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Themes in Counseling Journals:

A Decade of Changes Affecting 21st Century Counselor Education

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Abstract

A content analysis of 1799 articles published during the period of 1996-2006 in four counseling journals confirmed three major themes and four emerging themes that are likely to become trends in 21st century counseling. The major themes included Research, Multiculturalism, and Pedagogy. Research represents the top-ranked stable theme in the counseling literature. The coverage of Multiculturalism has dramatically increased, while attention to Pedagogy has declined. Emerging trends, in descending order, were Advocacy, Spirituality, Technology, and Globalization. The counseling profession has responded to momentous societal changes in the last decade. The results of the content analysis were discussed, highlighting some limitations and offering some recommendations for 21st century counselor education.

Keywords: Content analysis, professional counseling, trends, counselor education,

Themes in Counseling: A Decade of Changes Affecting 21st Century Counselor Education

Changes in counseling over the last decade reflect shifts in client needs, societal trends, and professional issues. Recent societal trends in the United States included upheaval in employment and socioeconomic patterns, emphasis upon professional accountability and evidence-based practice, implementation of managed health care and cost containment, advancement in neuroscience and biomedical technology, expansion of international enterprise and globalization, concern with diversity and multicultural issues, proliferation of electronic media and consumer-oriented technology, polarization in politics and religion, and ongoing warfare and terrorism (e.g., Easton, 2004; Glenn & Gordon, 2006; Hayden, 2002; Sullivan, 2005). The counseling profession has been responsive to changing needs and emerging trends as evidenced by advances in research, multicultural counseling, technology, and advocacy (Arrendondo, Rosen, Rice, Perez, & Tovar-Gamero, 2005; Bailey, Pryce, & Walsh, 2002; Faulkner, Klock, & Gale, 2002; Juhnke, Bordeau, & Evanoff, 2005; Phillips, Ingram, Smith & Mindes, 2003; Pope-Davis, Ligiero, Liang, & Codrington, 2001; Southern, 2006). Themes and trends within the field of counseling have been examined by conducting content analyses of relevant journals to determine the present status of the profession and chart the future course of the field and its areas of focus.

Content analyses of one of the oldest publications in the field, the *Journal of Counseling & Development* (previously the *Personnel and Guidance Journal*), identified changes over time in published contents, which reflected topics of interest to the profession (Barry & Wolf, 1958; Brown, 1969; Goodyear, 1984; Pelsma & Cesari, 1989; Stone & Shertzer, 1964; Weinrach, Lutig, Chan, & Thomas, 1998; Williams & Buboltz, 1999) While individual counseling, group

counseling, and consultation have remained the highest ranked topics since 1969 (Pelsma & Cesari, 1989, p. 277; Williams & Buboltz, 1999, p. 347), several major topics rose in the rankings over time: research, special groups (diversity and multiculturalism), and counselor training. Other topics appeared to remain relatively stable including environments (work settings), personal development and adjustment, vocational development and career counseling, professional organizations, and technology and media. The topics of assessment and testing, scholastic development and adjustment, and professional roles (context, roles, and ethics) appeared to decline in ranking over the 30 year period from 1969 to 1999 (Pelsma & Cesari, 1989; Williams & Buboltz, 1999). Tests and measures and vocational behavior research remained top ranked categories in a content analysis of the *Journal of Counseling Psychology* (Buboltz, Miller, & Williams, 1999).

Some content analyses of particular journals addressed specific issues of general interest to the profession. Reviews of the contents of the *Journal of Addictions and Offender Counseling*, a practice-oriented publication of an American Counseling Association (ACA) division (International Association of Addictions & Offender Counseling) documented increasing emphases on process addictions (e.g., gambling), research, multiculturalism, family issues, wellness, and spirituality (Charkow & Juhnke, 2001; Juhnke, Bordeau, & Evanoff, 2005). Similarly, a content analysis of the first 13 years of *The Family Journal*, the practice-oriented publication of the International Association of Marriage and Family Counseling, an ACA division, identified the following trends based on increasing publications in the topical areas: research, couple and sexual issues, family issues, training and supervision, health, and grief and spirituality (Southern, 2006, p. 120).

