

YOUTH AT RISK

**A Prevention Resource
for Counselors, Teachers, and Parents**

Fifth Edition

Edited by

David Capuzzi and **Douglas R. Gross**



AMERICAN COUNSELING ASSOCIATION
5999 Stevenson Avenue
Alexandria, VA 22304
www.counseling.org

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Fifth Edition

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AMERICAN COUNSELING ASSOCIATION
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Dedication

To: Kevin and Keith Capuzzi

*Your supportiveness and quick wit made this book possible.
You are wonderful role models, each in your own way,
for other young people.*



To: Lola Gross

With love all is possible.



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Preface

Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents is a revision of the 2004 fourth edition. In this fifth edition, major emphasis has again been placed on prevention efforts with at-risk populations as well as practical guidelines for successful intervention with behaviors most often identified as placing youth at risk. Selected chapters include case studies that explore prevention efforts from individual, family, school, and community perspectives. Every effort has been made to address the complexities of working with vulnerable youths in a way that provides professionals, as well as parents, with an information base and guidelines for working within the parameters of the prevention–intervention paradigm. This text differs from similar texts because of the attention placed on counseling and systems applications with youth at risk.

The text is developmental in orientation. Part One presents information dealing with population identification, definition, and behaviors and causal factors descriptive of youth at risk. Information is also included that serves as a foundation for understanding the prevention–intervention paradigm. Part One also addresses prevention from the point of view of identification and promotion of resilience in our youth.

Part Two of the text deals with parameters that often serve as causal factors for the development of at-risk behaviors. Included in this section are chapters dealing with the effects of a dysfunctional family, low self-esteem, depression, mood disorders, and stress and trauma. Each chapter in this section not only identifies various aspects of the causal factors but also presents information related to prevention strategies designed to deal with these factors and adaptations for diversity.

Part Three of the text deals with issues and behaviors most often identified as placing youth at risk. A new chapter, “I’ll Cry Tomorrow”: Diverse Youth and the Scars That Don’t Show, has been added to deal with such issues as racial and ethnic identity and acculturation and diversity, as these affect not only at-risk youth but also those who work with them. The behaviors in Part Three include those that lead to eating disorders, suicide, gang membership, counseling queer youth, violence on campus, substance abuse, homelessness, and the school dropout. New in

this edition is a combining of two former chapters into one titled “A Future in Jeopardy: Sexuality Issues in Adolescence,” covering such topics as teen pregnancy, sexually transmitted diseases, rape and date rape, and sexual predation. Each chapter in Part Three provides definitive information related to the specific issue or behavior, includes a case study to illustrate the information presented, and provides approaches to prevention and intervention from individual, family, school, and community perspectives. Adaptations for diversity are also addressed because prevention and intervention efforts usually need to be modified to meet the needs of minority and disenfranchised youth served by the schools, communities, and mental health practitioners.

Every effort has been made by the editors and contributors to provide the reader with current and relevant information in each of the 17 areas of focus. We hope that this new edition of *Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents* will prove to be an invaluable resource for individuals committed to assisting young people in the often difficult transition between adolescence and adulthood.



Acknowledgments

We would like to thank the 25 authors who contributed their expertise, knowledge, and experience in the development of this text. We would also like to thank our families, who provided the freedom and encouragement to make this endeavor possible. Our thanks are also directed to staff at the American Counseling Association for their encouragement and assistance with copyediting and ultimately the production of the book.



Meet the Editors

David Capuzzi, PhD, NCC, LPC, is affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at The Pennsylvania State University. He is professor emeritus at Portland State University. He is a past president of the American Counseling Association (ACA; formerly the American Association for Counseling and Development). Prior to his affiliation with The Pennsylvania State University, he served as scholar in residence at Johns Hopkins University.

