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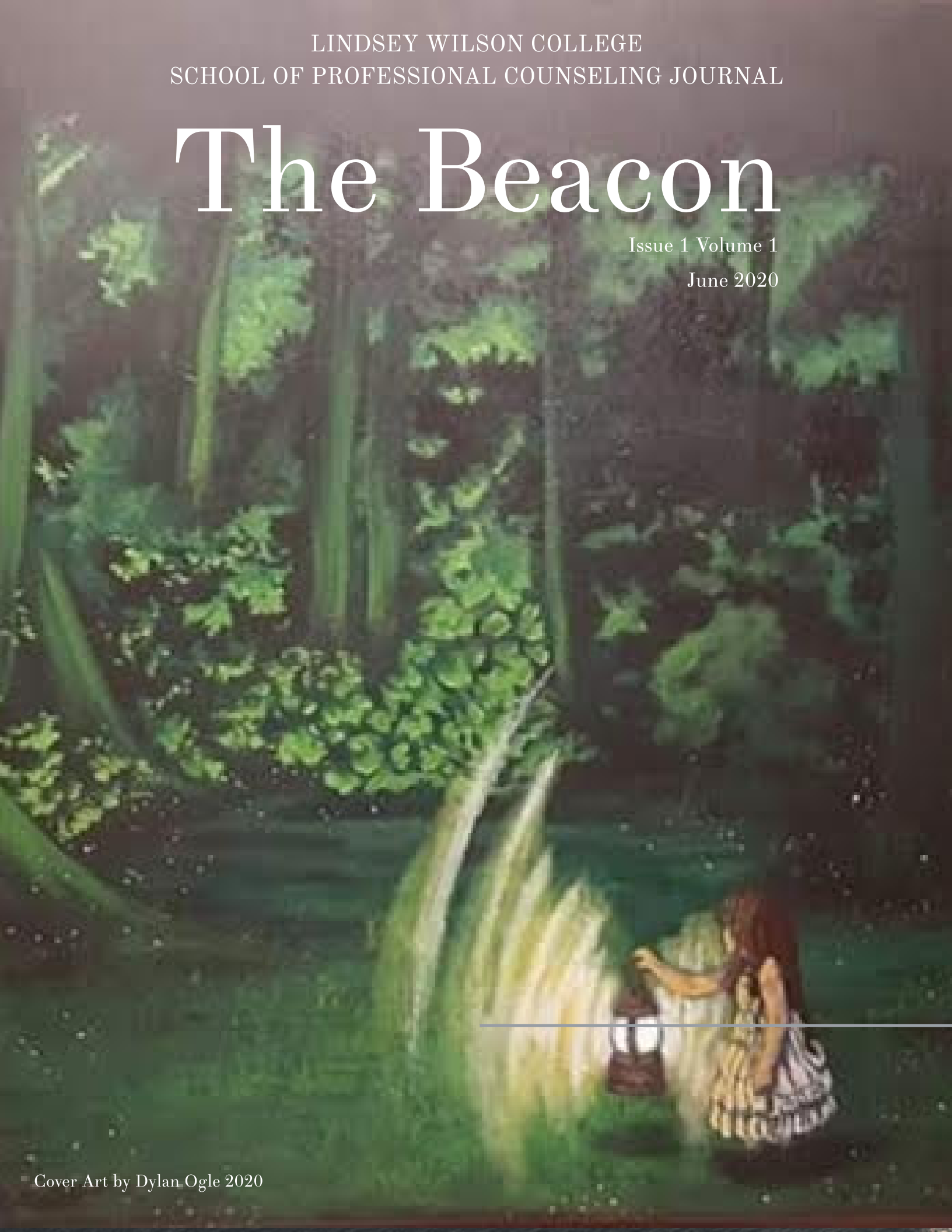


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A letter from Dr. Daya Sandhu

A Message to Scholars,

It gives me immense pleasure to commend and congratulate both Dr. Steven Patrick and Dr. Darlene Vaughn for spearheading the publication of an impressive and invaluable research journal, the Beacon. I thank and welcome their efforts to enhance research and publications at Lindsey Wilson College.

I must express my overdue gratitude to Steve and Darlene who have been actively and extensively involved with me in creating a research friendly environment on our campus. For instance, starting with the First Annual Health Symposium held in April 2015 to the Fifth Annual Mental Health Symposium, Darlene and Steve were on the frontier line in helping me plan, organize, and execute our ideas for all the symposiums.

Since starting the First Annual Mental Health Symposium to the Fifth Annual Mental Health Symposium we received approximately one hundred presentation papers. It was Steve's idea to encourage the presenters, submit their research papers for possible publication for the record and for archive purposes.

<https://www.flickr.com/photos/lindseywilsoncollege/sets/72157651771351108/> (link to the First Symposium held on April 25, 2015)

<https://goo.gl/photos/KtMo3rjQhH8s2qQa6> (link to Second Mental Health Symposium held on April 29, 2016).

This idea gave birth to the "Beacon." The Beacon is a hope for making our dream come true, because "Research Matters at Lindsey Wilson College". The Beacon also stands as a clear testimony that our professors and students are actively engaged in research. I must emphasize that not only the professors but also students must make research in

their specific fields of study as their top priority. For this reason, I created a new slogan for our young scholars, "Every student every day, engages in research at Lindsey!"

In addition to the symposiums, Darlene and Steve also stood shoulder and shoulder with me when I organized biannual Research Workshops starting with November 20, 2014 and January 7, 2015. The themes of these research workshops focused on the slogan, "Research Matters at Lindsey Wilson College".



Last but not the least, I would like to recognize and highlight Dr. Darlene Vaughn and Dr. Steven Patrick's chapters published in a book, *Appalachian Americans: Issues and Concerns for Counseling and Psychotherapy*. This book was edited by Sandhu, Parsons, and Hunter (2020). Drs. Patrick and Vaughn contributed the following chapters:

A. Climbing the stonewall: Clinical resistance in Appalachian American clients (by Steve Patrick and Matthew Culbreath).

B. Engaging rural clients with substance concerns through the use of motivational interviewing

It may be noted that at least 18 professors and seven doctoral students also contributed their chapters to this book to make it a stunning success. It is the very first and one of the leading textbooks specifically focused on the counseling needs of the Appalachian population available anywhere in the world.