Content analyses of another periodical focusing on marriage and family issues, the *Journal of Marital & Family Therapy*, a publication of the American Association of Marriage and Family Therapy, indicated trends in articles toward multiculturalism and research (Bailey, et al., 2002; Faulkner, et al., 2002). Coverage of diversity issues in the journal doubled to 31% of published articles over the 10 year period, 1990-2000 (Faulkner et al., 2002, p. 479). Content analysis of the *Journal of Multicultural Counseling and Development*, from the Association for Multicultural Counseling and Development division within ACA, reported increases in the topics of research and training during the period from 1985 to 1999 (Pope-Davis, et al., 2001). While research productivity remained stable in four counseling journals during the period from 1993 to 2002 (Diegelman, Uffelman, Wagner, & Diegelman, 2005), there were more theory-driven research articles in the *Journal of Counseling Psychology*, a publication of Division 17 of the American Psychological Association, than the *Journal of Counseling & Development* (Karr & Larson, 2005).

While content analyses of the *Journal of Counseling & Development*, *Journal of Counseling Psychology*, and some other counseling and therapy journals have identified some specialized topics (e.g., vocational development and career counseling, process addictions, and couple and sexual issues), some major topics emerged as interests of the counseling profession in general: research, multiculturalism, training and supervision, and spirituality. Based upon the initial review of the literature, focusing on extant content analyses of publications representing the profession, the senior author and his research team addressed the central themes in counseling and their implications for training counselors for the 21st century.

The purpose of the present study was to determine the top ranked counseling themes in the last decade (1996-2006) as evidenced by frequencies of publications in major counseling

journals. An additional concern was identifying some trends over time in the counseling themes. The study addressed a general research question: What were the major themes in the counseling profession, revealed by publications in professional journals during the decade, 1996-2006? The question was addressed through a content analysis of articles in four major counseling journals.

Method

The senior author, who serves as director of the doctoral program in counselor education and chair of the Department of Counseling and Educational Psychology at Texas A & M University-Corpus Christi, organized a research team to investigate the major themes in the counseling literature and posit some trends for counseling and training in the 21st century. An initial review of extant content analyses was conducted by two team members who identified tentative lists of major themes. Some themes (e.g., couple and sexual counseling, process addictions, and health) were eliminated at this stage because they seemed to reflect specialized interests rather than general emphases of the profession as a whole. Similarly, themes reflecting well-developed specialties within counselor education and counseling psychology were omitted even though they have received over many years significant attention in the literature (e.g., career, school, and marriage and family counseling).

The final list of major themes constituted a foundation for additional discussion among doctoral students and faculty members in the department. The final list of themes included research, multiculturalism, pedagogy (incorporating training and supervision), spirituality, technology, globalization, and advocacy. The themes were defined by associating key words and descriptors from titles and abstracts as specifiers for classification. In order to test the adequacy of the final list of themes, a content analysis was conducted.

The next step in the review process involved selecting journals for review. Since the team sought to determine the major themes in the overall counseling profession, four journals were selected: *Journal of Counseling and Development* (JCD), *Counselor Education and Supervision* (CES), *Journal of Counseling Psychology* (JCP), and the *The Counseling Psychologist* (TCP). The criteria used to select the journals were the broad circulation of the publications, the diverse representation of contributions, the coverage of topics relevant to counselor educators and counseling psychologists, and the scope of general and specialized sections of each journal.

The authors reviewed a ten-year period of the counseling literature (1996-2006) in four major journals in order to identify the most salient counseling themes. Content analysis of 1799 articles was conducted by two coders according to rules. Some articles were excluded from the total count because they did not offer topical content: committee minutes and reports, unidentified authorship, book reviews, submission guidelines, and "about the author" sections.

Themes were categorized by keywords, subject terms, and whether or not the topic appeared in either the title or abstract portion of the article. In the resulting content analysis, one article could contain as many as three topics or themes. Therefore, the number of units in the content analysis (2283) exceeded the actual number of articles (1799) in ten years of the four journals. Two coders agreement of assignment using the specifiers for categorization was 89%. Coding of the articles was completed in three weeks during September-October 2006. Key words, subject terms, and abstracts were secured from the PsycINFO electronic data base, as well as electronic and paper contents of the four journals provided through the Mary and Jeff Bell Library at Texas A & M University-Corpus Christi.

Results

The results of a content analysis of 1799 articles published during 1996-2006 in four major counseling journals (JCD, CES, JCP, TCP) resulted in 2283 units coded according to specifiers for seven major themes: research, multiculturalism, pedagogy, spirituality, technology, globalization, and advocacy. Coded units were secured by reviewing 801 articles (44.5% of the total) from ACA publications (JCD=554, CES=247) and 998 articles (55.5%) from APA publications (JCP=524, TCP=474). There were 484 more coded units than published articles because some works produced two or three themes. The frequencies of coded units by theme are reported in Table 1.

