program graduates seeking employment as counselors in higher education settings, indicates that they may be at a disadvantage. Advertisements for positions in college and university counseling centers often require degrees and licensure as psychologists and social workers, even though these professionals have less training and preparation than counselors in the unique developmental and life issues that college students face. Graduates have found that the directors of such centers, who develop position postings and requirements, are themselves often psychologists or social workers and are therefore unacquainted with the current training and preparation of college counselors. They frequently assume that counselors are less clinically skilled, and psychologists often view diagnosis as their purview alone. Yet most counselor licensure laws, including Michigan's law, includes diagnosis in the counselor's scope of practice (ACA, 2008; Schaeffer & Ametrano, 2006)

Equally, if not more challenging, are the issues faced by community and mental health counselors. There is a great deal of overlap among the counseling-related services provided by various mental health professionals, with individuals from different professions often being hired to perform the same tasks (Altekruse, Harris,

& Brandt, 2001). While the scope of practice for licensed professional counselors in most states includes assessment, diagnosis, treatment planning, as well as counseling and psychotherapy (ACA, 2008), feedback from students, prospective intern supervisors, and graduates seeking employment, indicates that agencies often view master's level social workers as more employable than counselors. With the exception of rehabilitation counseling, where counseling training is typically required, many position postings ask specifically for MSW candidates, while listing a set of job functions that master's level counselors are trained to perform competently. However, most mental health administrators appear to have social work backgrounds and thus tend to hire primarily social workers (Altekruse, Harris, & Brandt). Michigan occupational projections for the years 2004 to 2014 reflect twice as many positions for mental health and substance abuse social workers as for mental health counselors. Positions for mental health counselors are projected to increase by 11%, from 2040 to 2280, whereas positions for mental health and substance abuse social workers are projected to increase by 15%, from 4220 to 4870 positions. Positions for rehabilitation counselors are projected to increase only 7%, from 1910 to 2050 (Michigan Department of Labor & Economic Growth, 2008)

Despite these trends and hiring practices, it has been the authors' experience that agencies in which counseling interns are placed often praise their skill level and therapeutic readiness as being superior to that of the social work students they supervise. The graduate

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In the job search process itself, counseling applicants will need to be ready and prepared to be strong advocates for the profession and themselves.”

preparation model whereby social work students are given field placements beginning at the time of entry into the program is very different from the preparation model for counselors, where practicum and internships in the field are culminating experiences that follow the acquisition of knowledge and skills, rather than accompany them. Thus, while social work students in a field placement may be at any point in their programs, counseling interns will be at the terminus of theirs.

All of these challenges mean that in the job search process itself, counseling applicants will need to be ready and prepared to be strong advocates for the profession and themselves. Rather than being discouraged by what appear to be few positions, they must prepare themselves to seek out and compete effectively with other mental health and social service providers. To empower students to do this, counselor educators must prepare them systematically during the master's program. The tools these students need include a thorough understanding of the requirements for professional counselor licensure in their state,

along with an understanding of the scope of practice of such licensure, a sense of worth and appreciation for the knowledge and skills they are learning, the confidence to present themselves as competent, and practice in advocating for the profession and themselves. As Altekruse, Harris, and Brandt (2001) noted, in order to compete with other mental health professionals, professional counselors need to be able to communicate their role to legislators and to the public, and they need to demonstrate that they have something important to offer.

Preparing Competitive New Counselors: Training Aspects

In counselor preparation programs, there is often a course early on that introduces students to the profession, addressing the curricular requirements of the CACREP standard known as Professional Identity (CACREP, 2001). Similarly, students in specific specialization tracks (i.e. school, college, community), take courses that address professional and ethical issues in the particular field they are entering. Such courses, along with career development courses, are wonderful opportunities to provide specific and developmentally appropriate groundwork and training for the counselor's own career preparation. For instance, in an early course, students are assigned a shadowing and interview project where they follow and talk in depth with a counselor in the field that they seek to enter (see Appendix A). This assignment helps students to build a real world understanding of the parameters of such positions, as well as exposing students to the important process of networking. Later in their programs, students are offered experiences in which they practice job search skills, including interviewing (see Appendix B).

In addition, it may be helpful to schedule workshops and professional development opportunities to cover special topics. The career skills that counseling students need to know and apply to themselves include building an appropriate resume or vita, writing persuasive and self-advocating cover letters, understanding the job search process in their specific fields, and preparing themselves for job interviews and follow up. Each of these topics needs to be focused and developed specifically for counselors, rather than using a one-size-fits-all generic career counseling model. In the following sections, some of these special issues are discussed.

Developing an Appropriate Resume or Vitae

The usual model of a business-type resume does not work adequately for would-be counselors since the one-page, terse summary format tends not to capture successfully the professional counselor's skills and experiences. Students are often unaware of other options; for example, increasing the resume format to multiple pages, or changing the typical chronological format to a functional one where skills and areas of expertise acquired from different places and times are categorized. Another option is to use a curriculum vitae (C.V.) rather than a resume. Where the resume is a brief,

persuasive document intended to evoke interest and action and is focused on a specific position (Connelly, 2007, May), a C.V. is a more detailed summary of one's qualifications and work experience.

In developing the resume or C.V., counselors should think through their work experiences, organizing both paid and unpaid work that highlights skills acquired. In many ways, experiences can be sorted into four groups:

- a) Highly relevant work that captures the similar skills or is in the same area as the position for which the counselor is applying. An example is a counseling internship that a student did in a substance abuse agency, when applying for a position as a substance abuse counselor. Additionally, the student who volunteered at a suicide hotline may well be able to describe the skills acquired as highly relevant to working with substance abusing clients.
- b) Functionally related work shows skills that can be transferred even if they were used in a different area. So, a student who has worked as a special education aide in the schools may highlight such experience as demonstrating knowledge and understanding of school settings.
- c) Unrelated experience can fill what might be a distracting gap in one's work history.
- d) Irrelevant information that fills no perceptible gap.

The student's task is to describe the first group in detail, highlight the main points of the second group, mention the third group perfunctorily under "Other Experience" and not include the irrelevant information from the last group. For most people, a chronological ordering works well for the information in groups one and two. However, because of the process of going through a graduate program, students sometimes find

that their most relevant experience is not the most recent. In that case, they should consider using a functional format, with a heading such as “Related Experience” and describe the most relevant clustering of experiences regardless of chronological continuity (see Appendix C).

Another point in developing counseling resumes is the need to add sections that may not fit in a traditional format. For instance, professional associations and memberships demonstrate professional commitment; honors and awards showcase ways in which the candidate performed in a stellar capacity; while detailing multilingual capacities is often a great asset given the need to be prepared in working with diverse populations.

Networking

Again, new counselors may often overlook critical aspects of this process when using a one-size-fits-all approach. The value of networking cannot be overlooked, and many employed counselors have mentioned to us that they obtained their first entry through talking to a network regarding job contacts and vacancies. This includes asking teachers, counselors, and administrators where one has interned, volunteered, or worked, about job openings, as well as audaciously using friends, relatives, and community members if they can refer to contacts with hiring power or have information about local counselor vacancies. Joining national and local professional associations to develop a professional support network and obtaining current employment information through journals and newsletters may be an underutilized strategy. In a tongue-in-cheek column, Connelly (2007) identifies job search mistakes made by counselors, including relying solely on the internet, assuming that all jobs are advertised and not using networking.

Advocacy

Students must be well trained in writing and developing persuasive cover letters that encourage employers to consider them as viable applicants. As discussed previously, counselors have to struggle with misperceptions about their training, clinical skills, and professional licensure. Understanding the profession’s scope of practice, which is defined in each state’s licensing law, is essential so that counselors neither practice outside of their scope nor allow it to be limited by others (Schaeffer & Ametrano, 2006). In looking for jobs, counselors must be knowledgeable enough

to educate potential employers about their scope of practice so that these employers do not unknowingly limit the counselor’s scope. A useful assignment for students in courses in the latter part of their programs is to develop sample cover letters in which they advocate for themselves by describing national certification and state-specific professional licensure requirements, restrictions and scope of practice (see Appendix D).

Counselor educators bear a great deal of responsibility at this step. Along with counselors themselves, counselor educators must advocate for professional counselors’ rights to practice their profession fully. It is essential that in preparing counselors, educators remain aware of the current job landscape and day-to-day realities for counselors in the specialization tracks. To maintain this awareness, it is necessary to develop close and continuing relationships with professionals in the field: the agencies, districts, and organizations that hire the counselors one trains. These contacts allow counselor educators to insure that such professionals are informed about the preparation of counselors. In essence, the approachability, knowledge, and preparation of the counselor educator are crucial components in being ambassadors for the profession and for the students. If counselor educators are known and respected, then a student who brings a degree and a reference from the program is correspondingly valued. Alumnae of the program should be cultivated and ongoing connections maintained because they too serve as excellent and knowledgeable references for the training standards of the program. One way the counseling program can maintain these contacts is by developing and sustaining a board or committee of advisors, drawn from the field, who are professionally committed, interested, and also representative of the places that might hire counselors. An important activity that can be undertaken by the program and/or its advisory board is to conduct periodic structured assessments to get an accurate picture of the job market for counselors in the region.