For brevity's sake and due to space limitations, I must conclude that Dr. Steven Patrick and Dr. Darlene Vaughn are incredibly hardworking elite scholars who are bright, enthusiastic, energetic, and very creative and innovative who have much to offer. I believe it is just the beginning and there is a lot to come yet. I wish them all the best!

The role of an editor for any journal is quite challenging, cumbersome, and a daunting task. I adore and admire Dr. Darlene Vaughn, Editor-in-Chief and her editorial staff, Hannah Coyt and Anna Settle, for their amazing and outstanding job. Like great editors, they have breathed lively and very powerful life into the manuscripts they received for the publication.

Contributors

Last and but absolutely not the least, I would like to recognize the contributors who submitted their manuscripts for possible publication in the Beacon. They deserve a big hand of applause for their hard work, dedication, and courage to share their very valuable knowledge about trauma with the readers. The contributors include Elijah Sprague; Rick Carroll, Steve Patrick, and Samantha Vanderhoff; and Anna Settle. We owe to these authors because without their efforts, The Beacon, would have never

been published. I also thank them for making professional presentations on these topics on June 22, 2019 at the Fifth Annual Symposium.

The major theme of the Fifth Annual Symposium was Counseling for Trauma and Violence and Reduction. These published articles are beautiful off-shoots of their presentations. Here are links where you may enjoy the pictures from the Fifth Annual Symposium

<https://mail.google.com/mail/u/0/#search/5th+annual+symposium?projector=1>

I believe that the cover of this journal prepared by Dylan Ogle is quite fascinating and captivating, and which compels the inquisitive minds of readers to decode various messages hidden in the beautiful cover picture. The cover itself is an exciting beacon challenging young scholars' talents of creativity. It also sends the message that creativity enhances the aesthetic aspect of research. Philosophically speaking, creativity and research in any human endeavor are inseparable and complimentary. I salute to your creativity, Dylan Ogle, for your great job.

Significance of the Beacon

I am very pleased that the faculty of Lindsey Wilson College in the School of Professional Counseling are becoming an elite community of shining research scholars. I strongly believe that any research done but not published or shared with others is a waste of time and energy. I am thrilled that The Beacon as our voice will help us share our ideas, research findings, suggestions, recommendations, etc. with our communities to uplift them and help our society.

I am hoping that with the help of our administration we are able to launch a separate professional journal at Lindsey Wilson College one day. To help our clients throughout the Appalachia, we must inaugurate a new journal to be called, The Appalachian Journal of Mental Health Counseling.

Counseling for Transformation of Communities

Addressing mental health needs of clients is a primary responsibility of counselors. However, just like researchers in education and other fields, I believe that effective and ideal counseling involves both helping clients and addressing the issues and challenges of the society or community from where these clients are from.

Clients and their communities are inseparable and they mutually affect one another. While helping a client with his or her personal problems is crucial, it is also very important to prevent those concerns, challenges, issues and problems from proliferating in clients' communities. It is also very important to examine and study various and seriously aggravating societal conditions, reasons, and relationships which might cause or exacerbate clients problems.

In his classic and memorable address, Gilman, the very first educationist, scholar, researcher and the first president of Johns Hopkins University, set the tone of contemporary education and modern universities. Perhaps he was also the very first person ever to emphasize and elaborate the role of the university toward the society or community where the university is located. Gilman stressed that the primary and noblest duty of every university is to advance knowledge through research and extend and share this newly acquired knowledge with the community it serves.

A Message to Research Scholars

Research must continue to be the centerpiece of intellectual life, and our commitment to research must grow, because our problems are growing.

__Earnest L. Boyer

Important Suggestions

- Develop and maintain a coherent and focus line of scholarship
- Develop and join research teams with other students and faculty members
- Students must be capable of conducting research that is ethically acceptable and methodologically sound.
- Advancement of teaching and learning is not acceptable without advancement of research.
- If we consider Lindsey Wilson College as an institution of higher learning and a community of scholars, then we must ask ourselves what would be our identity as scholars and what would be our professional legacy,
- I believe there is an urgent need of a paradigm shift from teacher-learner to teacher-learner researcher

In a simplest but in the strongest voice about the future of the Beacon,

Good, better, best.

We shall not rest.

Until good is better

and better becomes the best!

Concluding Remarks

At the end, I am reminded of the following much quoted lines from Carroll Bryant,

Some people make things happen.

Some people watch things happen.

And then there are those who wonder,

“What the hell just happened?”

I am thrilled that my colleagues and great friends Steve and Darlene are the people who make things happen! May God bless them to help more and more the profession and the people of our beloved country!

I must also thank our very thoughtful and conscientious Dean, Dr. Jeff Crane whose leadership is a boon, a great gift from God. All things are possible with his graciousness, generosity, encouragement under his administration.

All readers, please stay safe and stay blessed!

With my best wishes.

Daya Singh Sandhu

Professor and Director of Research

Senior Fulbright Research Scholar (2002, 2010, 2018)

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Letter from the Dean

Dear Reader,

I am delighted to welcome you to the charter issue of *The Beacon*, a journal that focuses on matters related to counseling and other human services professions and is published by Lindsey Wilson College School of Professional Counseling. Initially the brainchild of Dr. Steven Patrick, faculty member at LWC, *The Beacon* is now served by editor Dr. Darlene Vaughn with help from Anna Settle and Hannah Coyt, doctoral students in the LWC Counselor Education and Supervision program.

The Beacon presents research articles, reports and other useful articles, e.g., book reviews, relevant to the human services professions. The contributors include seasoned and emerging scholars. Importantly, and knowing that the path to scholarship is rigorous, *The Beacon* provides opportunities for new professionals to get that publications while gaining the confidence and experience needed for those pursuing a path of scholarship.

I hope you enjoy this charter issue of *The Beacon*. Moreover, consider *The Beacon* as a vehicle to promote your own work and ideas. Those research findings and disciplined reflections that you have stored on your hard drive can find expression and an audience here. It is the opportunity your ideas have been looking for.