Research articles were the most frequent with 1118 units or 48.9% of the total. Two themes constituted an additional 42.8% of coded units: Multiculturalism (745 units, 32.6%) and Pedagogy (233 units, 10.2%). The remaining four themes were found infrequently in the counseling literature: Advocacy (60 units, 2.6%), Spirituality (59 units, 2.6%), Technology (47 units, 2.1%), and Globalization (21 units, 0.9%). The content analysis of articles from four counseling journals answered the research question by determining clearly the top three themes: research, multiculturalism, and pedagogy. The remaining topics did not seem to be major themes in the counseling literature over the last decade.

It was possible to examine the frequencies of coded units according to the journals in which the articles appeared. The resulting analysis is presented in Table 2. The APA journals (JCP + TCP=733, 65.6% of the total Research units) offered more research articles than the ACA journals with the highest frequency found in JCP (495 units, 44.3%). The ACA journals (JCD + CES=187, 80.3% of the total Pedagogy units) contained more articles concerned with training and supervision with the highest frequency associated with CES (139 units, 59.7%). Multiculturalism was depicted as a major theme in each of the four journals: JCD (270 units,

36.2% of total Multiculturalism units), CES (69 units, 5.8%), JCP (240 units, 32.2%), and TCP (192 units, 25.8%).

The data presented in Table 2 were analyzed according to the frequencies of coded units within each of the counseling journals. Each of the journals devoted most of its pages to the top three themes (Research + Multiculturalism + Pedagogy): JCD (634 units, 90.1% of total JCD units), CES (263, 95.4% of total CES units), JCP (760 units, 96.7% of total JCP units), and TCP (451 units, 85.1% of total TCP units). Advocacy (37 units, 7.0% of total TCP units) was ranked higher than Pedagogy (21 units, 4.0% of total TCP units) in *The Counseling Psychologist*. Among the four journals, TCP devoted the most attention to Advocacy (37 units, 61.7% of total Advocacy units) and Globalization (15 units, 71.4% of total Globalization units). When compared to the remaining journals, JCD devoted relatively more coverage to Spirituality (31 units, 52.5% of total Spirituality units) and Technology (17 units, 36.2% of total Technology units).

Information contained in Table 3 confirmed some changes over time in major themes. Research remained relatively stable with an 8.3% increase in coded units. Multiculturalism units increased by 33.2% while Pedagogy declined by 28.4% when comparing three-year periods, 1996-1998 and 2003-2005. Advocacy became the fourth ranked theme because of a significant increase in articles within the last three years. The remaining themes, Spirituality, Technology, and Globalization, also experienced increases in coded units suggesting recent growth in interest in these topics.

Based on the results of content analysis of four major counseling journals during the last decade (1996-2006), some significant themes and potential trends emerged. The results confirmed three top-ranked themes that constituted the greatest percentage of articles (from

85.1% of coded units in TCP to 96.7% of units in JCP): Research, Multiculturalism, and Pedagogy. Comparing the first and last three complete years in the decade (1996-1998 versus 2003-2005), articles concerned with research remained relatively stable, multicultural topics increased significantly, and pedagogy articles declined. The remaining themes have been addressed primarily in recent years with a significant increase noted especially in Advocacy. Research topics were manifested most frequently in APA journals while Pedagogy was most often reported in ACA journals. Multiculturalism was a major theme in all of the journals.

Discussion

The results confirmed findings from the literature review identifying the following major themes in counseling journals: Research, Multiculturalism, and Pedagogy. The theme of Advocacy has attracted significant attention within the last three years. While Spirituality, Technology and Globalization have attracted some recent attention in the publications, the topics should be considered emerging rather than major themes at this time. The results were consistent with a previous finding that research productivity has remained high and stable over the last decade (Diegelman et al., 2005). The results confirmed significant reported increases in articles addressing multiculturalism and diversity (Juhnke, Bordeau, & Evanoff, 2002; Faulkner et al., 2002; Southern, 2005). In order to understand the relative contributions of the major themes to the counseling profession, each topic will be explored in detail. Then, some recommendations for educating counselors in the 21st century can be offered.

Research

The sheer amount of research productivity (1118 articles within the four journals during 1996-2006) supported the relevancy of the scientist-practitioner model for training professional counselors. Readers of APA and ACA journals have available quantitative and qualitative

research findings to inform their practices. Within the profession, the publication of research serves as a vehicle to evaluate systematically counseling theories and practices (Bangert & Baumberger, 2005).

Although the volume of research based publications represents the top ranked theme in last decade's counseling literature, Berrios and Lucca (2006) estimated that only one out of six research articles published in the *Journal of Counseling & Development* used qualitative methodologies. Bangert and Baumberger (2005) reported that the methodology utilized most frequently in the *Journal of Counseling & Development* was quantitative, with qualitative methods accounting for less than 10% of published research.

