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From the Editor

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FROM THE EDITOR

One of the hallmarks of the profession of counseling is that counselors work in many different settings. We have counselor educators and supervisors who provide direction to not only agency and private practice counselors, but to counselors who work in school settings. In that vane, Dr. Shawn Bultsma increases our knowledge about the need for better supervision for beginning school counselors in the K-12 setting. While supervision of school counselors has been taking place for years, Dr. Bultsma demonstrates that the need for focused supervision that takes into account the special setting of the school needs to increase, especially for new professionals.

An emerging setting in professional counseling and supervision is Second Life (SL). SL is the electronic world of computer programs that allow counselors, clients, and students to meet in a cyberworld where avatars interact in place of the real person. Cutting edge work is being done that allows groups to meet in the “Cloud” who each individual member never leaves his or her home, clients in rural areas are able to meet counselors in the “big city” without crossing miles of roads to make their appointment, and classrooms are being set up where instructor and students meet on the “net” to interact. Tomeka McGhee and her colleagues walk us through this emerging frontier.

Posttraumatic stress syndrome (PTSD) is most commonly associated with soldiers and war, but Kelsey Beals and Dr. David Scott remind us that PTSD also inhabits the world of children and teenagers. They briefly review the literature about this disorder and offer basic information for clinicians of all types to consider when working with children and teens.

The Michigan Journal of Counseling continues to strive to be the best premium for your membership in the Michigan Counseling Association. And I thank the editorial board for their time and efforts to work with authors to insure you have a quality journal. Your feedback and submissions are greatly encouraged and appreciated.

Best wishes,
Perry C Francis

Abstract

This qualitative study examined the supervision experiences of 11 new professional school counselors. They reported that their supervision experiences were most often administrative in nature; reports of clinical and developmental supervision were limited to participants whose supervisors were licensed as professional counselors. In addition, participants’ descriptions of supervision focused primarily on concerns with their own behavior as new professionals, and they frequently confused the process of supervision with activities that were more characteristic of mentoring and evaluation. Recommendations for the practice of school counselor supervision for new professionals are included, along with suggestions for future research.

Traditionally, professionals in the mental health field have been permitted to regulate themselves under the ethical condition that they place the welfare of the general public above their own interests (Bernard & Goodyear, 2004). The counseling profession has used the practice of supervision to monitor the welfare of those served by assessing the performance and professional competence of both trainees and new professionals (Bernard & Goodyear, 2004).

Consideration of the practice of supervision in school settings had been limited until the past two decades, during which a growing body of research informed the applied practice of supervising school counseling trainees who were enrolled in master’s degree programs (Baker, Exum, & Tyler, 2002; Cigrand & Wood, 2011; Getz, 1999; Henderson, 1994; Nelson & Johnson, 1999; Peterson & Deuschle, 2006; Roberts & Morotti, 2001; Stickel, 1995; Studer, 2005, 2006; Wood & Rayle, 2006). Studer (2006) noted that attention to the practice of supervision for school counselor trainees has ensured that individuals with whom...