The Interview Process in Counseling

Once students have a foot in the door, so to speak, by having obtained an interview, it is helpful if they have rehearsed responses and are knowledgeable about protocols for interviews in the settings in which they seek employment. Beyond generic questions about one’s strengths and interests in the position, counselor applicants may well be asked more detailed questions. Feedback from graduates who have obtained positions and from students preparing mock interviews in an

advanced course (see Appendix B) indicates that candidates are frequently asked to apply their knowledge to specific situations that may arise on the job. In community and mental health interviews, counselors may be asked to give specific examples about their experiences and approach to issues such as diagnostic dilemmas, crisis situations, clinical supervision, psychosocial assessments, professional boundaries, ethical dilemmas, and managed care. In school counseling, applicants may be asked about the state specific comprehensive guidance and counseling plan, dealing with school violence and crisis, illegal substance use, child abuse or suicide, or their approach on how to enhance parent participation. College counseling applicants may be asked about favored theories of student development, experience and knowledge in crisis intervention, availability and readiness to take psychoeducational programs into residence halls, serve in on-call functions during weekends, liaison with other student affairs units, as well as specific clinical knowledge and experience with common campus issues such as dysfunctional relationships, eating disorders, depression, or substance abuse.

In addition, students must learn to apply the general skills they have learned to use with clients to good

use in managing and negotiating a cordial atmosphere during the interview. If students spend time learning how to develop rapport in counseling skills courses, there is no reason not to use this learning during the interview. However, there are several reasons why students need to be encouraged and trained to do this. Often, students, like any other new entrants into a professional field, feel like supplicants in the process, unable to exert any degree of power or control over the process. With expectations about the expertise of their potential employers, they may feel that using rapport-building skills during the interview will be obvious and manipulative. The uncertainty that accompanies any new endeavor also brings shades of the imposter syndrome (Furnhum, 2002), where applicants begin to doubt that they have any special competence and are certain that their glaring inability to perform will be instantly recognized. Finally, sometimes students simply do not see the potential for application of their skills outside counselor-client relationships.

Specifically, students can use their acquired skills to turn interviews into productive conversations and prevent them from turning into interrogations (see Appendix E).

Conclusion

It is ironic that the very professionals who are trained to assist persons with career needs are often the least prepared for their own career searches. As counselor educators and professional counselors, we owe it to our profession and to our students to prepare them more effectively to advocate for themselves and find success in the job search.

Our efforts will benefit students who will be more successful in their job searches, resulting in more satisfied and positive alumnae. The training program placement rates will increase which will also enhance the popularity and viability of professional preparation programs in counseling. The more professional counselors there are working in the field, the better for the reputation, visibility, and growth of the counseling profession. Ultimately, better career preparation and success will serve the public who will access practitioners who enjoy what they do and who provide responsible, professional services.

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Appendix A

Shadowing and Interviewing Assignment

Description:

This assignment is given in an introductory counseling class, which is taken by graduate students who are newly enrolled in the Counseling program or are considering applying to the program. Students are expected to read an overview of the field (Neukrug, 2000) from their textbook as well as an article from a journal in their field such as *The School Counselor* or *Journal of Mental Health Counseling*, prior to their field experience. The course instructor often assists students in finding appropriate professionals, though it is the student's responsibility to make contact and set up the shadowing and interview. Students are told that they may not shadow and be present for confidential counseling sessions, but will still get a sense of the daily work life.

Instructions to students:

The purpose of this assignment is to increase your knowledge of the actual professional experience of the career to which you are aspiring. For this project, you will make contact with a professional counselor in the area of your choice (examples include a middle school counselor, a career counselor, a mental health counselor in an agency, or a substance abuse counselor) and set up the opportunity to shadow them as much as possible through a minimum of six hours in a typical working day (the hours do not have to be in a single block though that may well be helpful to your understanding of the pace). You will also interview the professional about their career, their educational background, their responsibilities, successes, frustrations, schedules, etc. In class, we will be discussing your experiences and findings in small groups, organized by setting. You will then write up your experiences and the data from the interview, incorporating the relevant text readings, in a reflective paper of 7-8 pages.

Pedagogical outcomes:

While students enter the program having chosen a specialization area (such as school or community counseling), this assignment often validates their career choices. Sometimes, this assignment allows students to explore an unconsidered aspect of their chosen field. For instance, school counseling students who choose to shadow and interview a counselor working in elementary school settings are often very surprised and impressed by the level, quality and engagement of counseling that occurs. On the other hand, community counseling students get a sense of the breadth of their field as they notice the vast number of mental health providers from different disciplines.

Appendix B

Mock Interview Assignment

Description:

This assignment is given in an advanced community counseling course that addresses ethical and professional issues. The assignment provides opportunities for students to observe their peers in mock interviews, provide feedback, and discuss the interviews with classmates and the course instructor.

Instructions to students:

Each student will select an ad (or a composite of several ads) for a counseling job in an agency setting. Note that this must be a community agency and not a school or college/university. The job must require a master's degree in counseling or a related mental health profession (social work, psychology), along with the appropriate state licensure/certification.

The student will "apply" for the selected position and submit an application that includes the following:

- 1) Professional resume
- 2) A letter of interest/introduction that describes:
 - your master's degree program: "core" areas your training covers; specialty courses/areas of interest to you
 - your internship requirement and setting (use a hypothetical setting if you have not begun your internship)
 - how your degree compares with degrees in other mental health professions (social work and psychology)
 - your counseling license; a counselor's scope of practice

In dyads, students will develop a 15 – 20 minute roleplay of a job interview. The interview should be based on one of the positions for which a student developed an application. Students will work together to develop the interviewer's questions and the interviewee's responses. "Mock interviews" will be presented to the class.

Pedagogical outcomes:

Students find this process useful in their preparation for job interviews. They learn new approaches by watching other students go through an interview process. In addition, they are often surprised to hear about things that they did well, and they welcome suggestions about things they could have handled more effectively. They leave the class feeling a bit more confident about applying for jobs.

Modifications:

- A useful feature to add would be to videotape each interview. Students would then be able to see themselves, and the feedback from peers would be more meaningful.
- Professionals from the field could be brought in to conduct "mock interviews." This experience would provide a more realistic feel for actual job interviews.

Appendix C

Handout on Developing a Resume that Highlights Counseling Skills

Job seekers entering or leaving the human services fields often feel they must use chronological formats to describe their job responsibilities. Yet, using such strategies does not strengthen their resumes.

Example:

While completing her Counseling degree, Carla served as an intern with a mental health counseling agency. She had also been a volunteer with Big Sisters and helped to manage their new member recruitment campaign. Prior to that, she managed an office.

Take a look at her “before” resume and see how well it markets her for a Counseling position

EXPERIENCE:

Intern Counselor, Mental Health Counseling, Inc. 1996 - Present

Served as counselor intern, counseling teenagers, completing case files and consulting with Senior Counselor to review and approve counseling strategies.

Volunteer, Big Sisters 1992 - 1995

Worked on the member recruitment campaign which involved interviewing and assessing new volunteers for acceptance into program.

Office Manager, Frampton Construction 1988 - 1992

Managed office functions including bookkeeping and reception for a small construction firm.

Now take a look at changing the format to skill headings and content. Notice how this new resume information presents her as being much better qualified. Of these two examples who would you call to interview for a counseling position?

Counseling / Case Management, Mental Health Counseling 1995 - Present

Client Needs Assessment

Family Systems Counseling

Case Documentation and Reporting

Client Education & High Risk Prevention Counseling

Mentor Assessment & Program Placement, Big Sisters 1992 – 1995

Interviewing and Placement of Volunteer Mentors

Program Coordination / New Recruit Orientation

Administrative Management, Frampton Construction 1988 - 1992

Office Systems Administration

Staff Training and Supervision

You can also use numbers to describe your responsibilities. Notice in the following example that quantifying paints a much broader image of Carla’s skills and capabilities than a pedestrian list of responsibilities:

Managed a case load of 25 adolescents from culturally diverse, socioeconomic levels, many of whom were at high risk for delinquency, teen pregnancy and drug usage.

Appendix D

Sample Cover Letter Advocating for Community Counselors

Date

Prospective Employer

Organization/Agency

Address

City, State, Zip

Dear Ms./Mr./Dr...