The emergence of qualitative research has been viewed by some as opposing the traditional positivist quantitative methodology (Reisetter et al., 2004). Yet, the expansion of qualitative methodology occurs at a time when the gap between counseling practice and research has widened (Morrow, 2005; Ponterotto, 2005; Reisetter et al., 2004). Qualitative research can integrate service delivery and investigation, increasing opportunities for collaboration between researchers and community members (Berrios & Lucca, 2006). Qualitative research incorporates a number of designs to enhance the subjective experience of study participants, including action research, single-case study, naturalistic observation, ethnography, and phenomenology (Berrios & Lucca, 2006; Lundervold & Belwood, 2000). Qualitative approaches to systematic inquiry in counseling strengthen commitment to understanding diverse client groups and advancing multiculturalism in the profession.

Quantitative methods represent traditional means for conducting funded research and generalizing findings to large groups (Bangert & Baumberger, 2005). Quantitative research designs using inferential statistics have contributed to evidence-based practice and clinical

decision-making within the context of increasing professional accountability. However, the counseling profession's identity arises from a humanistic perspective that values individuality and making meaning in relationships (Berrios & Lucca, 2006). Both quantitative and qualitative research methods have their place in 21st century counseling inquiry.

Mixed-methods designs, integrating the best features of quantitative and qualitative approaches, have gained increasing attention and status within the last 15 years (Hanson et al., 2005; Haverkamp, Morrow, & Ponterotto, 2005). Hanson et al. (2005) suggested that the best research paradigm is determined by the researcher and the research problem. Mixed-methods designs complement each other, affording a paradigm in which the researcher is able to generalize to a population of interest and gain simultaneously a deeper understanding of the individual (Hanson et al., 2005). The next ranked theme, multiculturalism, extends the emphasis upon client experience to reform the professional counseling perspective.

Multiculturalism

The second ranked theme in the content analysis of counseling journals was Multiculturalism. Regarded as the "fourth force" in the field of counseling (Pedersen, 1991), the emergence of multiculturalism as a trend mirrors the needs presented by a continually changing society. The conceptualization of multiculturalism within the counseling field has encompassed several dimensions in addition to traditional racial and ethnic-based considerations.

Arrendondo et al. (2005) described multicultural counseling as representing dimensions related to age, culture, ethnicity, gender, language, well-being, race, sexual orientation, and social class. The expansion of multiculturalism as a construct takes into consideration the diverse experiences of society members and the subsequent diversity of issues addressed by the counseling profession. The multicultural trend affects the counseling profession and the

preparation of counselors-in-training. Hill (2003) suggested a paradigmatic shift within the counseling field that supports the transition from a monocultural bias (e.g., theories and techniques that best fit Anglo-Americans or Europeans) to a multicultural perspective. Diversity issues and multiculturalism represent the core of the counselor education curriculum (Abreu, Chung, & Atkinson, 2000; Stadler et al, 2006; Smith et al. 2006).

Multiculturally informed counselors are responsible for understanding the diverse worldviews of clients and the ways in which they are affected by interactions with the dominant culture in society (Hanna, Bernak, & Chung, 1999; Holcomb-McCoy & Myers, 1999; Williams, 2003). The multicultural perspective has expanded its domain to sexual orientation and gender-related issues (Carroll & Gilroy, 2002; Carroll, Gilroy, & Ryan, 2002; Kees, 2005; Kees et al. 2005). Ultimately, multiculturalism may embrace any social or ecological context related to mental health and identity formation.

While the trend toward qualitative research can be associated with advances in multiculturalism generally, there is also increasing research on salient multicultural issues such as client-counselor matching (Arrendondo et al. 2005; Shin et al. 2005). Furthermore, the multicultural trend over the last decade has emphasized the importance of developing new instrumentation in the research process and the need for theory-based research (Phillips, Ingram, & Mindes, 2003). Overall, multiculturalism and research interact to increase the training needs of new professionals and the demands upon counselor education programs.

