

The Counselor's Resilient Self

Psikolojik Danışmanın Psikolojik Sağlamlığı

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Abstract: Counseling is an intense interpersonal process between each of us as the counselor and the other, the client, who we try to help-guide-counsel. For success, we must bring so much of our self to the meeting with our client: our emotional self, our intellectual self, our energetic self, our hopeful self, our ethical self, our knowledgeable and competent self, our sensitive self, our emotionally courageous self, our trusting self, our confident self and more and more. We must actively meet our client's high distress level (anxiety-anger-depression), lack of knowledge, low motivation, and ambivalence about us as a helper and lack of trust of others. Making positive attachments, establishing valuable working alliances, healing any ruptures between us and the client—these are professional skills that are central to our profession. Being able to develop and maintaining these professional relationships for the client's well-being is the heart of why our profession is so valuable as an accelerated method for human development. To do this work with client after client, time after time, the counselor must actively engage in activities that produce positive energy for this work---work that can drain so much for us even as it also gives us great meaning. Avoiding burnout and developing professional resiliency are crucial for long-term counselor competence. Here, in this article, a resiliency inventory and ten essential resiliency tasks for counselors are described.

Keywords: counselor resiliency, self-care, burnout prevention

Öz: Psikolojik danışma ve rehberlik, psikolojik danışman olarak her birimiz için bizimle yardımcı olmaya, psikolojik danışma vermeye çalıştığımız danışan arasındaki çok yoğun bir kişilerarası süreçtir. Başarılı olmak için danışanla yaşanan oturumlara kendimizin duygusal, bilişsel, enerjik, umutlu, etik, bilgi sahibi ve yeterli, duyarlı, duygusal olarak cesur, güvenen ve kendine güvenli olma gibi benzeri bir çok yanlarımızı da getirmemiz gerekir. Danışanların kaygı, öfke ve depresyon gibi yüksek derecedeki sıkıntı düzeyleri, bilgi eksiklikleri, düşük motivasyonları, yardım edici olarak bize karşı hissettikleri ikircikli duyguları, başkalarına güven eksikleri gibi gereksinimlerini aktif biçimde karşılamamız gerekir. Olumlu bağlar kurmak, işbirliği halinde çalışabilmek, danışanla aramızdaki her türlü sorunu iyileştirebilmek mesleğimizin merkezi olan profesyonel becerileridir. Danışanın iyi oluşu için bu profesyonel ilişkileri geliştirebilme ve sürdürülebilme, mesleğimizin insan gelişimini hızlandıran bir yöntem olarak çok önemli olmasının özüdür. Bu işi, danışan ardına danışanla, uzun zaman içinde yapmak psikolojik danışmana büyük anlam verse de aynı zamanda enerjisini de aldığı için, psikolojik danışmanın bu işi yapmak için gereken olumlu enerji üreten etkinliklerle aktif olarak ilgilenmesi gerekmektedir. Tükenmekten kaçınmak ve profesyonel olarak psikolojik sağlamlığı geliştirmek uzun dönem içinde psikolojik danışman yeterliği için ciddi bir öneme sahiptir. Bu makalede, psikolojik danışmanlar için sağlamlıkla ilgili bir ölçek ve temel olan on psikolojik sağlamlık görevi tanımlanmaktadır.

Anahtar Sözcükler: psikolojik danışmanın psikolojik sağlamlılığı, kendine bakma, tükenmeyi önleme

Merhaba. I appreciate the opportunity to write this article for counselors in Turkey. My family and I had a wonderful year in 1982-83--now 30 years ago--when I was a Fulbright Professor of Counseling at Hacettepe University in Ankara. The faculty, students and community members were very kind to us. From the Turks, I learned how to be hospitable, and now I try to treat "yabancı", who visit us in the US, with the

same kindness shown us by Turks during our time in your country. The year is Turkey lives on in us. Çok teşekkür ederim!

Counseling can be exhausting. How can it be exhausting to sit and talk to another person? In our global village of 7 billion people, there are people talking to each other in countless places in countless countries. Many of these conversations are enjoyable

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and relaxing. The conversations may be fun, entertaining, and casual. And the conversations are often two-way-back and forth with neither needing to care intensively only for the other. Balanced relationships of 'I take care of you and you take care of me' are a joyful part of human life. There are, of course, many exceptions in our personal lives to this stress-free description of people to people interactions. For example, I remember walking the streets of Ankara and hearing shouts of "Anne! Anne!" Here is an example of a one-way caring relationship where the mother and child are both focused on the welfare of one person, the child.