I am responding to your advertised position in the Site of ad (month day, year) for a psychotherapist/counselor/mental health worker in organization/agency name. I hold a master's degree in community counseling from University and am a limited licensed professional counselor (LLPC) in the State of Michigan. The scope of practice for licensed professional counselors includes testing and assessment, diagnosis and treatment planning, along with other counseling-related activities. Thus as an LLPC, I can perform all the activities that are customarily given to other master's level mental health professionals.

In addition to assessment, diagnosis, and treatment planning, my training in community counseling has equipped me with the knowledge and skills to establish and maintain therapeutic relationships with individuals, groups, couples, and families. Beyond my basic counseling curriculum, I also took specialized coursework in substance abuse, crisis intervention and community resources and advocacy.

The 600-hour internship, which is the required capstone experience for my CACREP accredited program, was in _____ setting(s). There I performed intake interviews, prepared documentation for managed care reimbursement, and assessed clients for treatment eligibility. I also maintained a caseload of clients presenting with substance-related and other DSM IV disorders, including co-occurring diagnoses. I worked with individuals, groups and families, focusing on the development of life skills, self-reliance, recovery, parenting, and healthy relationships.

Your organization, organization/agency name, has an outstanding reputation for providing services for kind of population, a population I am committed to working with. I believe this is an environment that aligns perfectly with my long-term career goals. Enclosed you will find my resume for your review. I look forward to speaking with you in the near future.

Sincerely

Your Name

Address

City, State Zip

emailname@server.net

Phone: 555-555-5555

Appendix E

Handout: Using Counseling Skills in the Job Interview

INTRODUCTION

You walk into a small room with a stranger who may be anxious or nervous, and you begin to employ verbal and nonverbal strategies and techniques to develop a relationship. Perhaps you give a choice about seating, make a humorous remark to put the person at ease, ask some open ended question that allows the other person to decide where to begin the conversation, use appreciative and sincere facial expressions, manage your body language to express interest in what they are saying without encroaching into their space.

This is the nuts and bolts of counseling skills and by this time in your graduate training program, you have learned to do this with clients. There is no reason not to apply the above scenario to a job interview where you are the candidate!

I'm nervous!

So what? There have been plenty of times where you were nervous with a client and you managed.

I'm the one being assessed here!

Yes, and clients have been assessing you for your suitability to be their counselor and you have coped.

This isn't a client I'm talking to--it's other mental health professionals--They will see right through me!

Good interpersonal skills, used appropriately, are not a scam. They are a means of expressing your interest and appreciation and holding up your share of the conversation. Everyone likes not to have to do all the work. If your interviewers walk away having enjoyed talking with you, isn't that better than having it be more painful?

STAGES IN THE JOB INTERVIEW AND APPLICATION OF ACQUIRED SKILLS

Walking into the room	If it is a one-on-one interview, what are the barriers between you and the interviewer? Strategize how you can get around the physical limitations of the space and seating. You may even break the ice by asking about the space and its usual usage.
Beginning the interview	Just as you would with a client, assess the tone of the first questions. Are the questions fact-focused, businesslike, or do they invite self-disclosure by offering some about the interviewer or the organization? As you address some of the general questions regarding yourself, produce a statement that is both personable yet appropriate. You have done this before in preparing a professional disclosure statement for your clients--do it for potential employers in verbal format.
Conversation - NOT Interrogation	If you allow an exclusive and one-way question and answer format, where you answer the question and wait expectantly for the next, you have a hand in turning the interview into an interrogation. Don't dilute the focus of the interview, but feel free to ask pertinent questions or make comments in the course of the interview. A particularly adept way of doing this is to attach it on to your response to their question. For instance, if you have been asked about your experience with crisis intervention, you may give your response and then ask if the organization follows a particular protocol through experiences they have had. You want to demonstrate respect for the interview process and show that you take it seriously, so you will want to be appropriately formal in your responses. Just as with clients, however, you would assess appropriateness by the cues you are given in the language and formality of your interviewers. Similar to clients, you will want to match and pace them, while maintaining a formal tone that is a step beyond that of your interviewers. For instance, if they use descriptive curse words during the interview, that does not give you license to do the same, but it does mean that you can be more informal in your descriptions. Just as in counseling, you wish the client to recognize that this is a professional relationship but also feel comfortable with you, in a job interview you want your interviewers to both appreciate and recognize that you are serious about your interest in the position, but also imagine you as a potential colleague and co-worker.
Responding to questions	Most of the questions you will be asked will not relate directly to the information you learned in classes. There are ways, however, to show how your skills and background meet the employer's needs using the information you gained there. As you would with a client, know as much as you can about the employer organization and tactfully "weave" your knowledge into the interview. Simply spouting facts or statistics--or prefacing a question with a lot of memorized information--is not the answer. Showing you have "done your homework" demonstrates both your interest in the position and your commitment and thoroughness so it's important for you to secure information on an employer before you interview.
The "strengths and weaknesses" question	Applicants have often generically been told to find ways to "play" this question; conventional advice recommends candidates highlight a weakness like "I'm a perfectionist" and turn it into a positive. However, in this context do not do this. Describe a skill or personality aspect that you wish to improve upon and then describe what you are proactively doing to enhance your skills in this area. Highlighting an area for improvement demonstrates you are self-aware. Describing what you are doing about that weakness demonstrates you are proactive and seek to continually improve your talents. Including asking peers for assistance and consultation shows collegiality. Common challenging areas in counseling include being overwhelmed, having trouble juggling responsibilities, burnout, taking client issues home, as well as dilemmas of maintaining good boundaries while extending caring.
Having prepared questions in response	Every interview usually ends with asking for your questions. Having no questions shows you are either not interested or not prepared. Go into interviews prepared with intelligent questions. If you're creative, you can come up with questions that weren't already covered in the interview. Most people enjoy talking about themselves, so you usually can't go wrong by asking the interviewer about his or her personal experience with the organization. Why did he or she choose to work here? What does he or she like about it?

An Arena for Success: Exploring Equine-Assisted Psychotherapy

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Equine-Assisted Psychotherapy (EAP) is a relatively new experientially-based therapy that has been applied to individuals, couples, families, and groups. There is a small but growing literature base that speaks to EAP's potential for working with very challenging clients. Adjudicated juveniles diagnosed with Oppositional Defiant Disorder (ODD) are one such group. This paper contains a brief presentation of a case study that illustrates how EAP can be implemented, a description of the evolution of EAP, the components of EAP, and a discussion of the hypothesized mechanisms that account for its effectiveness.

Key words: Equine Therapy, oppositional clients, EAP Theory, therapeutic factors

Therapeutic interventions have been a priority within the court systems to remediate the behavior of youths that have been adjudicated (Clark, 2001). Treatment interventions, involving traditional “talk” therapy in individual and family counseling are currently the primary remediation methods. Although these continue to be utilized, the recidivism rate of delinquents remains an area in need of further explorations for resolution (Sharkey, Furlong, Jameson, & O’Brien, 2003). Youth who are diagnosed with Oppositional Defiant Disorder (ODD) are one such group that requires effective therapeutic intervention.

The characteristics presented by an ODD adolescent are numerous and often include hostility, noncompliance, and aggressiveness; and they tend to be resistant to treatment (Hanna, Hanna, & Keys, 1999). This pattern of defiance creates obstacles for change. Equine-Assisted Psychotherapy (EAP) may provide an arena of effective strategies for adjudicated youth.

EAP is unique in that it does not require clients to ride or mount horses; instead, clients are presented with semi-structured tasks that involve interacting with horses and observing them making various responses. It is the meaning or interpretations that clients assign to the interactions with the horses that provide vehicles for making therapeutic gains. The therapist, in turn, takes the clients’ interpretations of the client-horse interactions and from them crafts metaphors paralleling the clients’ presenting problems. EAP represents an experiential, creative approach that is claimed to “. . . facilitate personal explorations of feelings, powers of intuition and energy, understandings of self, nature, relationships, and communication” (Rothe, Vega, Torres, Soler, & Pazos, 2005, p. 375).

Applications of this relatively new approach with at risk youth provide options for treatment interventions. For example, a 14-year old adjudicated boy with ODD features and at risk for committing more offenses was referred to the first author of this article for EAP. A brief case study illustrates the potential success of EAP.

ODD and EAP Case Implementation

The client, whom we will call Howard, entered the arena with no prior exposure to horses. He is of average intelligence and has been diagnosed as having learning disabilities. He presented with characteristics of

depression and had difficulty controlling his anger. The client was not medicated. He had no known allergies or other medical problems at the time of treatment. He smoked cigarettes and was a substance abuser, with marijuana as his drug of choice. He attended an alternative school that met his needs both academically and emotionally.