Pedagogy

Pedagogy was the third ranked theme in the content analysis, although there has been a trend in recent years toward less publication in this domain. Pedagogy has responded to recent needs for updating curricula and instructional methods to address societal changes. Publications

related to counseling training and supervision addressed emerging trends in counseling practice including substance use disorders, sexual abuse, psychopharmacology, and mental health diagnosis (Hansen, 2003; Ingersoll, 2000; King & Anderson, 2004; Kitzrow, 2002; Salyers, Ritchie, Luellen, & Roseman, 2005). These areas of pedagogical change reflect new roles and practices associated with 21st century counseling. However, ongoing and long term trends may move counseling toward positive psychology and social justice approaches, which are antitheses of recent medical-model perspectives (see Goodman et al., 2004; Ingersoll, Bauer, & Burns, 2004; Kiselica & Robinson, 2001; Mollen, Ethington, & Ridley, 2006; Smith, 2006). Perhaps the observed decline in articles concerned with training reflects a preparation for re-organizing or "re-tooling" the major models of counselor education.

Pedagogy has evolved over time to incorporate new theoretical and practice models associated with training professional counselors. Changes in pedagogy have been implemented to increase self-reflection, cognitive complexity, and maturity in counselors-in-training (Cheston, 2000; Fong, 1998; Granello & Hazler, 1998; Nelson & Neufeldt, 1998). Counselor education has been using cultural immersion, social constructivist engagement, and social justice as organizing experiences for flexible, multifaceted, and competent counselors (Dinsmore & England, 1996; Kress, Eriksen, Rayle, & Ford, 2005; Locke & Kiselica, 1999; Torres & Ottens, 1997). In addition, pedagogy is moving toward increasing integration of training experiences in theory, research, and practice. The "local clinical scientist" model (Stricker & Trierweiler, 2006) facilitates clinical training in the field, while conducting and implementing research that is meaningful to the community being served by the professional counselor.

Advocacy

Based upon developments in the aforementioned major themes (research, multiculturalism, and pedagogy), it is easy to understand the increasing importance of advocacy. As professional counselors and trainees are informed by multicultural experiences and research findings, the particular needs of under-represented and oppressed groups demand attention (Goodman et al., 2004; McCrea et al., 2004; Osborne et al., 1998; Palmer, 2004; Vera & Speight, 2003). Inherent within the identity and foundation of the profession is the subject of advocacy, which is sometimes referred to as advocacy counseling (Ingersoll, Bauer, & Burns, 2004; Kiselica & Robinson, 2001). The trend for counselors to become involved in social justice encompasses the concepts of advocacy, prevention, and outreach (Goodman et al., 2004).

Professional counselors are responsible for removing barriers to services and otherwise increasing participation of diverse individuals in the change process. Accomplishing the goals of social justice may require a new paradigm or perspective. Although counseling was originally concerned with fostering human growth and development through the identification of individual strengths and societal resources, adoption of the medical model by mental health counseling and other counseling specializations has contributed to a focus on illness. However, wellness and positive psychology may afford a "back to the future" perspective in which social justice prevails. Positive psychology can be viewed as a tool within social advocacy through its focusing on strengths and resources, providing a voice for the client, facilitating consciousness raising between client and counselor, and offering the means for client social change engagement (Goodman et al., 2004; Mollen Ethington, & Ridley, 2006; Smith, 2006).

Professional advocacy complements client advocacy in an ongoing change process (Myers & Sweeney, 2004; Myers, Sweeney, & White, 2002). By advancing knowledge, skills and ethical standards, counselors are best prepared to serve clients (Myers & Sweeney, 2004;

Myers, Sweeney, & White, 2002). Furthermore, advocacy for professional cohesiveness helps to protect the rights of the individuals served by the counseling profession by promulgating regulations and licensure, which are markers of high standards of care (Myers & Sweeney, 2004; Myers, Sweeney, & White, 2002).

Developmental advocacy is another theme in the counseling literature. Developmental advocacy presents itself as an emerging emphasis upon empirically supported programs and outcomes (Galassi & Akos, 2004). In addition, developmental advocacy has been associated with a strengths-based approach (as opposed to a deficit reduction model) when working with children and adolescents (Akos & Galassi, 2004). Another issue of developmental advocacy is related to the emerging trend of increasing prescription medications for emotional problems and concerns. Advocacy in the domain of psychotropic medication involves close examination of trends in utilization, while generally increasing access to medical advances and empowering family choices (Ingersoll, Bauer, & Burns, 2004).

Advocacy represents a genuine trend in the ongoing professionalization of counseling. Professional counselors have been afforded status and power by society in recognition of the field's unique knowledge and skills. In return, the profession is obligated to advance social justice and a strengths-based approach to increase personal freedom and choice for all.