In the professional world of counseling, it is like the mother-child relationship in that the focus is one way, on the welfare of the most vulnerable one: the client. This one-way caring is the source of much counselor exhaustion. It is the one-way nature that gives counseling so much of its power as an agent for healing-education-insight-advice and a lowering of anxiety, depression and anger in the lives of those we seek to help. This one-way focus means that the life of the other person is illuminated while our life is not. It is so hard to really pay attention to the other. We must absorb their interior emotions and take on the role of the other and see the world through their eyes. Seeing and sensing the world through the eyes of the other is not natural. Natural is using our own senses of sight and sound to make the world safe for ourselves. All the sensory data filters into our brain to make the world predictable, manageable and safe for us as individuals. Counseling is different... We use our senses and our brain to make the world safer for the client. This can be an exhausting process especially when we are called on over and over again with person after person--client after client--to concentrate intensively on their needs and to have the illuminating light shine on them, not oneself.

In contrast to the exhausting work of counseling we get so much satisfaction. Often, it is the positive surprises that are so exciting. This is an example from the natural world: when a child plants sunflower seeds in a climate of much sun, rain and rich soil, within weeks there are sunflower plants twice the height of the child. The child is thrilled! Sometimes our work as counselors produces such euphoria for us because the client suddenly is more hopeful, more able, and more positive. McCourt, author of *Teacher Man* (2005), describes this type of euphoria while a high school teacher in New York. He said:

There are some classes you enjoy and look forward to. They know you like them "and they like you in

return. Sometimes they'll tell you that was a pretty good lesson and you're on top of the world. That somehow gives you energy and makes you want to sing on the way home (p.77). "

Purpose of this article is to describe a resiliency inventory and ten essential resiliency tasks for counselors. Now, I ask that you take the inventory (See Appendix) to give yourself some ideas and information about yourself. I developed Skovholt Practitioner Professional Resiliency and Self-Care Inventory (Skovholt, 2010) for American counselors. Lütfen, realize that some of the questions may not be relevant to Turkish culture. One purpose of the inventory is to provide self-reflection for counselors.

Questions are addressed to both active practitioners and also students in training programs. There is no total number that is considered best. In fact, some of the questions are not relevant to some professionals or students who fill out this inventory. The inventory is intended to help decrease stress, not increase it! There are a total of 38 questions in the Skovholt Practitioner Professional Resiliency and Self-Care Inventory. It has four sub-scales: Professional Vitality, Personal Vitality, Professional Stress and Personal Stress. All are scored in a positive direction with 0 low and 5 high. As stated earlier, the scoring system is a method for self-reflection by counselors and counselor education students. There is no total number that is considered best. Consider your answers as you go on and read this article on the resilient counselor.

Caring for Our Self

In counseling, our self is the central professional instrument. We must preserve the self in order to be able to use it for the other.

The demand to be attuned, to be interested, to be energetic for the other--the other who is often in misery, anger, defiance, or hopelessness-- and to continue to do it over and over again, defines the work of the therapy practitioner (Skovholt, Goh, Upidi, and Grier 2004, p. 18).

Let's hope this article will help you in your own quest to avoid the exhaustion, disillusionment, and burnout that has reached out and grabbed many others in the counseling profession. Counseling can offer so much to others. At a conference at Hacettepe University in 1985, I offered many different ways that counseling may be of use in Turkey (Skovholt, 1985). Since then the field has grown and developed. There are so many areas of need—the Turkish families that have suffered through earthquakes, the school children needing career guidance, those who have left

rural areas for the “gecekodu” of the large cities and more. And now the Syrian refugees who have escaped to the border with Turkey.

Now, in the next pages, I am going to provide my view of ten essential resiliency tasks for counselors. I think of these ten tasks as creating a residency shield against the forces that pull energy from counselors.

***First Essential Resilient Practitioner Task:
Losing One's Innocence about the Need to
Assertively Develop Resiliency and Self-Care Skills***

Self-care is not being self-centered but rather a way to increase intellectual and emotional commitment to the work (Susan Neufeldt, psychologist and clinical supervisor, personal communication, July 16, 2007).

Right now you [my supervisee] are working with several traumatized clients and I encourage you to go see the cranes as a way to relax (Pipher, 2003, p. 52).