Jeff Crane, Ph.D.

Lindsey Wilson College

Dean of the School of Professional Counseling

Cover Art

Recently, Anna Settle and I had the opportunity to speak with Dylan Ogle, the talented artist responsible for The Beacon cover. Dylan graduated from Lindsey Wilson College with his master's degree and has been changing lives ever since. Dylan spoke to us about his struggle with personal loss and addiction, which led to a personal crisis and subsequently a car accident. This car accident resulted in someone losing her life and Dylan going to prison. Instead of allowing this catastrophic event to take over his life, he decided to better himself. While in prison, Dylan discovered a talent for drawing. Dylan also told us that he connected with God in a way that he never imagined possible. The story behind the cover of our journal and much more about how this talented Lindsey Wilson College graduate is making a difference in the world around him can be found in our next edition of The Beacon.



~Hannah CoytI

Why Counseling and Human Development

The Lindsey Wilson College School of Professional Counseling offers a Master of Education degree in Counseling and Human Development that was created for people who enjoy helping and want to make a difference.

Our graduates are committed to helping people achieve the most of their human potential so that they can experience the best of what life has to offer. Our program provides both the essential knowledge and skills to be a professional mental health counselor.

At Lindsey Wilson our program emphasizes core values of ethics and multiculturalism. Ours is a 60-credit hour, accredited program that provides you the clinical skills, practical experience, and theoretical knowledge essential for a successful career in counseling.

Online Benefits

- Flexible scheduling-asynchronous learning.
- Same support as you would have in Face-to-Face.
- Interact with students who will become part of a professional network
- Continue to work while you are taking online classes
- This program features 8 week courses to meet degree requirements
- Choose to earn a Certificate in Substance Abuse Counseling at the same time

Have questions?

[Master of Education in Counseling and Human Development \(CHD\) FAQs](#)

Accreditation

The Master of Education in Counseling and Human Development is accredited by the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#).



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Students With Disabilities

Disarray in the Mind

Elijah Sprague M.Ed, LPC, LICDC

Abstract

Trauma has been the focal point of immense research and speculation. Current research has provided new insights into antecedents of post traumatic symptoms as well as a myriad of strategies to cope with the lasting effects of trauma. Hitherto post-traumatic stress was mostly attributed to experience in war and combat. State of the art technologies are providing key insights into the process of procuring lasting traumatic effects. Moreover, epidemiological studies have found a strong correlation between child adversity and adult behavioral and emotional difficulties. The first few experiences of parent to child interaction can impact the individual's ability to regulate emotions throughout his or her life. This article will attempt to provide an overview of current literature in tandem with personal experience to give a phenomenological perspective on adversity and overcoming. Subsequent text will elucidate complex concepts of trauma and psychology via a first person narrative nested in a biographical storyline.

Keywords: trauma, adversity, phenomenological, overcoming



Trauma and Treatment

Post Traumatic Stress Disorder (PTSD) was first introduced in the DSM-III-R (American Psychiatric Association, 1987) officially acknowledging the presence of lasting traumatic effects. Prior to the concept of PTSD, The DSM II retained a similar version identified as: gross stress reaction, including reactions to extreme stress, such as war, earthquakes, explosions or fires (American Psychiatric Association, 1968). Hitherto, the public had many names to describe trauma such as shell-shock, battle fatigue, and soldiers' heart (Crocq, M., & Crocq, L., 2000). The introduction of the term PTSD allowed sufferers to receive medical and psychiatric treatment without restrictive psychiatric disorders such as psychosis or hysteria (Gersons & Carlier, 1992). Research has steadily grown since the conception of the term bringing new insights about the development of PTSD and advantageous treatment modalities. The following text will review current literature as well as personal anecdotes to provide a phenomenological perspective of trauma and recovery.

Far From Ordinary: Disarray In The Mind

A four year old does not know much about the world except that it is both exciting and scary. I remember as a

child, staring at the ceiling watching the vehicle lights smoothly pass from one side of the room to the other. The sound of the doppler effect, as the cars traveled away, had a soothing effect that would help me sleep during restless nights. Life was simple but extraordinary; it was easy, yet arduous all in the same. At the age of four, regions of my brain were coming online that were not available prior. My hippocampus, which allows me to store long term memories, was starting to become active. This region allows a more mature individual to compare moments to other moments; ushering in an understanding, that present circumstances are temporary and ever-changing. If I was angry, I thought my anger would last forever, conversely my happiness would surely be eternal. The car lights and the warm breeze drifting through the window was my eternal paradise. Unfortunately, my happiness would turn to confusion as the glowing lights turned red due to an ambulance arriving outside of our apartment. I heard footsteps outside of the bedroom with flash lights beaming in through the bottom of the door. I could hear the men whispering but could not understand what they were saying. After a few minutes of confusion I remember falling asleep to complete silence.

Human beings have the capacity of adaptability as evidenced by disparate cultures around the world. The multitude and diversity of cultures has been attributed to the birthing process and brain development during early childhood (Montagu, 1965). Franciscus (2009) outlined possible reasons for our neonatal development during the first few moments of life. In Merriam Webster's Collegiate Dictionary (11 ed.) Neonatal is defined as "of or relating to, or affecting the newborn and especially the human infant during the first month after birth" (p. 831). During the time humans began walking upright, a smaller birth canal was produced. A smaller birth canal coupled with increasing infant brain size lead to a narrow time frame for the birthing process (Franciscus, 2009). The upshot was that human beings are born premature in comparison to other mammalian species, a child that is born early allows for a smaller skull, enabling an easier birth. Being born early creates a neonatal dynamic in which the infant is extremely vulnerable and susceptible to the external milieu. The first years of life are quintessential to the individual's ability to regulate emotions. For example, a mother or father who is overly anxious and unable to provide nurturing interaction to their child, may lead to subsequent underdevelopment of important affect regulating brain regions. Those first experiences would set the tone for my subsequent interpersonal interactions.