Spirituality

It is estimated that 96% of Americans believe in God or a universal spirit (Gallup, 1995; McCullough, 1999). While spirituality coursework has been offered in relatively few counseling programs (Schulte & Claiborn, 2002); there is a trend toward addressing spiritual issues (Zinnbauer & Pargament, 2000). The inclusion of spirituality in professional counseling has been addressed since the founding of the Association for Spiritual, Ethical, and Religious Values in

Counseling (ASERVIC), which evolved from the National Catholic Guidance Conference, originally established in 1955 (Miller, 1999). Spirituality within counseling may be viewed as the relationship between the client's mental health and his or her spiritual beliefs (Fukuyama & Todd, 1997). Furthermore, spirituality as a concept has been differentiated from religion by emphasizing the subjective experience of the client (Stanard, Sandhu, & Painter, 2000).

Powers (2005) conducted a thorough literature review of spirituality and counseling spanning the period from 1840 to 2004. Powers found a significant increase over the past 20 years in publications relating to spirituality and counseling. Conceptualized as the "fifth force" in counseling (Standard, Sandhu, & Painter, 2000), spirituality represents the growing acknowledgement of the relevance of spirituality in our society.

Training that addresses spiritual issues has been identified as therapeutically relevant, ethically appropriate, and increasingly important in the preparation of counselors and continuing education of practicing professionals (Burke et al. 1999). Curriculum revision has been initiated to address the growing need for spiritual tolerance, including the exploration of the worldviews of the client and the counselor (Cashwell & Young, 2004; Fukuyama & Todd, 1997; Ingersoll, 1997; McCullough, 1999; Rose, Westefeld, & Ansley, 2001). Attempts have been made to define operationally the constructs of spirituality and religion in order to assess the impacts of these variables in assessment, treatment, and outcome research (Hall, Dixon, & Mauzey, 2004; Stanard, Sandhu, & Painter, 2000). The concept of spirituality has been expanded to include the wellness of clients who are suffering from illness and the role of faith in the psychological health of lesbian, gay, and bisexual individuals (Holt, Houg, & Romano, 1999; Lease, Horne, & Noffsinger-Frazier, 2005).

Spirituality was the fifth ranked theme in the present study. It could be viewed as a special case within the domain of multiculturalism. The concern for spiritual issues is related also to advocacy and pedagogy. Overall, spirituality is a theme that is likely to continue its evolution as a major trend in 21st century counselor preparation. Some observers noted that spirituality functions as an essential counterbalance in the societal trend toward reliance upon high technology (Hansen, 1999; McCarthy, 1995).

Technology

Technological advances, especially in electronics and communication, have affected societal institutions and human relationships (Easton, 2004; Glenn & Gordon, 2006; Hayden, 2002). Innovations in technology facilitate improvements in health care and business, fostering development of the professions and expanding the range of choices available to American consumers (Sullivan, 2005). Technology represents a theme that has emerged in the field of counseling, which will continue to affect the preparation of counselors and the practice of professional counseling (Barnett, 2005; Layne & Hohenshil, 2005).

The trend toward sophisticated technology presents several considerations for the counseling profession. Ethical concerns with respect to confidentiality, informed consent, record keeping, licensure, assessment, and emergency preparedness have increased with the infusion of technological advances in counseling (Heinlen, Welfel, Richmond, & Rak, 2003; Hohenshil, 2000; Mallen, Vogel, & Rochlen, 2005; Shaw & Shaw, 2006). Yet, advances have created the opportunities for individuals, who were geographically or otherwise limited, to access and obtain counseling and testing services (Sampson, 2000). Advances in computer and internet technologies facilitated data collection and research methods involving remote populations (e.g. international respondents). Counseling researchers and other professional groups now have

access to international data bases (Granello & Wheaton, 2004; Sampson, Kolodinsky, & Greeno, 1997). Technology can expand the scope and perspective of professional counseling.

Advances in technology have created the opportunities for individuals in the counseling profession to receive supervision at off-site locations, create electronic portfolios, and participate in video conferences and distance-learning (Layne & Hohenshil, 2005; Sampson, Kolodinsky, & Greeno, 1997). Innovations in communication technologies have made it possible to conduct outreach and advocacy for underserved populations, including rural clients and members of multicultural groups. Underserved populations could benefit from the availability of internet counseling services, self-help forums, and psychoeducational materials (Mallen, Vogel, Rochlen, & Day, 2005). Although there are concerns with the safety of new technologies and the protection of clients involved in internet counseling and other innovative practices, the profession is responsible for preparing the next generation of counselors to expand the array of ethical and effective services. The theme of technology is closely linked to the trend toward increasing globalization of professional counseling.