Freudenburger (1974) made a great contribution when he first used the term burnout. He described the eroding effects on mental health practitioners in a high work stress community center in New York City. Many other books have addressed this topic including Baker, 2003; Norcross and Guy, 2007; Rothschild and Rand, 2006; Skovholt and Trotter-Mathison, 2011, and Wicks, 2008. We now have many other warning words like emotional depletion, secondary trauma, compassion fatigue, and vicarious traumatization.

There are no magical, quick answers when one is a counselor for students who fight with their peers, fail in class and have unstable lives at home. Often, the counselor has to work very hard, absorb pain and have only slow progress. The job of the counselor is difficult because we have to be empathetic with people and often hear the horror and tragic events in their lives. What happens to a person who gives seven hours of empathy in a row to a series of horrifying and tragic stories from people? The counselor works in relative isolation due to the nature of the job and the confidentiality of the work. It can be difficult to be so sensitive and caring.

Erosion of our ability to do the work can come in many forms. Two kinds of erosion are Meaning Burnout and Caring Burnout (Skovholt, 2008). Meaning Burnout can arrive in different ways like the work is no longer interesting, not much client progress seems to occur, original motivations for the work have been satisfied. Caring Burnout is the erosion of our ability to attach with the next person in need. This is Caring Burnout. Either Meaning Burnout or

Caring Burnout damages the practitioner's ability to do essential work.

Those in other careers realize that they must care for their instrument---the opera singer's voice, the teacher's mind, the wood cutter's axe, the eyes of the photographer and the toes, feet, ankles and legs of the ballerina. How about us?

In life, it is important to first take good care of yourself. If you don't, you can't take care of others (My mother, Elvera Meyer Skovholt, August 1994). Still true (At age 93, 2002).

An important task for us in the helping and caring fields to realize is that in order to fully give of our self, we must also protect our self. This paradoxical style of giving and protecting at the same time is a characteristic of master therapists as expressed in the term Boundaried Generosity (Skovholt and Jennings, 2004).

We offer the client our 'underside of the turtle', the part of us that can connect, that can feel, that is exposed because the hard shell side can not be proficient in the work. Many practitioners in the helping fields have discovered their own need for self-care after they have collapsed in one way or another. They may have developed the classical burn-out symptom of getting cynical and bitter toward those they were trying to help.

***Second Essential Resilient Practitioner Task:
Developing Abundant Sources of Positive Energy***

Many of the patients [military veterans] who fill the day are bereft, angry, broken. Their experiences are gruesome, their distress lasting and the process of recovery exhausting. The repeated stories of battle and loss can leave the most professional therapist numb and angry (Carey, Cave, and Alvarez, 2009, p.1). Hope is oxygen to someone who is suffocating on despair (Carr, 2008, p. 50).

We need to have energy to give it away. The beginner can sometimes live off excitement and anxiety. But in time, a person can't live just on adrenaline. This is especially true when we talk about long-term counselor vitality. Different counselors have different sources of energy. The idea is to provide the opposite effect of that which inhabits the lives of our clients when we work with them: clinging despair, acute sadness, numbing boredom, heightened apathy, terrifying fear, escalating rage, cloaking shame, tattooed selfishness and more.

Our abundant sources of positive energy give us tingling excitement, bubbling joy, layered contentment, throbbing pleasure, enveloping quiet,

pulsed elation, peaceful happiness, intense thrill, spectacular wonder and more. What gives you these positive reactions? The common ingredient across so many possibilities (e.g. a fabulous vacation, shopping with a friend, a great hobby, watching a beautiful sunset, dinner with family etc.) is the creation of positive feelings that fill the counselor's life. Then, the counselor has this positive life energy when engaging in the hard work of counseling.

***Third Essential Resilient Practitioner Task:
Relish the Joy and Meaning of the Work as a
Positive Energy Source***

Our work in the helping professions, although often very difficult, must also be a source of joy and meaning. Being a counselor gives the person a close view of the human drama of lives lived, choices made, pain felt, triumphs achieved, hope expired, confusion exposed and more.