Explicit and Implicit Memories

It is common knowledge that short term and long term memories allow for increased adaptability. Notwithstanding myriad research describing long term and short term memory, much of the text remains complex and difficult to understand for the average reader. A new way of understanding memory formulation is with the concept of implicit and explicit memories. These two systems, working in tandem, allow for increased solidification of past events. Explicit memories are the images that come to mind when reflecting on past events. For example, when recalling a birthday party, or a ceremony, specific details of the event come to mind i.e. faces, moments, and objects. Implicit memories are events that are stored and represented somatically, meaning bodily sensations and emotions (Levine, 2015). Growing up in a house where emotions regularly flared, where combative measures were mostly used to resolve disputes, my body and mind remained in a combative state. Moreover, ready to forego relationships or view them as life threatening, needing to be sabotaged before they could damage me. During familial altercations I would often escape to my bedroom. I didn't understand the concept of resolving conflicts

peacefully. At the time, the ability to discuss issues openly was not a familiar practice.

I realized there was something different about the way I processed information during my third and fourth grade year in school. While the other children were working diligently on their reading assignments, I found it difficult to retain the information and to be mentally present. I would read pages from a story and simultaneously be distracted by trivial matters going on at home, I had no focus. My child self didn't understand the complexities of neuroscience, I only knew my experience was different from those around me. I pleaded with my parents to help me out of my predicament, I couldn't understand my inability to focus. My parents retort was often punitive in nature, instead of listening, I would arrive home with several of my belongings missing as punishment. Furthermore, attempts at scolding, yelling, or locking me in my bedroom was the usual response. I was reluctantly taken to a psychiatrist who diagnosed me with Attention Deficit Hyperactivity Disorder (ADHD) and placed me on Concerta, a type of stimulant often used for children suffering from the diagnosis. ADHD is a diagnosis typified as, "a persistent pattern of inattention and / or hyperactivity-impulsivity that interferes with functioning or development" (American Psychiatric Association, 2013, p. 61) If my father was not sitting in the room with me during the intake process, they may have realized that my home life was far from tranquil. Although, if the psychiatrist knew the severity of my home environment, she would not have a diagnosis to administer that would reflect that reality. Therefore, I took the medication and soon discovered adverse effects. I informed my parents that my appetite was gone and I was having difficulty sleeping. Moreover, I began experiencing what appeared to be hallucinations, dark images out of the corner of my eyes. According to Dr. Judith Herman, children who experience trauma are often misdiagnosed and misrepresented (Herman, 1997). This point is further emphasized by Biederman et al., (2013) with research finding a strong-connection between the diagnosis of ADHD and PTSD. Their research found that children with ADHD diagnoses were significantly more likely to have PTSD than children without ADHD (Biederman et al., 2013).

I decided to adopt other strategies to help maintain my focus. I would force myself to pay attention and find a way to convince my parents that I was taking my medication when in reality I was not. If I was distracted the first time I read a section in a book, I would read it multiple times to ensure comprehension. Thereafter, reading became pleasurable, I discovered fiction was a

place of escape that could help calm my body and mind when family life was becoming too intense. Escaping to a fictional world provided me with an ability to enhance my focus and to develop self-regulating mechanisms that would carry into my adult life.

Adversity and Perception

I never perceived myself as a victim; I would often compare my experience to others more unfortunate than my own. I would say things like, “My life is paradise compared to starving people in India, so why mope about it.” Growing up in a small appalachian town known as Hillsboro, Ohio imbued me with a sense of self-sufficiency and an overemphasis on rugged individualism. You couldn’t talk about troubling issues; if there was a problem in the family it remained in the family. A mistrust of outsiders bedeviled my town and impacted the way I communicated with others. It was in my graduate program in Lindsey Wilson College where I first heard of the Adverse Childhood Experience (ACE) study conducted by the Southern California Kaiser Permanente Medical Group (Felitti et al., 2019). This research attempted to find repercussions due to experiencing the following adversities: psychological, physical or sexual abuse; violence against mothers; a family member struggling with substance abuse, mental illness, or suicidality. The research found a significant correlation between childhood adversity and psychological and physical complications later in life. I recently took the questionnaire and received an ACE score of five. If the research is correct then I am at risk of developing a myriad of psychological and physical complications. This led to me to question why I never developed an intravenous drug addiction or an autoimmune reaction. Furthermore, the ACE score contributed to fears of developing physical complications later in life such as multiple sclerosis, cancer, and heart problems. Multiple studies have found the child’s perception to parental conflicts acts as a mediator to maladjustment later in life. Therefore, children who do not personalize the conflict are less likely to experience immense distress (Ablow & Measelle, 2009; Grych & Fincham, 1993). My research led to the conclusion that although I did not develop a drug addiction, characteristics of my past continued to impact my interactions with the world. Dr. Peter Levine (2015) posits that adversity and trauma are stored in the body and an efficient way of ameliorating that trauma is through somatic experiencing (SE). According to Porges (2011) and

Levine (2015), the human body activates different systems for disparate situations. If we feel trapped, the dorsal vagal complex will initiate, causing our bodies to shut down leading to symptoms congruent of post traumatic stress disorder. This happens in stages, and you can reverse the stages of trauma by convincing your mind and body that you are no longer in danger. Levine (2015) calls this process, “renegotiating the trauma” (p. 62). Adverse incidents are felt in various ways, tension in the chest, difficulty swallowing, restlessness, nervous ticks, to name a few. Dr. Levine (2015) describes humming low frequency vocal ranges to alleviate tension in the body. I have utilized these techniques and many others with positive results. In addition to Somatic Experiencing, Dr. Van Der Kolk (2015) discusses a concept known as Limbic System Therapy in which he cites Dr. Joseph Ledoux and his work in neuroscience and emotional processing. According to Ledoux (2000) the regions of our brain responsible for rationalization and analyzing i.e. the dorsolateral prefrontal cortex have almost no connections to our emotional brains. However, the region that is responsible for self-awareness i.e. the medial prefrontal cortex contains strong connections to the emotional portions of our brains i.e. the amygdala (LeDoux, 2000). Gaining an awareness over my internal experience has afforded me an increased ability to control fluctuating emotional states. During past experiences, I would feel guilty for my internal state, resulting in emotions such as guilt and increased frustration. By having an awareness and acceptance over my emotional state, I am able to listen to my emotions and the information they provide about my environment..

