

12-1-2013

From the Editor

Jennifer N. Bornsheuer-Boswell
Oakland University

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Recommended Citation

Bornsheuer-Boswell, J. N. (2013). From the Editor, *Michigan Journal of Counseling*, 40(2), 3. doi:10.22237/mijoc/1385856000

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*Jennifer Bornsheuer, Ph.D., LPC-S, NCC, RPT
Department of Counseling School of Education and Human Services
Oakland University
Rochester, MI 48309*

FROM THE EDITOR

Volume 40, Issue 2 of the Michigan Journal of Counseling: Research, Theory & Practice contains research and topics from counselors and counselor educators across the United States. The authors of the three articles in 40(2) have presented their research topics and ideas related to counseling special populations. It is necessary that counselors have a solid foundation in general counseling skills in order to effectively treat and build a therapeutic relationship with many clients. At the same time, it is important that counselors have a working understanding of the special treatment requirements and obstacles they may face when working with special counseling populations. The authors in this issue clearly delineate the unique needs of three special populations and have included innovative suggestions and ideas to best work with these populations.

In the first article, Killam, Roland, and Weber focus their research on ways in which school counselors can effectively integrate violence prevention programs on school campuses. Killam, Roland, and Weber shed light on the ongoing school violence issue that many school counselors and communities across the United States face on a daily basis. The authors found those middle school students who participated in a violence prevention program reported a decrease in aggressive behaviors and an increase in healthy problem solving skills.

Ms. Smith, Ms. Michero, and Dr. Fineran present a discussion about the ethical treatment of clients struggling with eating disorders. Specifically, the authors highlight the importance of promoting autonomy and preserving the rights and dignity of clients during treatment. In this study, Smith, Michero, and Fineran examine the struggles faced by clients who have eating disorders, effective treatment models, and the ethical dilemmas faced by counselors treating this population. The authors provide a case example and detail the 10 ethical decision making steps a counselor might undergo.

Guo, Wang, Corbin-Burdick, and Statz highlight an important issue facing school counselors today: support systems for students diagnosed with Aspergers. Dr. Guo and her colleagues present an overview of Aspergers and Autism spectrum disorders and the accompanying cognitive and behavioral characteristics. Dr. Guo et al., describe the role school counselors and other mental health professionals play in creating support systems for both the students, family, and community systems.

Sincerely, Jennifer N. Bornsheuer-Boswell