Globalization

The globalization of the counseling profession sets the stage for America to "export" potentially effective services and to cross-validate our concepts, models and theories (Leong & Ponterotto, 2003; Varenne, 2003). The counseling profession has the opportunity to place traditional and contemporary models of understanding and changing human behavior under the larger international lens of multiculturalism. Through globalization, counseling theories and models are subject to self-examination in order to determine the amount of inherent ethnocentrism and cultural encapsulation (Leong & Ponterotto, 2003; Leung, 2003). As a result of the international examination, counseling may be prepared to serve multicultural populations

within our own society (Leong & Ponterotto, 2003). The opportunity created through globalization affords insight into international affairs and the increasing complexity of our society, which is gradually becoming more sensitive to international influences (Leong & Blustein, 2000).

There is an emerging need to strengthen communication between the mental health accrediting bodies within the United States and the international community (Leong & Ponterotto, 2003). The education of counselors should reflect the needs of the international community; therefore, curriculum should become more representative of multiculturalism and internationalism (Marsella & Pedersen, 2004). By embracing global concerns of potential clients and addressing training needs of truly multicultural counselors, the profession is likely to experience a paradigm shift that will affect theory, research and practice (Marsella & Pedersen, 2004). The theme of globalization heralds integration of many aspects of the profession in order to promote advocacy of clients in their cultural contexts and rapid expansion of ethical and effective services facilitated by technological innovations (Marsella & Pedersen, 2004).

Limitations and Recommendations

The results of the present content analysis must be interpreted cautiously given some implicit limitations of the study. The categories or classifications used in the content analysis were based on literature review rather than emerging from the data of the various specifiers. This study did not adopt the lists of topics from other large scale content analyses of particular journals (e.g., Buboltz, Miller, & Williams, 1999; Pelsma & Cesari, 1989; Williams & Buboltz, 1999). Instead, published content analyses and trend commentaries were perused to identify recurrent themes. Many categories were eliminated as themes because the specifiers referred to particular roles or settings (e.g., school or community counseling) or represented specific

counseling practices (e.g., individual or group counseling). While it was beyond the scope of the present study, other reviews provided valuable insights regarding the future of psychotherapy interventions (Nilsson et al., 2003; Norcross, Hedges, & Prochaska, 2002). Future reviews of the profession could provide detailed content analyses regarding specialized problems, populations, practices, and settings. In spite of the limitations of the study, the results permit some discussion of recommendations.

Based upon the confirmation of the top ranked themes (Research, Multiculturalism, and Pedagogy), and identification of some emerging trends (Advocacy, Spirituality, Technology, and Globalization), four basic recommendations for 21st century counselor education can be offered.

1. Mixed-methods research designs, integrating quantitative and qualitative methods, hold much promise for futures-oriented counselor education. Quantitative methods permit generalization of findings and contribute to accountable, evidence-based practices. Qualitative methods remind counseling professionals to focus on the unique experiences of clients. Professional counselors should receive training in both models for research.

2. Multiculturalism represents the core of 21st century counseling. While practice and training were frequently informed or modified by the multicultural perspective, the emerging profession must emphasize cultural contexts in all particular domains. Multiculturalism need not be relegated to specialized coursework or examples in textbooks. Rather, the core competency in professional counseling is multiculturalism. Globalization represents an opportunity to expose essentially Anglo- and Euro-American theories and models to the corrective influences of real-world tests.

3. Pedagogy should take the lead in infusing new technologies in practice, research, and training. While technological advancement is inevitable and generally beneficial to clients,

the trend toward high technology should be balanced by emphases on advocacy, spirituality, and social justice. Creation of *professional development teams* in school, community, and other settings would integrate clinical training and research, preparing local clinical scientists to address meaningful concerns arising from real-world practices and stakeholder interests.

4. Professional counseling in the 21st century would benefit from a re-examination of medical model practices, such as referral for proliferating psychotropic medications. A "back to the future" paradigm for the profession could be found in positive psychology with its respectful emphasis upon recognizing client strengths. The relationship between the counselor and client (individual, couple, family, or group) should remain the heart of professional counseling.

Conclusion

A content analysis of 1799 articles published during the period of 1996-2006 in four counseling journals confirmed three major themes and four emerging themes that are likely to become trends in 21st century counseling. The major themes included Research, Multiculturalism, and Pedagogy. The results confirmed that research articles represent the largest domain and the most stable trend in the profession (Diegelman et al., 2005). Multiculturalism in published articles increased dramatically (33.2%) to occupy the second ranked theme. While articles concerned with pedagogy produced the third-ranked theme, publications in this domain actually declined by 28.4% over the decade. Pedagogy may be undergoing a period of preparation or "re-tooling" in order to address increasingly rapid changes in the profession. The emerging themes were Advocacy, Spirituality, Technology and Globalization, which are enjoying in recent years rapid expansion of publications in counseling journals. Each of the

emerging themes can be related conceptually to expanding the professional perspective. Therefore, they could be subsumed within the category of Multiculturalism.