Conclusion

Trauma and adversity are problems the majority of human beings experience in their lifetime (Kilpatrick et al., 2013). Notwithstanding adversity and trauma, multiple skills can be used to diminish lasting impacts of adversity. Through the utilization of somatic experiencing, limbic system therapy, and counseling, more individuals are finding relief from the chains of their past. To paraphrase Soren Kierkegaard: you can only understand life backwards but it must be lived going forward. (Kierkegaard, 1996). To add to Soren Kierkegaard’s idea—In my personal experience—in order to live life forward you must first put together the pieces of the past.

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Elijah Sprague is a licensed professional counselor who has worked in community mental health for over five years. In addition to diagnosing and treating persons suffering from mental health disorders, Elijah Sprague has been committed to providing substance use treatment to communities suffering from chemical dependencies. Elijah has a masters of education specializing in professional counseling and human development and is currently in his third year of doctoral course work through Lindsey Wilson College. He has provided professional presentations both on a national level through ACA and state levels through KCA and local symposiums. His research has involved trauma treatment as well as gerontological counseling. His dissertation research will focus primarily on income compensatory measures in counseling and the impact low wages have on the provision of therapy.

Processing trauma when unhealthy attachments are severed: A conversation about post-traumatic growth from a phenomenological reflexive perspective



Rick Carroll,
PhD, LPC, ACS



Samantha Vanderhoff
M.Ed, LPC



Steven Patrick
Ed.D, LPCC

Abstract

A trauma response can result from a variety of situations and to varying degrees. When someone is asked to give up something that is familiar to them, their subjective response to the severing of that attachment is the essence of the experience. The two lead authors on this article decided to identify an attachment to something they used daily and then relinquish that attachment for a minimum of 30 days. Both authors identified caffeine as the attachment they would give up, with one of the authors giving up both caffeine and alcohol. Through a phenomenological approach, the experience was captured via chronicling daily their thoughts, feelings, and behaviors through the mobile app Marco Polo©. In processing the experience, the authors discovered that having a support network that could identify with the triggers, lapse and relapse potential, cravings, etc. made a significant difference in regards to maintaining their abstinence throughout the 30 days. Although the authors conducting this project lived five hours from each other, having the support network--albeit in an asynchronous format--was instrumental in the success of the project, which was measured by their ability to abstain from the identified item while increasing their relatability to those struggling with addiction.

Keywords: Trauma, attachment, phenomenology

Trauma has been defined in various ways. Most people associate the word with significant impactful events like wars, the sudden death of a family member or close friend, or severe abuse. However, trauma can result from any event that is perceived as emotionally harmful, with lasting effects on one's mental, physical, social, emotional, and/or spiritual well-being (SAMHSA, 2019). A certain level of trauma can occur when a secure attachment is severed. Phenomenology allows us to focus on the subjective experience one has with an occurrence by examining the impact from a personal perspective. Although some initial posttraumatic stress may result when attachments are severed, the emergence of posttraumatic growth is possible following the occurrence. Tedeschi and Calhoun (2014) noted that a certain amount of stress is necessary for any growth to occur.

Origins of the Project

Students who complete their coursework in graduate school and want to work with the addicted population may feel intimidated and even ill-equipped, particularly if they have no first-hand experience with addiction. This can pose a significant challenge to the student's ability to relate to their client's specific struggles and, consequently, diminish their perceived level of effectiveness while working with this population.

consequently, diminish their perceived level of effectiveness while working with this population.

Research conducted by Dice, Carlisle, and Byrde (2019) provided students in an undergraduate substance abuse course the chance to participate in an experiment where they relinquished use of something for 30 days and recorded their experience. The origins of the project conducted by the two authors of this article are derived from this study. However, unlike the research by Dice et al. where undergraduate students were the subjects of the project, the authors of this article decided to partake of the experience themselves prior to asking students to do so. By capturing and chronicling the 30-day experience via Marco Polo®, the authors were seeking to support one another through the experience, while increasing their relatability to those experiencing addiction

Social Beings

We all have a tendency to be in relation with others. Adler (1964a) referred to this intrinsic need as our “social interest.” When we encounter unhealthy attachments, sometimes our interpersonal relations are negatively impacted. Our social relations are so important that nearly every diagnosis in the DSM-5 (American Psychiatric Association, 2013) includes criteria where social or interpersonal functioning is negatively impacted. Ironically, although experiencing unhealthy attachments can negatively impact us socially, maintaining our connection to others--especially those that are going through similar experiences--is essential when such attachments are severed. With the technology available in today’s society, our social connections are no longer confined to face-to-face settings.

Marco Polo

Marco Polo® is an asynchronous mobile app that allows a person to create a group of friends where brief videos can be created and shared within the network. Once a video has been uploaded, those within the group have access to view and respond. Although there is no current research where Marco Polo has been used in sponsor-like, mentoring capacities with individuals who have relinquished an unhealthy attachment, the authors of this project found the platform to be very beneficial in assisting with identifying and voicing their struggles and celebrations inherent to the process. Using this or a likewise mobile app can be beneficial when individuals who are supporting one another are not in close proximity and want to maintain their supportive connection to each other

Attachments

The term attachment is one that has been used to the point of being common knowledge in the developmental annals of psychology. Attachment is often associated to the bond that children establish with caregivers and other entities in their environment. In the current work the authors used a very similar understanding of this concept and applied it to the ongoing establishment of meaningful relationships that one develops with persons (i.e. parents, friends, and/or co-workers), places (i.e. a home, a city, and/or a place of work), things (i.e. possessions like cars, the house one lives in, and/or a computer device), or concepts (i.e. addiction to a drug, Faith in God as each person understands him or her, and/or education) within their unique individual worlds. It is important to recognize that these attachments are often accessed by individuals that may encounter stress and be used as a mitigating or resiliency variable to lessen the impact of trauma on the individual. There are numerous philosophical and religious texts and tales that speak to the struggle that comes from the relinquishment of a strong attachment that one develops (1 Peter 5:7, Brown, 2010). For example, in the above noted conceptual and the project. relationship of addiction to a drug, many models of recovery assert that one must sever all ties to the substance, regardless of the value and support that the individual may derive from that substance. In a sense, many people who use or abuse drugs will tell you that their relationship with that substance is the one and only relationship with a best friend that they have.