He was adjudicated for a violent offense approximately one year prior to being referred for EAP. He had been involved in “talk” therapy for substance abuse and anger management, but with little positive effect. He continued to violate probation due to failing drug screenings and acting-out aggressively. Howard entered therapy without any horse knowledge (which is to be expected) and presented with a great deal of hostility as well as hopelessness.

On his first exposure to EAP, Howard entered the arena and found himself alone among four horses. Much to Howard’s surprise, the horses spontaneously circled around him. Without prompting, he began to touch one he dubbed the “Leader” because “he doesn’t take no s--- from anyone.” When one of the treatment team members asked, “What do you want to share with us today?” Howard announced that he had a drug screening the previous day and boasted that his “drop was clean.” The horses instantly bolted away from him. The client immediately stated, “Wow, they are better than a screening. They knew I failed the test!”

The power of the client’s perceptions regarding the incident changed his behavior dramatically. Even though the horses, of course, did not know the results of the “drop,” Howard’s interpretation of their bolting behavior as having caught him in a lie represented a turning point in his therapy: he had always been capable of manipulating his previous counselors, but now his own metaphoric interpretation of the horses’ behavioral reaction was able to display his tendencies to deceive others and himself. Howard often used “Leader” in the course of his therapy. As treatment progressed, Howard entered the arena, asked for a brush, and would literally brush away the stress of the day.

Initially Howard was unable to express emotions other than anger. During an early problem-solving activity, he was instructed to build a course with obstacles, which he did using cones, barrels, and poles, and to move the horse through it. He was also instructed to give names or labels to the obstacles as the things that get in his way of success. Standing and surveying the obstacles in the arena, this adolescent who was so removed from his

emotions, identified them as feelings—anger, jealousy, and sadness—that were predominant in his life.

Howard chose Leader and, without touching the horse, was able to guide Leader through the obstacles. He noted the feelings or obstacles where Leader stopped at or had difficulty getting around (i.e. walking around barrels or kicking over the cones). The treatment team utilized these responses to further Howard’s awareness of emotional development. For example, the team asked “how do you get around or over your anger?” This metaphoric representation of the horse’s emotional responses as compared to Howard’s served as a new paradigm for self-growth and change.

Later sessions with problem-solving activities were more complicated. Howard was instructed to build another obstacle course. The treatment team added a twist by strategically placing “temptations”—small piles of hay and grain—in the arena. Howard labeled these as cigarettes, marijuana, and peer pressure—the temptations that Howard readily admitted got him into trouble. The client’s goal was to take a horse through the obstacle course. Howard discovered which temptations continued to create problems for him and which were analogous to the treats which tempted the horse. Howard was able to verbalize when he felt tempted by peers and substances. Additionally, Howard was then able to label feelings with each temptation.

Howard continued in treatment and eventually a member of the family was added. Family EAP was replete with the family’s understanding of prior miscommunications and what was needed for relational improvement. Session activities revolved around Howard instructing his mother how to approach, catch and halter, and lead a horse. Howard explained to his mother what the equine needed from her as to allow successful catching, and when queried by the treatment team, Howard added what he himself needed from his mother to succeed.

Howard completed twelve sessions. There was documented passing of drug screenings during EAP, resulting in a reduction of recidivism. He has remained out of the court system and has forged a stronger bond with his family.

The creative implementation of EAP in the above case study can best be described with understanding how horses became to be incorporated in counseling. A brief overview of animal-assisted therapy lays the foundation for the development of EAP.

The Evolution of EAP

The earliest written anecdotes referring to animal-assisted therapy (AAT) date back to 1699 (Parshall, 2003). However, Egyptians, Greeks, Romans, and other ancients were known to make therapeutic use of animals (Pitts, 2005; Kruger, Trachtenberg, & Serpell, 2004). Usually the physicians of antiquity prescribed patient interaction with dogs, rodents, birds, and fish for their capacity to provide relaxing or kinesthetically soothing experiences (Morrison, 2007). Animals have long been ascribed to providing meaningful relationships with human beings (Morrison). Historical research indicates that ancient Greek and Roman civilizations used animals for treatment of people exhibiting anxiety and depression (Pitts; Kruger, et al.). Utilizing animals for the purposes of mental health treatment interventions was first documented in England in 1699. Dogs and cats were employed as relaxation techniques for the mentally ill (Parshall).

In the United States, the first medically sanctioned use of dogs and cats as therapeutic agents occurred in the 1940s at an Army convalescent hospital (Parshall, 2003). Patients were exposed to animals as part of the recovery process and reportedly displayed reduced anxiety (Morrison, 2007; Parshall, 2003). Parshall theorized research on animal therapy became prominent in 1962 when Levinson, a psychologist, wrote about his dog, Jingles, who accidentally entered the counseling room during a session with an autistic child, who exhibited little to no socialization skills. Reportedly, the child began to interact verbally with the dog. Studies state the results created the beginning of research on using animals in counseling (Vidrine, Owen-Smith, & Faulkner, 2002). Purdue University and University of Pennsylvania began studying animals assisting in therapy in the 1970's (Morrison; Parshall).

Animal-Assisted Therapy (AAT) has progressed from a therapeutic novelty to a legitimate treatment intervention that is beginning to establish its effectiveness with medical problems and psychological disorders. Moreover, the species of animals used for therapeutic means has progressed from small, common household pets to include interactions with large, unwieldy animals such as dolphins and horses.

It is only relatively recently that counselors from both the mental health and allied health professions have begun incorporating horses into treatment regimes. The uniqueness of horses' characteristics is one of the reasons equines are becoming a new treatment modality. The

sheer size and power of equines often act as the magnet that initially draws people to them; yet, despite horses' size and power, one can establish in their presence a sense of being centered (i.e., feeling relaxed, confident, and connected) (Levinson, 2006). In a sort of paradox, horses, which for centuries provided individuals with the means for external travel, have now emerged as a powerful resource for helping persons make crucial internal journeys as well (McCormick & McCormick, 1997). One mode for incorporating horses into therapy, which is represented by a number of different therapeutic factions, relies mainly on interventions involving hands-on, physical interactions with horses such as riding, grooming, and balancing activities. This mode is described immediately below. Equine-Assisted Psychotherapy (EAP), which is the focus of this paper, claims that its advantage derives from the therapeutic interpretations of experiential activities between client and horse in which activities are all conducted with no riding.

Equine Therapies Involving Physical Interactions with the Horse

Equine effects on physical health became prominent in our society with the formation of The North American Riding for the Handicapped Association (NARHA) in 1969. NARHA was established in 1969 with an aim toward promoting its Equine-Facilitated Therapy (EFT) for persons with disabilities. One of EFT's treatment tools, termed hippotherapy (derived from hippos, the Greek word for horse), is used to treat patients of all ages who have neurological, musculoskeletal, or developmental disorders such as cerebral palsy, multiple sclerosis, traumatic brain injuries, autism, and learning or language disabilities (Glasow, 2006). To allow for maximum proprioceptive input, the patient is placed atop the horse, using stirrups but no saddle (DeGuitis, 2003). Patients are accompanied by at least three adults, two sidewalkers, one of whom is a physical, speech, or occupational therapist, and one who leads the horse.

A second treatment tool within EFT is equine-facilitated psychotherapy (EFP). Used by NARHA members EFP relies on teaching mounted gymnastic balancing activities (i.e., vaulting) in order to enhance clients' confidence, organizational skills, spatial relations, body awareness, and sense of self-identity (Vidrine, Owen-Smith, Faulkner, 2002). Vidrine et al. found that as a result of therapeutic vaulting, adolescent clients' senses of self-awareness improved and clients reported feeling more accepted and valued. Ground

activities (i.e., those that require no actual riding) can also be incorporated into EFP in order to facilitate client emotional development (Rothe et al., 2005). For example, activities like grooming horses and learning to properly saddle a horse have been found to increase clients' self-esteem (McDonald & Cappo, 2003).

About two decades ago, several clinicians began to take note that clients spontaneously labeled or interpreted horses' behavior in ways that were analogous to the presenting problems that brought them into treatment (Heimlich, 2001; Kohanov, 2001; Levinson, 2006; McCormick & McCormick, 1997). Essentially, Equine-assisted psychotherapy (EAP) evolved from the experiences of those utilizing horseback riding activities into a therapeutic modality that incorporates metaphors derived from client-horse interactions that are found to connect with the internal workings of people.

EAP is a natural evolutionary development with its roots in the experiential therapy movement of the 70's, when alternatives to traditional "talk" therapy were being developed (Zugich, Klontz, & Leinart, 2005). EAP is achieving prominence as an effective therapeutic intervention (Kersten & Thomas, 2004; Levinson, 2006; Rothe et al., 2005; Zugich et al., 2005).