From 1980 to 1984, Dr. Capuzzi was editor of *The School Counselor*. He has authored a number of textbook chapters and monographs on the topic of preventing adolescent suicide and is coeditor and author with Dr. Larry Golden of *Helping Families Help Children: Family Interventions With School-Related Problems* (1986) and *Preventing Adolescent Suicide* (1988). He coauthored and edited *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (1989, 1996, 2000, 2004); *Introduction to the Counseling Profession* (1991, 1997, 2001, 2005); *Introduction to Group Counseling* (1992, 1998, 2002, 2006); and *Counseling and Psychotherapy: Theories and Interventions* with Douglas R. Gross (1995, 1999, 2003, 2007). He also edited *Suicide Across the Life Span* (2004), *Approaches to Group Work: A Handbook for Practitioners* (2003), and *Sexuality Counseling* (2002), the latter coauthored and edited with Larry Burlew. *Career Counseling: Foundations, Perspectives, and Applications* (2006) and *Foundations of Addictions Counseling* (2008), both edited with Mark D. Stauffer, are his two most recent textbooks. He has authored or coauthored articles in a number of ACA-related journals.

A frequent speaker and keynoter at professional conferences and institutes, Dr. Capuzzi has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk, grief and loss, group work, and using meditation and mindfulness to increase therapeutic presence in coun-

seling; and serves as an invited adjunct faculty member at other universities as time permits. He is the first recipient of ACA's Kitty Cole Human Rights Award and also a recipient of the Leona Tyler Award in Oregon.



Douglas R. Gross, PhD, NCC, is professor emeritus at Arizona State University, Tempe, where he served as a faculty member in counselor education for 29 years. His professional work history includes public school teaching, counseling, and administration. He is currently retired and living in Michigan. He has been president of the Arizona Counselors Association, president of the Western Association for Counselor Education and Supervision, chairperson of the Western Regional Branch Assembly of the ACA, president of the Association for Humanistic Education and Development, and treasurer and parliamentarian of the ACA.

Dr. Gross has contributed chapters to eight texts: *Counseling and Psychotherapy: Theories and Interventions* (1995, 1999, 2003, 2007); *Youth at Risk: A Resource Guide for Counselors, Teachers, and Parents* (1989, 1996, 2000, 2004); *Foundations of Mental Health Counseling* (1986, 1996); *Counseling: Theory, Process and Practice* (1977); *The Counselor's Handbook* (1974); *Introduction to the Counseling Profession* (1991, 1997, 2001, 2005); and *Introduction to Group Counseling* (1992, 1998, 2002, 2006). His research has appeared in the *Journal of Counseling Psychology*; *Journal of Counseling & Development*; *Association for Counselor Education and Supervision Journal*; *Journal of Educational Research*, *Counseling and Human Development*; *Arizona Counselors Journal*; *Texas Counseling Journal*; and *AMHCA Journal*.

For the past 13 years, Dr. Gross has provided national training in the areas of bereavement, grief, and loss.





Meet the Authors

Lisa Langfuss Aasheim, PhD, is the coordinator of the school counseling master's program at Portland State University and the director of the community counseling clinic at Portland State. She specializes in clinical supervision and enjoys teaching courses in clinical supervision, addictions counseling, couples and family counseling, and practicum and internship. Her research interests focus primarily on clinical supervision in agency settings, counselor education and skill development, and the therapeutic alliance. She especially enjoys being surrounded by her knowledgeable colleagues and eager, delightful counseling students who share in her passion and profound belief in the change process.

Elva E. Blanks, PhD, is a recent graduate of the counseling psychology program at Arizona State University. She is currently working as a counselor at the Counseling and Consultation Center within Arizona State University. She has focused both her clinical work and research attention on areas of disordered eating and other risky behaviors of gifted/talented young women.

Sonja C. Burnham, EdD, has been a counselor educator in Mississippi for the past 14 years. She began her professional life as a public school teacher in Louisiana and Mississippi and taught for 7 years. While working with students with disabilities at the university level, she implemented federal grants that promoted transition from school to work. Since that time, she has written and worked in the area of career counseling and supervision while educating and supervising school counselors. Her publications deal with issues related to school and school counseling. She was named Outstanding Teacher of the Year for 2002 and served as program coordinator for counselor education in the Department of Leadership and Counselor Education at the University of Mississippi. Dr. Burnham recently retired from the University of Mississippi.