The themes of Technology and Globalization present domains within 21st counseling practice that expand the scope of the profession across borders and cultures. Technological innovations make it possible to conduct outreach and advocacy around the globe, while subjecting potentially biased Western counseling theories and models to corrective multicultural influences. Spirituality and Advocacy counterbalance an excessive preoccupation with the promises of technological changes, "humanizing" the profession and reminding counselors to respect the rights and perspectives of the clients we serve.

Multiculturalism plays a corrective, counterbalancing role with Research, especially through the emergence of qualitative and mixed-methods research designs. The centrality of multiculturalism in research and pedagogy reminds the counseling profession to remain focused on the experiences of clients. The countervailing trends of evidence-based practice (Chwalisz, 2003; Wampold, Lichtenberg, & Waehler, 2005) and common factors in psychotherapy integration (Lampropoulos, 2000; Rosenzweig, 2002) may be reconciled by an emphasis upon the relationship between the professional counselor and the client.

Periodic examination of themes and trends within the published literature affords insight into the evolution of the counseling profession. This content analysis of a decade of publications in four counseling journals established major themes and emerging trends. Counselors have responded to a decade of momentous societal changes by conducting meaningful research, embracing diversity and multiculturalism, and modifying pedagogy. Professional counseling evidenced a strong emerging interest in advocacy. In addition, there were observed trends toward incorporation of spirituality, technology, and globalization in professional practice and counselor

education. The findings revealed the interrelatedness of the professional domains and identified a central organizing theme of integration. While the content analysis did not exhaust all of the potential categories (neglecting especially specialized practices and roles), the results produced some meaningful results and recommendations for 21st century counselor education.

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Table 1

Frequency of Coded Units by Theme and Specifiers

Theme	Frequency	Specifier
Research	1118	Research, Research Design, Experimental Design (e.g. random assignment, quasi, longitudinal, exploratory, survey), Methods, Methodology, Empirical, Qualitative, Quantitative, Mixed Designs, Statistics, Statistical Analyses (e.g. modeling, regression, factor analyses, cluster analyses, effect size, p values, content analysis), Case Study, History, Examples, Outcome Studies, Comparative Studies, Hypothesis, Hypothesis Testing, Interview Data, Survey Results, Study Results, Survey Sample, Nationwide Survey
Multicultural	745	Diversity, Diverse, Multiculturalism, Bicultural, Acculturation, Enculturation, Assimilation, Immigrant, Migrant, Disadvantaged, Minorities (i.e. African Americans, Asian Americans, etc), Ethnic Group, LBGT, Gay, Lesbian, Sexual Orientation, Physically Challenged, HIV, AIDS, Sex Differences,

Characteristics, Gender, Culture, Ethnocentric, Older Adults,
Elder, Racism

Table 1 (*continued*)

Theme	Frequency	Specifier
Pedagogy	233	Curriculum Changes; Supervision Changes; Constructivism; Constructionist; Paradigm; Paradigm Shift; Specialized Training; Teaching; Curriculum; Supervision; Studying
Spirituality	59	Spirituality, Spiritual, Spiritual Life, Church, Clergy, Religion, Religious, Faith, Faith Based Practices
Technology	47	Media, High Tech, Internet, Online, World Wide Web, Website Instruction, Website Resources, Telephones, CD-Rom, Data Transmission Systems, Electronic Mail Systems, Email, Computer, Computerized.
Globalization	21	Global; International, International Relations, Global Focus.
Advocacy	60	Advocacy, Self-advocacy, Advocacy Rights, Positive Psychology, Social Justice, Social Advocacy, Social Agents
<i>Total</i>	2283	

Table 2

Frequency of Coded Units by Themes in Ranked Order and Journals

Theme	JCD	CES	JCP	CP	Total
Research	316	69	495	238	1118
Multiculturalism	270	43	240	192	745
Pedagogy	48	139	25	21	233
Advocacy	18	3	2	37	60
Spirituality	31	2	12	14	59
Technology	17	6	11	13	47
Globalization	4	1	1	15	21
Total	704	263	786	530	2283

Table 3

Frequency of Coded Units by Themes in Ranked Order and Time Period

Theme	1996- 1998	2003- 2005
Research	303	328
Multiculturalism	193	257
Pedagogy	74	53
Advocacy	4	38
Spirituality	10	27
Technology	6	18
Globalization	6	10