Severed Attachments

What happens when an attachment is restricted or severed? It is very likely that the person will encounter a very stressful interaction that could result in a post-traumatic response. How much attention is given to this likelihood however? As mentioned earlier in this text, many addiction recovery models require that the drug be abstained from in order for there to be successful recovery, and in cases where the drug is illegal the individual may encounter legal consequences that further impair their trauma. The experiences encountered by the authors of this manuscript suggest that this is an important consideration for addictions and correctional professionals alike as we continue to move into a modality of treatment and recovery that emphasizes the importance of trauma informed care.

Phenomenology

Phenomenology can be defined as a process of understanding phenomena from someone's personal perspective of their individual truth (Merriam-Webster, 2002). A phenomenological approach is often used to

happening throughout the duration of the event. Phenomenology can be used to help us see and understand things in a new way (Vagle, 2018). This approach can help bring forward the experience and any perceptions the participants may have. It can also help highlight any differences or similarities between the individuals involved.

Post-Traumatic Stress

It is quite intriguing to observe individuals that may encounter a similar life-changing event, and each of them walks away with a different understanding of that event. Noted above the concept of phenomenology was explored. This is a critical consideration when evaluating the impact of stress on individuals, as every human being has encountered a stressor which leads to then having posttraumatic stress (Gentry, Baranowsky & Rhoton, 2017). This is a concept to be differentiated from Posttraumatic Stress Disorder (PTSD) (American Psychological Association, 2013).

In the earlier example each individual will embrace, interpret, and respond to stressful stimuli in their own unique way. Some of the reasons for this variance are due to the presence of mitigating factors or resiliencies available to that individual that alters the impact of distress on the individual, or drives the eustress that they embrace from the encounter. This is essential in understanding the impact stressful events can have on human beings. In severely distressing events, we can anticipate those persons with limited resiliencies and/or protections to likely derive a level of posttraumatic stress that leads to the development of functional impairment, thus a diagnosis of PTSD (American Psychological Association, 2013). In other individuals, the relationship to the encounter is likely disturbing; however the presence of PTSD symptoms is not such that the person will endure functional impairment.

Abstinence versus Tapering with MAT

Abstinence Model

Abstinence-based models of recovery are those in which the individual immediately and completely stops all consumption of mood-altering substances. Abstinence-based models of recovery date back for centuries pre-dating even the 12-step recovery models, which are the origins of many of the current approaches to alcohol and other drug (AOD) treatments (White, 1998). This model infers that the individual must abstain from any and all mood-altering substances or face the real risk of a full relapse into a state of functional impairment.

Tapering Through Medically Assisted Treatment

In contrast to the abstinence model, tapering is a form of gradually decreasing the amount of something experienced as to minimize the physical impact during the detoxification process. In this project, one author chose to use the caffeine supplement Vivine. Vivine comes in 200 mgs tablets. This author used 200 mgs per day for three days, and then decreased to 100 mgs for three days prior to eliminating all caffeine intake. There was no noticeable difference when transitioning from normal caffeine intake to the 200 mgs of Vivine. Further, there was no noticeable change when transitioning from 200 mgs to 100 mgs. However, on the 6th day when no caffeine was introduced, there was a very noticeable difference, with the author reporting headaches, lethargy, and irritability.

Meaning Making from the Experience

This project started off as an idea to allow students in a master's-level substance abuse certificate program, whom had no personal experience with addiction, to capture the essence of severing an unhealthy attachment with the goal of increasing their empathy for, and identification with, the addicted population. As the authors decided to engage in the process prior to offering the invitation to their students, the collective experience yielded results that extend beyond what could be taught through standard delivery of classroom curriculum. A phenomenological evaluation resulted in the authors recognizing several common themes from their experience: 1) What started with posttraumatic stress prior to severing the attachment turned into posttraumatic growth towards the end of the project; 2) Peer support, even in an asynchronous format, was essential to the success of both authors maintaining their 30-day abstinence commitment; and 3) Having experienced the project (i.e. dealing with cravings, high-risk situations, lapses, triggers, etc.) increased their relatability to the addict population.

Notwithstanding my determination to abstain and go "cold turkey," I did find that I lapsed on several occasions. It was during those moments that I was able to access my friend and partner in this project to receive the much needed support and encouragement that helped my journey be one that I would call successful. This was an absolute lesson in the essential and critical power of healthy pro-social support of another caring and loving human being available to me. Having our ability to communicate, even asynchronously from a distance of over 300 miles, the specific relationship with my project partner was the fundamental success of my experience. This project is one that I hope to share with my students one day, and without a doubt I will stress the importance of setting up a network of communicati-

ons and support within the classroom to help hold each member accountable for successes and “slips” while engaged in such a meaningful experience.

Personal Reflection on the Experience

Author 1

The overall experience was both challenging and rewarding. I am glad to have been supported by my colleague and friend during the process--this reinforces the notion of having a strong support system as crucial when trying to maintain abstinence from an unhealthy attachment. I realized that I would often turn to my colleague during “critical” points in the process due to him being more in tune with my struggles compared to my family members. My sensitivity to all-things caffeine was heightened, as I began to notice how many ads on television and in my community promoted caffeinated drinks. In hindsight, I should have extended the tapering via my MAT as to decrease the negative withdrawal symptoms experienced. Going from 100 mgs of Vivine to 0 mgs resulted in me experiencing significant symptoms.

Author 2

In the current project I found that my preferred route of disengagement from my attachments (i.e. alcohol and caffeine) was through the use of an abstinence-based model. Having a number of addicted individuals on both sides of my family, I am quite aware of the addiction potential that lives within me. In fact, it is fair to say that my relationship with my work is one that has caused me functional impairment in my relationships with others. So as I entered this project I immediately went to the abstinence-based approach (all or nothing), which I have endorsed in other aspects of my life. This allowed me to keep a very definitive line between staying on target and what would inevitably become the “slippery slope” of thinking errors to impair my ability to be successful.