Cass Dykeman, PhD, is an associate professor of counselor education at Oregon State University. He is a national certified counselor, master addictions counselor, and national certified school counselor. Dr. Dykeman received a master's in counseling from the University of Washington and a doctorate in counselor education from the University of Virginia. He served as principal investigator for

two federal grants in the area of counseling. In addition, he is the author of numerous books, book chapters, and scholarly journal articles. Dr. Dykeman is past president of both the Washington State Association for Counselor Education and Supervision and the Western Association for Counselor Education and Supervision. He is also past chair of the School Counseling Interest Network of the Association for Counselor Education and Supervision. His current research interests include addiction counseling and psychopharmacology.

Jeannie Falkner, PhD, MSSW, has over 25 years of clinical experience in private practice working with individuals, children, adolescents, and groups. She is currently an assistant professor of social work at Delta State University. Dr. Falkner has presented numerous national and regional workshops on the role of money in group counseling and financial wellness for counselors. Her research interests include integrated health and mental health and resiliency in African American families in the Mississippi Delta.

Abbé Finn, PhD, is a licensed professional counselor and an associate professor in the counseling program at Florida Gulf Coast University. She earned a BA and MEd from Tulane University, an MS from Loyola University in New Orleans, and a PhD from the University of New Orleans. Dr. Finn has a variety of clinical experiences in crisis management and the prediction of violence. She worked as an employee assistance professional with U.S. Postal Service workers for 6 years. She was a team leader on the National Crisis Response Team. Dr. Finn spent a week in New York City counseling survivors following the destruction of the World Trade Center and 2 weeks with the Red Cross as a counselor working with survivors of Hurricane Katrina. While working for the U.S. Postal Service in New Orleans, she initiated the management training in violence prevention. She has also worked with the New Orleans Fire Department, training captains and district chiefs in the prevention of workplace violence. Dr. Finn has written and lectured on numerous occasions regarding the importance of school crisis response plans and the identification of students most at risk for harming others, and identification and management of employees at risk for harming others.

Lea R. Flowers, PhD, is an assistant professor in counselor education at Georgia State University. She is a nationally certified counselor and a licensed professional counselor. Dr. Flowers has had a wide range of experiences in counseling in community agencies and school settings. Her specific research interests are primarily around ethics and leadership, group work, socialization, women's developmental and career issues across the life span, and advocacy for special populations in school settings. She has presented at local, state, national, and international conferences on her specialty areas. Her most recent publication was a coauthored book chapter in *Introduction to Group Work* (2006). She earned both a master's degree and a doctorate in counselor education from the University of New Orleans. Dr. Flowers also has a bachelor of science degree in speech language pathology from Xavier University in New Orleans, Louisiana and worked for 7 years as a speech language pathologist, primarily with at-risk students and special needs populations in the Palm Beach County School System in West Palm Beach, Florida, and the Cobb County School System in Marietta, Georgia.

Camea J. Gagliardi-Blea, PhD, is an assistant professor of clinical psychology at New Mexico Highlands University. She began her work with at-risk youth as a high school English teacher in the Colorado Public Schools. She completed her doctorate of philosophy in counseling psychology at Arizona State University.

Her clinical training has focused on health and family and includes an internship at the Barrow Neurological Institute in Phoenix, Arizona, and an internship at the Department of Veterans Affairs in Albuquerque, New Mexico. Her research interests include academic persistence, creativity, and family/community reinforcement and psychoeducational models of treatment.

Fernando J. Gutierrez, EdD, JD, is a life and organizational coach and an attorney in inactive status in Miramar, Florida. He is also an adjunct faculty member at Sistema Universitario Ana G. Mendez, the first accelerated discipline-based, dual-language immersion university in the United States. He teaches courses in the master's program in guidance and counseling, undergraduate education and psychology courses, and law courses in the department of criminal justice. He is coeditor of *Counseling Gay Men and Lesbians: Journey to the End of the Rainbow* (1992), published by the American Counseling Association (ACA), and a special issue of the *Journal of Counseling & Development* on lesbian, gay, and bisexual issues. Dr. Gutierrez was named inaugural Legacy Fellow of the Association for Gay, Lesbian, and Bisexual Issues in Counseling in 2007. In 1999, Dr. Gutierrez received the Joe Norton Award from the Association for Gay, Lesbian, and Bisexual Issues in Counseling, a division of ACA. Dr. Gutierrez has presented at local, state, national, and international conferences on issues of lesbians, gays, and bisexuals; Hispanics and ethnic minorities; chemical dependency; and domestic violence. Additionally, he has taught courses in family dynamics, chemical dependency, and college student development.