One of the pioneers of EAP, Greg Kersten, combined his extensive equine knowledge and military background in his work with juvenile inmates in the 1980s. His therapeutic goals were achieved using ground-based rather than mounted activities. One of his legendary equine interventions involved about a dozen adjudicated youth with whom he was working (G. Kersten, personal communication June 20, 2003). Late in the day Kersten gave these clients the "simple" directive to round up all the horses in the paddock (about a dozen) and then come in for dinner. What these young clients discovered was that, as one horse was goaded into a corral, the other eleven bolted in all directions. It took hours of frustration but the youths eventually came upon a discovery: if they locked arms and formed their own "corral," they could maneuver the horses into a tighter herd and guide them through the corral gate. Kersten

"Equine-Assisted Psychotherapy (EAP) ...advantage derives from the therapeutic interpretations of experiential activities between client and horse."

"...Clients spontaneously labeled or interpreted horses' behavior in ways that were analogous to the presenting problems that brought them into treatment."

questioned the youth about "corrals" in their lives outside of the facility. The youths posited how they linked arms and worked as a united group to accomplish a mutual goal. This activity served as an apt metaphor for what they needed to do in their own lives to gain self-control and a sense of self-efficacy. It was through reports of such dramatic clinical successes that EAP became established as an intervention in its own right (Frewin & Gardiner, 2005; Taylor, 2002).

In 1999, Kersten and Lynn Thomas, a licensed social worker, created the Equine Assisted

Growth and Learning Association (EAGALA), a professional organization that publicizes EAP, offers support to counselors in the field, and administers the certification program, which is a series of training workshops with a three-tier process to provide systematic developmental procedures to increase skills utilizing EAP. More recently, Kersten has created another educational program called the O.K. Corral Educational Series, where O. K. stands for observation and knowledge. The O. K. program extends EAP principles to parents and teachers and helps them conceptualize how metaphors for change can be crafted without an actual horse being available.

EAP has grown into an experiential therapy that has attracted adherents throughout the Western Hemisphere, Europe, New Zealand, and Australia. Research has begun to support claims of juvenile recidivism rates. Mann's (2002) studies found that six of nine adjudicated juveniles were able to improve family relationships, decrease peer conflicts, pass drug evaluations, and increase school attendance following participation in EAP. Thomas (2002) studied youth in jail who received EAP treatment. After three months, 79 % did not incur new offenses, as compared to the no treatment group (67%).

Research indicates a decrease in mental illness symptoms among those receiving EAP (Rothe et al., 2005; Taylor, 2002). Studies by Kruger and Serpell (2006) posit that animals may serve as transitional objects to reduce stress. Furst (2006) conducted a national survey of animal-assisted therapy within prisons. One

finding indicates the need for male inmates to have an “acceptable outlet for touching and caressing” (p. 412), and provides a rationale for equine-assisted therapy in prisons. Studies have shown reductions in disciplinary actions, together with increased prisoner self-esteem and self-confidence, as a result of interaction with the equines.

The components of EAP provide a framework to discerning how this new experiential counseling may be responsible for a decrease in recidivism rates among juveniles and decreases in mental illness symptoms.

Therapeutic Components

EAP components include (a) a team approach toward treatment, (b) structured experiential problem-solving activities, and (c) a unique environmental setting.

The Therapeutic Team

The team approach breaks with traditional treatment in that it involves two human team members and at least one horse who each play a therapeutic role: a licensed mental health professional who oversees the course of treatment, an equine specialist who is an expert at handling horses, and, a horse whose actions are utilized by the counselor and client to generate metaphoric content. Horses are regarded as therapeutic team members, given their reactions to humans’ internal feelings and uncovering “our own inner sense in bold, living, color” (McCormick & McCormick, 1997, p. 6). The function of these unique “equine team members” will be further explained in this article.

Specifically, the licensed mental health professional serves to capitalize on the therapeutic potential of the horse and client interaction. To do this, the counselor attends to clients’ verbal and nonverbal responses toward the horses, sees how those responses are parallel to the issues the clients bring to treatment, and links these into a co-created metaphor—or kind of working insight—for change. Equine specialists attend to the horse’s reactive behaviors with the client. Counselors and equine specialists provide clients with emotional and physical safety, respectively.

EAP capitalizes on the unique fact that horses are at once both very social animals and fearful, skittish animals (Irwin & Weber, 2001; Karol, 2007). Horses are constantly engaged in subtle communication amongst each other. One variant of their sociability is that the horses react to their environmental context: if one horse is frolicsome, there is a contagion effect such that the other horses in the herd tend to mimic that behavior. Horses are quick to respond to any threat by retreating

(Kersten & Thomas, 1999). This fear can be triggered by something as simple as the breeze rustling someone’s nylon jacket or a bird taking flight. Whether horses communicate by fleeing or fighting is a reflection of how they perceive the world around them. The horses’ reactions (e.g., mimicking, retreating, aggressing, displaying curiosity) to clients become the grist for therapeutic processing and represent their contribution to the team.

Problem-Solving Activities

Structured experiential problem-solving activities are the essential mechanisms of what happens during EAP. Activities are designed to temporarily frustrate clients in order for them to have the opportunity to create or brainstorm solutions that are not immediately apparent. For example, clients might be instructed to catch and halter a horse, but such a seemingly simple task is made more challenging by the horses’ natural skittishness or by the deviousness of the mental health professional who frustrates clients by mismatching the size of the halters. The challenge and the frustration create a situation whereby clients utilize problem-solving skills and engage in working cooperatively.

The actual activities evolve from the goals that are collaboratively crafted with and agreed upon by the client at the outset of EAP. The activities are intended to bring the client into an encounter with the horse that will generate self-exploration and insight into the issues that the client brings into treatment. The activities for helping a client develop problem-solving skills, for example, may be as basic as observing horses in the corral or catching and haltering a horse. A more challenging activity, such as constructing an obstacle course serves as an excellent paradigm for adjudicated youth to discuss what gets in their way of succeeding in the larger world outside of the paddock. Youths construct and label the “obstacles,” agree upon the selection of a horse, and then guide the horse past the troublesome obstacles. Once accomplished, the processing that ensues leads to the therapy goal: discovering what this activity has to teach about making it down a life-path that is strewn with roadblocks.

The Setting

EAP’s unique environmental setting conveys a dramatic message to clients who balk at traditional treatment. It says, “What we will be doing now in therapy will be different, creative, and compelling.” Instead of a traditional counseling office that restricts physical movement and creates barriers (McCormick

& McCormick, 1997), an arena with the aroma of hay and containing a sleek, neighing horse may suggest opportunities for excitement, experimentation, and playfulness. The fact that the setting is so unique and operates by such unfamiliar rules means that,

for adjudicated and many at-risk youngsters, their tendencies to move swiftly to defy treatment may momentarily be suspended which, in turn, may allow a window of therapeutic opportunity to open.

Factors That May Account for EAP's Effectiveness

Metaphoric communication is thought to be the primary mechanism responsible for facilitating change in EAP (Irwin & Weber, 2001; Karol, 2007; Kersten & Thomas, 1999). During EAP sessions, counselors often pose straightforward questions to clients that require a metaphorical response. For example, an introduction to an equine may begin with a question such as "What do you know so far about the horse you are observing right now?" Responses may be "I think he's bossy and doesn't like me because he moved away when I looked at him." Similarly, the counselor may present clients with the challenge of solving a structured task, such as moving a horse through an obstacle without touching the equine. A metaphoric solution forces clients to engage in representational thinking (Young & Borders, 1998). Emerging from this process are new analogies for conceptualizing what constitutes a problem and the generating of newly discovered, general problem-solving principles that the counselor helps clients extrapolate into the world beyond the treatment setting. The EAP counselor uses the content and context of clients' responses to the structured tasks to understand how clients construe what the problem is and how it can be dealt with. Furthermore, this is deepened by the EAP counselor's attention to clients' language—the words and phrases clients emphasize or repeat as well as their descriptions of what they perceive is occurring. This, then, assists the counselor and equine specialist in constructing metaphors designed to help clients develop and retrieve emotional responses (Lyddon, Clay, & Sparks, 2001).

The theoretical concept of metaphor is explicated by Korzybski, a renowned semantic theoretician who coined the phrase "the map is not the territory" in 1933 (Sikes, 2006). This phrase refers to conceptually understanding that one's perception is not the reality itself but, rather, a version of it or a "map" (Sikes, 2006). Further implied in this "map" is the very need to understand another's communication about their world. From this stand point, metaphoric language is expounded as a language device (Kottler, 1994) that can represent how someone is experiencing their world.