Notwithstanding my determination to abstain and go “cold turkey,” I did find that I lapsed on several occasions. It was during those moments that I was able to access my friend and partner in this project to receive the much needed support and encouragement that helped my journey be one that I would call successful. This was an absolute lesson in the essential and critical power of healthy pro-social support of another caring and loving human being available to me. Having our ability to communicate, even asynchronously from a distance of over 300 miles, the specific relationship with my project partner was the fundamental success of my experience. This project is one that I hope to share with my students one day, and without a doubt I will stress

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Dr. Patrick is a four-time graduate of the University of Cincinnati, holding degrees in Criminal Justice and Mental Health and Substance Abuse Counseling. He has worked in the fields of Mental Health and Substance Abuse since 1999. He came to Lindsey Wilson College in 2014 and since then has served as an Assistant Professor, the Chair to the IRB, helped develop the Substance Abuse Certificate program, and is currently serving as the Clinical Director for the Counseling and Human Development Program. He currently serves the college as a Professor teaching both online and in the weekend format. When time allows, Dr. Patrick enjoys spending time working on his small farm where he works toward a more sustainable living experience.

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Working through trauma: Helping athletes overcome life's training camp



Samantha Vanderhoff M.Ed, LPC

Abstract

Working with athletes can be a difficult task and it takes a special person to open their mind to some of the difficulties they go through. As time goes on and mental health becomes more prominent in athletes lives the possibility to better help them will become endless. It is our job as clinicians to help serve those who need these services and in the most beneficial way possible.

Key Words: athlete, mental health

History

There are many teams that will utilize psychological and psychiatric services during the year if they are cost free, broad in scope, and offered on-site at the training facility (McDuff, 2016). However, currently only two professional football teams have on-site full time clinicians the Carolina Panthers and the Kansas City Chiefs. Most teams have clinicians in their facility but only for 8-12 hours a week. The NFL has made this change starting in 2017 with hiring Tish Guerin for the Carolina Panthers since then Shaun Tyrance has been hired for the Kansas City Chiefs. Recently the NBA has come out saying that they would like to start moving in the same direction that the NFL is with mental health (Cordner, 2019). Athletes are more open to services if the clinician is female, older, has a higher level of openness, a positive relationship, and they are

encouraged by a coach or another member of their support system (McDuff, 2016).

Owners, general managers, athletic directors, and head coaches have been receptive to services due to evaluating emotional maturity, character, mental toughness, and help with determining the presence and manageability of common mental disorders in the recruited and rostered athletes (McDuff, 2016). If the services can improve player performance by minimizing barriers such as stress, insomnia, performance anxiety, inattention, and impaired learning as well as increasing the use of mental strategies in practice and competition then coaches are more likely to buy into this (McDuff, 2016). Players are likely to buy into these services if they are able to see these improvements in others. However, there are some athletes and coaches that see mental health as a weakness in players (Stillman, 2016).

Chronic Traumatic Encephalopathy (CTE)

Chronic traumatic encephalopathy is a brain condition that is connected to getting several severe hits to the head. Continuous head injuries have also been associated with neurodegenerative diseases such as Parkinson disease and Alzheimer disease (Stillman, 2016). There have also been symptoms of behavioral and mood disturbance including depression, paranoia, agitation, aggression, personality changes and even suicide (Stillman, 2016). There could also be changes with the individual's way of thinking and memory concerns. CTE can only be detected after death and so far 50 brains from football players have been diagnosed with CTE (News, 2013).

CTE is a very important but very new injury to keep in mind when working with athletes however there are a lot more to keep in mind too.

An injury can take away an athlete's career at any time but it can also take away their identity (Lattimore, 2017). When an athlete is injured it can cause a sense of loss, negative emotions, mood disturbances, a fear in the athlete, and sometimes can take a way compensation which can increase life-stress and decrease their overall wellbeing (Lattimore, 2017). Each athlete can perceive injury in a different way; some can view it as a disaster, others see it as an opportunity to show courage, and others see it as a relief from practice or frustration with poor performance (Lattimore, 2017). When working with these athletes it would be important to find out which way they are viewing their injury.

Therapeutic Intervention

After speaking with Tish Guerin about some of the therapeutic interventions she uses this author has come to the conclusion that it could be very beneficial for athletic teams to have a clinician on their staff. Tish reported that one of the main interventions she uses is cognitive behavioral therapy; she discussed in more detail that these athletes focus on this sport for their whole life and sometimes they are not able to continue playing (Guerin, 2019). Tish commented that sometimes she has to work with them through these changes and that it is important to help them see their other strengths other than just sports (Guerin, 2019). She also talked about how she uses motivational interviewing, grounding techniques and sometimes crisis intervention.

Working with any population can have barriers that need to be crossed; with this population there are plenty of barriers to cross. In order to overcome some of these barriers the services that are being provided should be comprehensive and cover issues such as; substance use prevention, stress control, conflict resolution, sleep management, injury recovery, pain management, mental preparation, mental disorder treatment, and be able to provide assistance about the team composition, dynamic, and unity (McDuff, 2016). The clinician that is providing these services should also be professionally and culturally diverse; services should be offered to all members of the organization including administration and business staff, coaches, team staff, players, and their families (McDuff, 2016). When working with the athletes or coaches that find mental health services to be a weakness it could be important to refrain from using the term mental health issue and instead using something along the lines of performance based assistance (Stillman, 2017).

Conclusion

While working with athletes can be a difficult task due to their personalities and their views of mental health it is important to keep in mind that they are just

people who are suffering. The more rapport that is built with them the more they will want to find out about services. This is a population that is highly looked up to by children and adolescents; athletes being aware of their mental health could cause others who need the help to become more aware of theirs.