Melinda Haley, PhD, received her doctorate in counseling psychology from New Mexico State University in Las Cruces, New Mexico and completed her internship at Texas Women's University in Denton, Texas. She currently works for South Texas Rural Health Services, which is a non-profit organization dedicated to providing medical, dental, and mental health services to the economically disadvantaged clients. Dr. Haley has written numerous book chapters and multimedia presentations on topics as diverse as group psychotherapy and counseling, school counseling, career counseling, counseling theory, single-parenting, teen sexuality, technology in counseling, and the risks and protective factors associated with suicide. She has extensive applied experience working with adults, adolescents, inmates, domestic violence offenders, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Her planned therapeutic specialties include mood disorders, personality disorders and multicultural issues in therapy. Dr. Haley's research interests include multicultural issues in counseling, personality development over the life span, personality disorders, psychology of criminal and serial offenders, trauma, and posttraumatic stress disorder, bias and racism, and social justice issues.

Mary A. Hermann, JD, PhD, is an assistant professor at Virginia Commonwealth University. She holds a JD in law and a PhD in counselor education. She is a licensed attorney, a licensed professional counselor, a national certified counselor, and a certified school counselor. Dr. Hermann has coedited a book on legal and ethical issues in school counseling and written numerous journal articles and book chapters. She regularly presents at national, regional, and state conferences.

Rolla E. Lewis, EdD, NCC, is an associate professor of educational psychology and school counseling coordinator at California State University, East Bay. His research and scholarship interests include developing ecological models to guide

school counseling practice, promoting resilience in school communities, using structured narratives in counseling and supervision, and creating university–community collaborations that place counselors-in-training in service to high-need youth and families. He has been recognized in his efforts to create local knowledge and community service. Dr. Lewis has published numerous chapters and articles and has received Portland State University’s Civic Engagement Award two times. He was awarded the Oregon Counseling Association’s Leona Tyler Award for outstanding contributions to professional counseling.

Rebecca B. McCathren, PhD, is an associate professor of special education at the University of Missouri–Columbia. Her research interests include early communication and language development for young children with disabilities and early identification and intervention for young children with autism. She is also interested in young children at risk and strategies for supporting and enhancing their development.

Benedict T. McWhirter, PhD, is an associate professor of counseling psychology at the University of Oregon. He teaches courses related to working with at-risk youth, helping skills, prevention and community interventions, and counselor supervision. His primary research focuses on the factors that contribute to risk and resilience and interventions and outcomes for late adolescents to early adults, including youth who are at risk for problem behavior and college students. He is also interested in ethnic identity as a protective factor and the development of multicultural competencies among counseling professionals. His publications include *At Risk Youth: A Comprehensive Response* (4th ed., 2007) by J. Jeffries McWhirter, Benedict T. McWhirter, Ellen Hawley McWhirter, and Robert J. McWhirter. For each year since 1995, he has visited and worked in Peñalolén, Chile, a low-income community of Santiago, where, with his spouse, Dr. Ellen Hawley McWhirter, he has conducted pro bono training workshops for couples on conflict resolution, family communication, parenting, and group leadership skills. He was named a Fulbright Scholar to Chile in 2004 to conduct research on Chilean adolescents and he has extended his research on Chilean youth in poor, urban schools with support of the Spencer Foundation (2007–2009). He currently continues his international research, service, and teaching activities.

Sandra S. Meggert, PhD, is president of The Unfinished Business and is an adjunct professor at Antioch University in Seattle, Washington. She has presented over 900 Creative Humor at Work seminars throughout the United States and Europe for counselors, educators, businesses, and various civic groups. She also does assessments of adults with learning disabilities at a private learning center. She received her PhD in counselor education/counseling psychology from Arizona State University and has taught in counselor education programs, counseled, and consulted for several years. Dr. Meggert has written articles on career guidance and humor and developed career guidance materials. She is currently writing a book about humor titled *Creative Humor at Work: Living the Humor Perspective*.