Powerful insight is gained by "generating a wide variety of associations among previously unrelated cognitive structures" (Young & Borders, 1998, p. 238). EAP metaphors are directed at four prime targets for facilitating behavioral/emotional changes. The first use of metaphors is to explain or account for the horse's puzzling behavior (e.g., what is the horse afraid of?). A second use of metaphor involves analogous language that references props used during activities with the horses (e.g., if the halter represents a way of controlling the horse, what device or tactic is used to control you?). The third involves the clients relating the life lessons they learned that were embedded within solving a structured task (e.g., what does it mean that all of you had to link arms in order to solve the problem of getting the horse over an obstacle?). The fourth, and probably the most clinically significant, is the way in which clients metaphorically extrapolate the lesson learned to coping more effectively with life's challenges (e.g., if teamwork is required to move the horse, then how do you "team" with others to solve issues beyond the horse arena?).

Characteristics of horses provide another mechanism thought responsible for EAP's effectiveness (Irwin & Weber, 2001; Jarrell, 2005; Karol, 2007; McCormick & McCormick, 1997). Equines appear to have the uncanny ability to resonate in a complementary fashion with the emotions emanating from humans. Karol posits that a horse's sensitivity and reactivity, which provides unambiguous, immediate feedback to the client, can model how the individual is behaving. For example, if clients are angry, horses instinctively perceive and mirror that anger through such patterns as pinning their ears back or aggressively chasing another horse. Another characteristic of horses is that they seem to accept people (even clients) without judging or labeling anyone as "troubled" or "resistive" (Fawcett & Gullone, n.d.; Kersten & Thomas, 1999). In other words, horses appear to provide a milieu for emotional growth (McCormick & McCormick).

Implementation of EAP: Getting Started

EAP has been utilized with individual clients ranging in ages from 4 to over 80 (Karol, 2007; Taylor, 2001), and with couples, families, and groups. One application of EAP is in the realm of improving clients' communication and increasing social skills. For example, business corporations have turned to EAP to enhance team-building among employees (Rothe et. al. 2005). Clients with presenting problems such as Asperger's syndrome and attention deficit disorder seem to increase their problem-solving skills and perceptiveness of nonverbal cues in relationships (McCormick & McCormick, 1997; Magnelli, Magnelli & Howard, 2006; Traumutt, 2003; Tyler, 1994). Another, more clinically oriented application of EAP, has yielded positive results with clients diagnosed with

“One of the most important (considerations) for the clinical application of EAP, is the selection of the horse(s) for an anticipated activity. Even before the client enters the arena for a session, the horses are specifically chosen based on what is known about the client’s presenting problem(s) and the horse’s likelihood of responding to initial behaviors.”

“One of the by-products of EAP is that clients may learn to trust their internal locus of control and decision-making capabilities.”

depression, anxiety, posttraumatic stress disorders, and adjustment disorders, to name only several (Rothe et.al. 2005; Taylor, 2002). Tetreault (2006) and Trotter's (2006) studies show improvements in oppositional behaviors and social interactions for youth involved in EAP.

In this article we focus more on the descriptions of launching a clinical application of EAP. With most clinical applications of EAP, a first consideration is time allotted for the therapy. Typically counselors meet with individuals, couples, families, and groups for 8-12 sessions. Individual and couple sessions are 50-60 minutes in duration, whereas families and groups meet for 90 minutes. A second consideration, and one of the most important for the clinical application of EAP, is the selection of the horse(s) for an anticipated activity. Even before the client(s) enters the arena for a session, the horses are specifically chosen based on what is known

about the client's presenting problem(s) and the horse's likelihood of responding to initial behaviors.

An example can illustrate the dynamics involved in matching horses with clients. The first author of this article was recently working with a group of six juvenile boys and gave them the task of selecting one horse from a herd of three. The juveniles chose the smallest one and when asked their reason why, they explained that her diminutive stature and stationary posture, in their perceptions, made her “the easiest one to control.” The next session revealed that the horse was anything but controllable and moved away from the boys' attempts to approach her. With the third session, this horse was removed and a new horse from the herd was introduced. Incidentally, the boys learned the valuable lesson that size does not predict whether

horses (or people) will knuckle under.

Structured activities begin with observing herd dynamics and noting client descriptions of relational interactions within the herd. Verbal and nonverbal responses may reveal the emotional inner-workings of clients. Included in this introductory session is asking clients how horses communicate. A discussion of safety rules when interacting with the horses leads to observations of tails switching, ear movements, and feet-stomping. Clients are then given a physical task, such as choosing and getting to know each horse by brushing them. Noting what tool they choose, which horse they approach and how they approach the horse, all provide a myriad of information for metaphorical redefinitions and re-storying.

Sessions culminate with a dialogue between the therapy team and clients around questions raised as a

result of the observed interactions between client and horse. An example of a dialogue is the following:

Counselor: How did you choose which horse to brush?

Client: I chose the little one because it wouldn't run away from me.

Counselor: What would it mean if the horse would run away?

Client: It means he didn't trust me.

Counselor: You mean you want a horse that you can trust will stick by you?

Client: Sure, 'cause there's no sense messin' with a horse that doesn't like me.

Counselor: How does that apply to people you've known?

The last agenda item of a session is assigning therapeutic homework based on what occurred during the session. For example, the client in the above dialogue might be given homework to write about how trust is demonstrated in family and peer relationships. The six clients referred to earlier were to write about what else they learned about the horses and themselves regarding "control."

Each subsequent session begins with a review of what transpired during the previous session and discussion of homework. Next, the client is asked to gauge the emotional reactivity level of the horse he or she is to work with today. Thus, the client might be asked, "Jose, how do you think the horses are feeling today?" and Jose might respond, "They don't want to be bothered. I think they're angry at something." This is called a "check-in" and is crucial because it may be a metaphorical representation of how the client is feeling at the beginning of the session and may provide valuable clues about what might transpire later in the session. After the check-in, clients are presented with one representative problem-solving activity. The activity can range widely from catching and haltering the horse to constructing a series of complicated obstacles to move the horse through. It is important to note that the goal of each session is not to "complete" an activity; rather

it is to understand how problem-solving is occurring. Many sessions may be repeated with the same activity until clients respond that the goal has been achieved to their satisfaction. One of the by-products of EAP is that clients may learn to trust their internal locus of control and decision-making capabilities.

Discussion

EAP presented in this paper explicated the origins of EAP and the process of implementation. Primary change mechanisms and metaphoric application, further described how this therapeutic treatment is crafted and utilized during counseling.

There are some limitations with an EAP approach. One of these is the cost. Insurance coverage has not been a detour to EAP, however fees in addition to the counselor need to include the equine-specialist and arena cost for an hour session. These generally are \$50.00.

The majority of counselors have little to no training with equines (nor do the clients) and thus the partnering with an equine specialist is mandatory for safety. Additionally, some counselors are not comfortable with equines. Allergies for counselors and clients may also be a deterrent. While EAP trainings for both counselors and equine specialists have increased, the educational seminars are three full days. Gaining knowledge in EAP is a continuous on-going endeavor.

Issues with an arena can be limitations. The weather also may be plagued with frigid or sweltering temperatures. Thus, sessions may be cancelled and create difficulty for consistency. The availability of an arena that provides strict confidentiality may present difficulties.

Even with limitations, EAP may still be a therapeutic method to provide the "arena" for youth to create new choices and durable behavioral changes. Research, both qualitative and quantitative, is needed to further explicate the power of equines for treatment. In the meantime, it bears attention to look at new creative means to accomplish therapeutic goals for difficult youth.

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Cyber Pox: A Look at Female Adolescent Cyber Bullying

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Bullying can be verbal, physical, or virtual. Researchers and the media have increasingly publicized negative consequences of electronic bullying in schools. The complexity of cyber bullying presents even more difficult issues than schoolyard bullying. Combating the bully, assisting the victim, and empowering the bystander are constant challenges for school counselors and school personnel. This article discusses aspects of cyber bullying and presents some prevention and intervention strategies for school counselors and parents.

Key Words: Cyber Bullying, bullying, relational aggression, school counselors, technology

Bullying is no longer limited to direct physical or verbal confrontations in the schoolyard. Technology has enabled bullying to expand into cyber space. The power of the Internet and its influence on the lives of teens should not be underestimated. In an adolescent world dominated by peer pressure, electronic connections pose an element of danger. Computer access is readily available in schools, public libraries, and the home.

Regardless of race, culture, or ethnicity the goal for school personnel remains to develop successful intervention strategies to combat bullying and cyber bullying, to constructively work with bullies, engage the bystanders, empower victims, and keep students safe. This article discusses aspects of bullying found in cyber bullying and presents prevention and intervention strategies for school counselors and parents.