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Protecting our clients: Social media and stalking

Anna Settle M.Ed, LPCC, NCC, CCTP

Stalking Defined

There are many terms that can be used to define stalking. Because of the variety of terms used by organizations and between states, the legal definitions are often used to define stalking. State laws define stalking as: “the willful, malicious, and repeated following and harassing of another person that threatens his or her safety”. And “by course of conduct directed at a specific person that involves repeated visual or physical proximity, non-consensual communication, or verbal, written, or implied threats or a combination thereof, that would cause a reasonable person fear”. Additionally, states require a “repeated pattern of behaviors that produce fear in the victims”(Stalking, 2013).

Traditionally, stalking is thought of as someone following another person around and giving them unwanted attention, such as showing up at the victim's place of work, home, or other social hangout or sending gifts and letters to their home or place of business. With the advances in technology, this traditional view of stalking does not always exist. Cyberstalking has become more recognized and allows for a greater amount of information to be obtained by the perpetrator. Technology allows for ease of access and at times unlimited access depending on the platform being used and the lack of privacy settings set on the victims social media and electronic accounts (DreBing, Bailer, Anders, Wagner, & Gallas, 2014).

Rates of Stalking

One study from the National Violence Against Women survey, found that the lifetime prevalence of stalking victimization was 8 % for women and 2% for men. This study used the criteria provided above to define stalking. Another study found that reports of stalking were much higher when not all of the legal criteria was required. The study found prevalence rates of 26% for women and 10 % for stalking of men. In most research, it is suggested that females are more likely to be victims of stalking than their male counterparts and estimates that these victims are likely college students.

This study found that between 6 and 27 % of college students reported being stalked by someone (Shorey, Cornelius, & Strauss, 2015). Another study found that

Abstract

Because of the advances in technology in the last 25 years, there have been many tools designed to help us connect with others across the world. These tools help to build stronger connections and can increase networking and collaboration. Unfortunately, many of these tools can be used to violate our privacy and can be a means for perpetrators to locate and stalk our personal lives. This paper is intended to provide information concerning the rates of reported stalking and cyberstalking. In addition, this paper discusses popular platforms used to cyberstalk and will review prevention measures to protect victims of stalking.

Keywords: stalking, cyberstalking, social media, prevention, protection

Introduction

Many individuals will experience some form of stalking at some point in their lives. With the advancement in technology, finding personal information is often only a keystroke away. More and more cases of cyberstalking are being reported due to the readily available personal information. Cyberstalking can have many consequences including an overwhelming impact on one's emotional wellbeing. Because of this emotional crisis, victims may choose to come to counseling. Clinicians may find it beneficial to become aware of the different platforms that can be used for stalking, the laws pertaining to stalking in their respective states, and strategies that can be used to assist clients in protecting themselves from stalking.

If possible use a two-factor or double authentication security option for online accounts. Because of the amount of personal information on social media platforms, victims/potential victims should consider the amount of information that is being supplied on their public accounts. If you are being stalked tell friends not to post personal information without permission. Victims should not publicly respond to events that they plan on attending. Having strong and different passwords for each online account can help protect online accounts (“Cyberstalking,” 2015).

Conclusion

As technology changes and advances, so does the potential for perpetrators to abuse and take advantage of the advancements in technology. It is important for professional clinicians and other professional individuals to stay current with the trends, insights, and possibility for violations of current technologies. Having awareness of the type and amount of personal information that is available online and where it is located, can aid clinicians in prevention efforts with clients, themselves, and colleagues. This paper helps to bring some of this information to light so that professional clinicians can have this awareness however, it would be helpful to include resources for victims of cyberstalking. While traditional stalking has been researched for several decades, there is limited research regarding cyberstalking. There is also some disagreement concerning the amount of stalking that occurs, because of the many terms that can be used to describe stalking and technology. This can cause the rates of reported stalking to be in conflict when looking at the research.

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Letter from the Editor



Hello!

Thank you for to joining us for the first edition of The Beacon Journal.

In the past year life has taken dramatic turns. We've struggled to keep our footing in an ever-changing and -challenging social and political world portrayed in media-frenzy that is now compounded by pandemic disease and prescribed social distancing. But steadfast, separate but together, we've held true and uncovered our strengths of conviction and effort in ensuring a standard of excellence and academic integrity as students and faculty at Lindsey.

It is with pleasure and a great deal of pride that the editorial team of The Beacon offers students and faculty of Lindsey Wilson College's School of Professional Counseling an avenue to publish their scholarly work. Although often described as a daunting, but lucrative step in developing and maintaining professional identity, being published in a peer-reviewed journal offers a positive layer to the credibility of counselors and counselor educators.

Our first articles showcase work of presenters at the School of Professional Counseling's annual Mental Health Symposium of 2019. The Symposium, a brainchild delivery by Dr. Daya Sandhu, Director of Research at Lindsey and Professor in doctoral studies, provides the School of Professional

Counseling with a presentation platform. Open to students, faculty, and public professional and lay communities, the Symposium provides up-to-date training on issues that impact human services and counseling. By design The Beacon is the repository for future Symposium presentations and other works.

Appreciation is in order. The editorial team is grateful to the Creator we know for all given to us in our daily walk and efforts toward this project. We are forever grateful to an alumnus, Mr. Dylan Ogle, for his prompt artistic portrayal of a beacon construct which we chose to represent the publication. A great deal of thanks goes to the administration of Lindsey Wilson College and to the School of Professional Counseling for both guidance and support to realize The Beacon. Many thanks are offered to Dr. Jeff Crane, Dean of the School of Professional Counseling, for his assistance, leadership, and encouragement. Boundless appreciation goes to Lindsey Doctoral students Anna Settle and Hannah Coyt for their unwavering involvement in journal development, Master's student Sandra Ray for her contributions, and to others unmentioned, thank you as well. Finally, I acknowledge Dr. Steven Patrick. He shared his idea about an archive of research and scholarly work at Lindsey with interested faculty and doc students and mentored The Beacon into reality.

We are excited about continuing to archive the strong documents already written, those occurring, and the ideas to yet develop from members of Lindsey Wilson College's School of Professional Counseling. Already planning the second edition feature article, we welcome your APA-style written submissions for peer-review. If received by 31 October 2020, final manuscripts may be published in our second edition in academic year 2020-2021.

Summer is almost here. Enjoy the warm weather, and rest when you're tired. Stay safe!

Be Blessed!