Russell D. Miars, PhD, is an associate professor in the counselor education program at Portland State University. Previously, Dr. Miars was director of the Counseling and Student Development Center and adjunct associate professor in clinical psychology at Indiana University of Pennsylvania. His research and scholarly interests include counselor supervision, legal and ethical issues in counseling, life span human development, and assessment in counseling. An em-

phasis in all his work is translating theory and research into effective clinical practice.

Jane E. Rheineck, PhD, is currently an assistant professor in counseling at Northern Illinois University. Dr. Rheineck has worked with children and adolescents as a mental health counselor in a variety of settings that included inpatient residential treatment, outpatient counseling, and as a mental health counselor in the schools. Her research interests not only include counseling issues pertaining to children and adolescents, but concerns that affect the lesbian, gay, bisexual, and transgendered community. Dr. Rheineck received her PhD in counselor education from the University of Arkansas and is a licensed counselor in Illinois as well as being a national certified counselor.

Sharon E. Robinson Kurpius, PhD, received her doctoral degree in counseling and in education inquiry methodology from Indiana University in 1978. Since that time she has been a professor of counseling and counseling psychology at Arizona State University. She has a special interest in at-risk adolescents and has been the coprincipal investigator on several large grants focusing on working with talented, at-risk teenage girls. She has designed and taught specialized courses on counseling at-risk youth. In addition, she has extensively researched these factors and published both conceptual and empirically based articles in this area.

Crystal Rofkahr, MA, is currently a doctoral student in counseling psychology at Arizona State University. She received her master's degree from the community counseling program at West Virginia University. Her research interests include health issues, women's issues, and children and adolescents.

Laura R. Simpson, PhD, is an assistant professor of counselor education at Delta State University in Cleveland, Mississippi. A licensed professional counselor, Dr. Simpson also maintains a small private counseling practice. Dr. Simpson moved into academia following 15 years of work in a community mental health setting and has a particular interest in supervision, secondary traumatic stress, and spirituality. She has published articles for a variety of journals and authored chapters in several books.

Melissa A. Stormont, PhD, is an associate professor of special education at the University of Missouri–Columbia. Her research interests include characteristics and support needs of young children who are at risk for failure in school and supporting teachers in their implementation of supports in school settings. She has recently written a book titled *Fostering Resilience in Young Children at Risk for Failure: Strategies for Grades K–3*.

Jason Vasquez, MA, is a 2nd-year doctoral student in the counseling psychology program at New Mexico State University, Las Cruces. He has experience counseling a variety of populations in outpatient counseling, including high school students, college students, domestic violence offenders, and older adult populations. His professional interests include mentoring, identity development, multicultural issues, sex therapy, and social justice issues.

Karrie P. Walters, MEd, MA, received her MEd in special education from the University of North Texas and her MA in counseling psychology from the University of Minnesota. She is currently completing her PhD in counseling psychology at the University of Oregon. Over the past 10 years, she had worked as a teacher for youths with behavioral disorders, a therapist for children with autism, and a counselor for young offenders. In her work as an educational consultant, she was especially successful at building bridges between school administrators,

teachers, and parents. Her research interests include studying the connection between identity and behavior, especially as it relates to conflict resolution and peace education, and learning more about the factors involved in effective prevention and intervention programs for youth at risk for behavior problems. Her other interests include multiculturalism; issues concerning the lesbian, gay, bisexual, transgender, and questioning community; advocacy; and social justice. Her additional research and practice activities focus on increasing multicultural competence among educators and practitioners in the human services profession.

Dana J. Weber, BA, is a doctoral student in the counseling psychology program at Arizona State University. She received her bachelor's degree in psychology and sociology from the University of Wisconsin–Milwaukee. Her research interests include substance abuse prevention, marital discord, child maltreatment, stress and coping, and inmate recidivism.

Kimberly Wright, PhD, is a licensed psychologist who has worked with a full range of clients with eating disorders at several universities. She earned her bachelor's and master's degrees from California State University, Long Beach, and her doctorate in counseling psychology from Indiana State University. For the last 13 years, she served as the co-coordinator of eating disorder treatment at Arizona State University (ASU), coordinating a multidisciplinary team of counseling and health center providers. She has also served as adjunct faculty for the counselor education department at ASU. She recently resigned from ASU's Counseling and Consultation Center in order to devote more time to private practice.