Cyber Bullying Defined

Cyber bullying utilizes communication and information technologies. Cyber bullying is a covert form of psychological bullying. It can be verbal, utilizing a cell phone or written messages. Electronic media such as cell phones, websites, chatrooms, "MUD" rooms (multi-user domains where individuals can assume different names and characters) and online personal profiles, such as MySpace.com, enable bullies to hide behind screen names whereby they can remain anonymous (Shariff & Johnny, 2007).

The critical difference between cyber bullying and regular bullying rests with the balance of power between the bully and the victim. Cyber bullying involves more victims than in-school bullying. Empowered by anonymity, a victim at school can become the tormenter from home. Anonymous perpetrators can transmit personal attacks in seconds. Perhaps, the most frightening aspect is the rapidity and scope of the email distribution (Willard 2007b). No longer is an incident confined between two students. Now the entire school population is there to witness the harassment and become privy to defamatory remarks about a classmate. "The Internet has unleashed its dark side, an underground, adolescent world of spite and vengeance. It is the bathroom wall moved into everybody's bedroom." (Cooper, 2004, p. 1).

Invariably, cyber bullying occurs without adults

present, usually from a bedroom computer. And, the bully in school can continue attacking anyone from home. Schoolyard bullies are easily identifiable. Tracing a cyber bully is more difficult. The author learned that websites, such as Wiresafety.org are used to track cyber attacks. Local authorities can also be involved. "Cyberspace represents new territory for peer mistreatment, often leaving school administrators with doubts about the boundaries of their jurisdiction" (Strom & Strom, 2005, p. 36). "Virtual violence on the electronic media in the USA seems inescapable" (Jambor, 1996). Children tend not to share cyber bullying incidents with their parents for fear that they may interfere, which could make the bullying worse, or that their parents will punish them, or restrict their use of technology (Keith & Martin, 2005). So, in spite of being a victim of cyber bullying or cyber threats, the child or adolescent is more fearful of restricted Internet use than sharing the issue with an adult. Staying connected is the lifeline to their social groups.

Some students tend to be targets of Internet abuse and others are not. Sometimes victims are simply those students who do not conform to the norms of the peer group, or the dominant group. They can be regarded as misfits for any number of reasons, such as bad teeth, hairstyle, clothes, or being too fat, or too thin. A student's behavior can be the source of future bullying, for instance, if a student cries too easily in class, he or she may become victimized.

Identification of Victims and Consequences of Bullying

Girls, who have difficulty regulating their emotions, feelings, and communicating effectively, are easy targets for victimization by peers (Duncan, 2004). Rigby (1993) noted that victimized girls report having a more negative attitude toward their mothers than do non-victims. These girls described their mothers as hostile and rejecting toward them. The mothers threaten to reject and abandon their daughters when they misbehave. Such treatment inclines the victim toward depression, anxiety, or exhibiting other internalized symptoms (Duncan). These girls have no emotional anchor or stability in their lives. Rejected by their mothers, these girls have difficulty establishing a positive self-image. In contrast, boys who are victimized by bullies usually tend to be too closely attached to their mothers. Their mothers may be overly protective and baby them (Olweus, 1993). In either case, the outcome for the victim is the same: becoming alienated from peers,

socially ostracized, and suffering as the result of their victimization.

The consequences of bullying are severe for those victimized over long periods of time. Cyber bullying likely causes the same emotional damage to its victims as regular bullying, but longitudinal studies have yet to be done. Leckie (2004) states an essential component to bullying is the intent to harm. Simmons (2002) claims that bullied victims carry emotional scars and have adjustment difficulties that continue into their adulthood. Tannenbaum (1999) states that negative reactions linger, and the victim has difficulty recovering from being taunted and ostracized by other girls.

"Research has consistently shown that children who are bullied are at an increased risk for negative psychosocial outcomes" (Raskauskas & Stoltz, 2007, p. 566). Their findings show that the consequences are similar and negative for traditional or electronic bullying.

An example of cyber bullying devastation was reported in *The New York Times* (Maag, 2007). The story stated that a 13 year-old girl committed suicide due to cyber bullying. She had been diagnosed as depressed early in elementary school. The victim's mother wanted her daughter to find friends and gain popularity on-line. She lied so her daughter could sign up for MySpace before she was 13. Her mother allegedly monitored her daughter's MySpace site, reading her emails. After the tragedy, the authorities discovered that a classmate's mother, who posed as a 14 year-old boy, had generated the emails as a joke. The boyfriend's on line emails deteriorated from romance to taunts and defamation, consequently pushing an unstable, depressed child to suicide.

Using words to inflict harm is socially unacceptable. The powerful words of a sage fifteen year old posted on a blog clearly stated that the responsibility of Internet usage is the individual's responsibility. Apparently this adolescent has more insight and awareness than the woman who posed as a fourteen year-old boy. The girl claimed to have been bullied and cyber bullied. She reported that it hurt her, and that people really are not different online. However, who they truly are is revealed by what they write on line. She concluded by stating that the root of the problem is the people using the technology and not the technology (Parker-Pope, 2007).

According to Willard (2007a), girls are more involved

in verbal communication than boys. Girls are more inclined to communicate online, whereas boys prefer to play games on line.

The Role of Relational Aggression

Relational aggression is another form of bullying, predominant and characteristic among middle school girls (Dellasega & Nixon, 2004). The goal of relational aggression is to hurt others by damaging their reputation or their relationships (Espelage, Mebane & Swearer, 2004). In addition to verbal communication, relational aggression primarily involves physically rejecting, snubbing, or excluding someone. Girls who are victims of relational aggression experience social distress and anxiety.

Cyber bullying is a more sophisticated weapon for verbal assaults and relational aggression than hurling insults at school. Malicious websites, defaming a girl's character, are newer tools for bullying tactics. The author believes that relationally aggressive behaviors are easily transferable to cyber bullying. Facebook or MySpace can be used to spread rumors, change someone's profile or fabricate stories about a classmate's sexual or other behavior. Children engage in this on line behavior because they have a false sense of power and security, enabling them to say or do things they never would if they were face-to-face (Simmons, 2003). These bullies believe they are protected in cyberspace and are not responsible for what they say or do. They have a sense of being invisible. And, being invisible is a powerful attribute.

Ringrose (2006) points out that media reports indicate there is a rise in female aggression. In another publicized incident, (Cave, 2008) eight students were involved in the beating of a Florida teen, who had used the internet to spread rumors about six girls. Two boys stood guard while the six beat the victim and recorded the encounter so that the incident could be shown on YouTube. The victim started the incident, by her postings on the Internet about the six girls. The girls, who beat her, reacted in an entirely unacceptable way. They may have considered themselves justified, but a beating is reprehensible. These six were unable to express their emotions in an appropriate way, through discourse, mediation, or seeking adult assistance and intervention. Their complete lack of judgment and savage behavior is shocking. The tormenter became the victim of revenge. Her bullying behavior was not denounced, but seems to be lost in this horrific story. Physical brutality is in

no way a socially acceptable or appropriate response. The anger and aggression these girls vented is most disturbing. Apparently extreme violence has become so commonplace and prevalent that few are shocked. One perpetrator asked if she could attend her cheerleading practice after she was arrested. For the author, the most disturbing aspect of this incident is that two boys stood guard while the beatings and video tapings occurred. As bystanders, they could have stopped the six girls. Instead, they became accomplices.

The Role of Bystanders

Frequently, bullying incidents involve a third party, a bystander. Bystanders are identified as the students who are neither the bully nor the victim and play an important role by their physical presence during a bullying episode. Peer groups reject certain individuals who will eventually become a bully's victims (Doll, Song & Siemers, 2004). Some bystanders encourage the bully, others watch bullying from the sidelines, but do nothing to help the victim. And, some bystanders make a difference by taking action and intervening during a bullying incident.

Electronic bystanders have a different, yet similar role. Bystanders' intervention can prevent emails either from being sent or being forwarded. If bystanders encourage the cyber bully, the bystander's action empowers the bully. At this point, the author believes, they are no longer bystanders, but should be regarded as colluding with the bully. In any event, direct cyber threats need to be reported to the authorities, just as disturbing material read on line should be reported to the police or school officials (Willard, 2007a). When bystanders intervene during a bullying episode, their action plays a critical role in ending the bullying cycle. The same could be said for cyber bullies and their bystanders. Students present should intervene, or seek adult intervention.

Interventions and Solutions

Numerous programs combating bullying online and in school abound with useful information for counselors, school personnel, parents and children of all ages. Many anti-bullying programs include videos and manuals to educate the entire school community (see appendix). Safe Internet use is of primary concern and can be presented in school during basic Internet skills instruction. If students receive emails, they have options not to forward the message, print them as evidence, or delete them. Initially, the cyber bully is more difficult to identify than the schoolyard bully but, once found,

the cyber bully, just like the schoolyard bully, needs help. If a counselor can create a meaningful relationship with a bully and select an appropriate intervention, behaviors can change and everyone benefits.

By preventing schoolyard bullying, school staff and administrators can prevent cyber bullying. Counselors can create a variety of programs and discussion groups that target interventions like empathy training, anger management, and social skills building.

School personnel need to initiate programs that assist children and adolescents to become more aware of their feelings and help them become empathic. Some anti-bullying programs promote empathy training (Espelage et al., 2004). Empathy serves as a basis for understanding relationships, particularly when an action has caused harm (Willard, 2007b). Instruction in modeling empathic behavior provides children with guidelines for becoming sensitive and helping them manage anger and aggression. These programs create a more harmonious atmosphere in a school benefiting everyone and strengthening learning.

The author hypothesizes that by increasing empathic awareness, school personnel will encourage and train bystanders to become part of the solution. The one major obstacle when working with bystanders is to persuade students to “snitch” or break the code of silence. Unfortunately, in more than one school shooting incident, the perpetrator told friends, who in turn did not report or share the information with an authority figure. Disaster ensued that could have been averted had students “snitched.” Being regarded as a snitch is social suicide. Tattling, often relegated to elementary school students, “is typically used only to get someone

“Some anti-bullying programs promote empathy training... as a basis for understanding relationships, particularly when an action has caused harm. Instruction in modeling empathic behavior provides children with guidelines for becoming sensitive and helping them manage anger and aggression.”

“Increasing empathic awareness ...will encourage and train bystanders to become part of the solution.”

“Consistent group training in empathy, anger management, and social skills should mitigate detrimental, aggressive behavior. Counselors need to assist students face to face, in the real world, to better assist them in their virtual one.”

else in trouble” (Spitalli, 2003, p. 56). There is a difference between the tattletale and preventing character defamation, or worse. Counselors are in the position to clarify the distinction between tattling and sharing potentially life-threatening information. This is no easy task and will take relationship building and trust between students and staff.

The author feels that another area in which counselors can assist is working with difficult students and teaching them how to manage and channel their anger in more constructive ways. Feelings of anger and rage eventually erupt and can lead to subversive use of the Internet or other electronic devices. Anger management programs have been cited as remedies to combat bullying and aggressive behavior (Espelage et al., 2004). Some children and

adolescents need training and modeling in order to guide them in their use of anger. An anger management group led by the school counselor provides information, discussion, and training to students who need help to control their rage. At the same time, students learn that anger is a normal emotion.

Social skills groups offer additional help to students. These groups can indirectly reinforce empathy training and offer appropriate outlets to divert excess anger and frustration without students bullying classmates. Social skills groups cover a broad range of skill development. Consistent group training in empathy, anger management, and social skills should mitigate detrimental, aggressive behavior. Counselors need to assist students face to face, in the real world, to better assist them in their virtual one. Further research is needed to determine the efficacy of intervention programs and

social skills groups targeting bullying behavior.

An intervention technique counselors utilize when working with younger children is play therapy. Enacting life situations through play releases emotions. Similarly, the use of puppets and role-playing enables children to constructively work through their angry feelings and emotions. Some older students, middle and high school, may find it easier to utilize these techniques rather than verbal discussion. A student may feel safer or less threatened expressing his emotions through a puppet. Older students can keep journals or write letters as emotional outlets.

The author feels that schools can easily present programs devoted to Internet safety. For example, student groups can be lead by a counselor with open discussion devoted to electronic safety. Computer teachers can collaborate with counselors in computer classroom safety instructions. Asking students to answer the following questions honestly, counselors will aid

students in developing greater self-awareness, increase empathy, and initiate further thought-provoking discussions. The questions Willard (2007a, pp. 85 & 86) posed: Am I being considerate of others? What would I feel like if someone did this to me, or my close friend? How does this make me feel? What would an adult, whom I respect and admire, think about my behavior? Would I feel differently if others could see me? What does this behavior say about me as a person? After each of these questions, counselors can ask students' opinions and discuss responses.

As noted earlier in regard to intervention programs, students cannot change their behavior alone. Adolescents need good role models. They need adults who exhibit positive behavior in

their interactions in both the real and virtual world. Parents need to become educated and pro-active in their children's Internet activity. Schools can provide programs for parents that teach and train them in Internet usage. Bandura purports that children model behavior from their observations (Gardner, 1982). They learn aggressive responses by watching others, either personally within their families or through the media and social environment (Gardner). Therefore, parents and other adults modeling appropriate behavior are essential in children's lives. In addition, adults should talk to children about treating others with respect and kindness. This sentiment should be reinforced in the schools.

Belsey (2004) notes the difficulties in combating cyber bullying are compounded by the difference in the way parents and children relate to technologies. Both generations value the importance and necessity of using various technologies. Parents utilize computers

for work and practical tasks. Children tend to stay connected with their peer group via the Internet (Keith & Martin, 2005). Adults do not rely on cyber space to learn about the personal lives of their friends nor share secrets. Despite these differences, parents need to be knowledgeable about their children's Internet activities and what they are doing on line.

Parents can be encouraged to familiarize themselves with the web sites their children visit, and know their child's usernames and password. Computers should be placed in common areas, such as a den, not in bedrooms. Having the computer in a more trafficked area of the home will enable parents to better monitor on line behavior. Parents can purchase monitoring software that records all online activities.

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Adults do not rely on cyber space to learn about the personal lives of their friends nor share secrets. Despite these differences, parents need to be knowledgeable about their children's Internet activities and what they are doing on line.

Children should learn that cyber bullying can lead to criminal arrest (Willard, 2007b). There are a number of instructive on-line communities that have chat groups and question/answer help. How children would respond to their parents' involvement in their on-line behavior could lead to interesting conversations. Further research is needed on this subject.

The Center for Safe and Responsible Internet Use is an on line resource that discusses many aspects of cyber bullying, as well as, provides guidelines for parents and students on how to address cyber threats and cyber bullies. The Center encourages students not to give personal contact or other intimate information on line. Cyber Angels is another website designed for both students and parents use. Again, the message is to educate both adults and children and answer questions for all involved using the Internet.

School personnel need to create an atmosphere that promotes unity among adults and students. To begin building a relationship, caring adults want to listen to students, take students' opinions into consideration when making policy, and invite students to participate in an advisory capacity (Spitalli, 2003). Student involvement and empowerment allows students to see that adults respect their viewpoints, value their contributions, and understand their needs. Mutual respect enables students to share concerns with faculty and staff. Just as any other policies are tried, student ideas should become programs or policy and subsequently evaluated.

Another way faculty can build their relationships with students is when teachers make an effort to attend extracurricular school activities like student sports

events or performances. The presence of teachers shows students that they are interested in them on a personal level, outside the classroom. In addition, having school personnel more involved, engaged, and visible in the halls ensures the feeling of safety for students (Spitalli, 2003). If a cyber bullying incident occurs and a good trusting relationship exists, students are inclined to tell an adult immediately. Building a relationship and succeeding in open communication between students and adults is of critical importance.

Conclusion

With the aid of technology, bullying has become more complex and invasive. The rapidity and scope of Internet postings truly devastates victims. The anonymity of cyber bullying gives the tormenter more power than the schoolyard bully.

Bullying is a learned behavior and can be altered if consistent, appropriate behavior is modeled. School counselors can provide empathy training and anger management programs teaching and reinforcing prosocial skills to enable the cyber bully to release and explore feelings of anger and aggression. The goal is for increased self-understanding and development of socially appropriate skills.

Working as a team, all school personnel, and vigilant parents can remediate this situation. They need to convey the message that any type of bullying will not be tolerated. Together counselors, teachers, and parents can instruct children in safe and responsible Internet use. Children and adolescents need adults in their lives who will work with them to make their world safe from bullies.

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Appendix

On line resources

http://www.cyberbullying.org/pdf/Cyberbullying_Information.pdf

<http://www.chatdanger.com/>

http://www.esrmetro.org/programs_conflict.html

http://www.cybersmartcurriculum.org/lesson_plans/

http://us.mcafee.com/virusinfo/vil/parents/article_cyberstalking.pdf

<http://www.wiredsafety.org/>

http://www.wiredkids.org/wiredkids_org.html

<http://www.stopbullyingnow.hrsa.gov/index.asp?area=main>

<http://www.osdfsnationalconference.org/Presentations/NancyWillardEI02.pdf>

<http://www.i-safe.org/>

<http://www.cyberbully.org>

<http://www.cyberbullying.ca/>

<http://www.mindoh.com/>

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