It has been an enormous privilege for me to be in close space with those in the client role who have wrestled with the *great themes in human life* such as *loving* (e.g. an exhausted, despairing mother who keeps trying to help a sullen son who is failing in high school, a husband who learns to forgive his betraying wife); *leaving* (e.g. an intimate partner, a geographic location, a set of cherished values, an unfulfilling but salaried career); wrestling with the choice of *going on or stopping* (e.g. to achieve success as an artist, to keep a body going that is racked with pain, to try for medical school); *reconnecting with another* (e.g. a father succeeds after great effort in connecting with a daughter, the effect of past trauma gets muted when a woman earnestly works to love a new man); *facing failure* (e.g. going bankrupt, not passing a major graduate school exam), *experiencing drenching grief* (e.g. the sudden death of one's mother, sudden abandonment by one's lover), *mastering a new skill* (a walled off man learning to express emotions of vulnerability rather than using anger as the vehicle of all feelings, a couple becoming more tender and accepting with each other) and so many other very human experiences. Here are favorite quotes on the meaning making we get from our work:

This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of Nature instead of a feverish selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy (George Bernard Shaw; cited in Larson, 1993, p. 2).

The reward of teaching is knowing that your life made a difference (Ayers, 1993, p. 24).

What do we live for, if it is not to make life less difficult to each other?

(Mary Ann Evans; Eliot, 1874, p. 537).

***Fourth Essential Resilient Practitioner Task:
Searching for Empathy Balance***

When I first taught, I thought constantly about my classes (An experienced high school teacher).

The pain stayed with me residually when returning home (A novice counselor).

Empathy Balance describes the dynamic between entering the world of the other, a kind of diving into the ocean of the other, and living in one's own phenomenological world. Finding this balance is a major task for helping professionals. Professional errors can occur with excess in either direction. Too little empathy removes the human caring which is the central gift of these professions. Too much empathy for the other leads to the practitioner losing oneself and this can reduce professional and personal effectiveness. Sometimes this ability to focus on the needs of the other comes out of the helper's own childhood where attention and praise were received for being very considerate and caring toward others.

In *Drama of the Gifted Child*, Miller (1997) offers a detailed explanation of the developmental events in the early life of many in the helping professions. She wrote:

The therapist's sensibility, empathy, responsiveness, and powerful "antennae" indicate that as a child, he [sic] probably used to fulfill other peoples' needs and to repress his [sic] own (p.19).

Here in this quote, Miller is expressing a paradox that often affects the professional helper—skills learned for survival and attention as a child can be both adaptive and harmful when an adult. It is a valuable skill for the practitioner to be able to make continual shifts between an empathic focus on the other while not losing touch with oneself. An excessive emotional merge with the other can be a symptom of secondary traumatic stress, vicarious traumatization, emotional depletion, and the classic term—burnout.

The novice counselor, flooded with impressions, images, feelings, ideas, worries, and hopes, often has no established dike to withhold all of the affective content. Novice emotional boundary establishment often tips either toward porous or rigid. The paradoxical task is to learn to be both present and separate and also to have the ability to strategically

attach, detach and re-attach. These are difficult, advanced skills.

**Fifth Essential Resilient Practitioner Task:
Developing Sustaining Measures of Success and Satisfaction**

Sometimes our efforts make no difference.
 Sometimes they do.
 Occasionally we know the results.
 Often we don't.
 Our impact can be felt later... or much later.
 Our efforts are very tiny in the infinity of time and space.
 Accepting the ambiguity of results usually happens after the practitioner wrestles with the self in a struggle of confusion.
 Is my counselor self any good?
 How do I know?
 On this topic, how do these words from Tippet (2007) resonate with you?
 Sometimes in this world the best you can do is plant the seed, attend patiently and reverently to a reality you cannot change quickly or even in your lifetime, be present to suffering you cannot banish (p. 58).

One way to view success is to consider multiple outcome measures. Of course, we most of all want the client to do well. We want our supervisor to think we are skilled. However, we have limited control of these dimensions. Here are the four dimensions in the Table 1 below.

It is important that we embrace the small, often unseen, victories. The small victories are to be cherished and celebrated-sometimes that is all there is. An important task is for us, as resilient practitioners, is to find measures of success that can sustain us. We must learn to embrace the ambiguity of success and hope for idealistic outcomes while being sustained by realistic ones. Yes—embrace the small victories. That is one of the secrets of resilient counselors.

Table 1. *How Much Can the Counselor Control the Outcome in These Dimensions?*

Client/Student/Patient Positive Change and/or Appreciation	Limited
Supervisor/Work Peers' Support and/or Appreciation	Limited
Expert Knowledge	Yes
Presence and Process in the Cycle of Caring	Yes

**Sixth Essential Resilient Practitioner Task:
Creating a Greenhouse at Work**

Counselors instinctively hope that they will have a very positive and supportive work environment. Sometimes we do have wonderful administrators, supervisors and bosses who provide a positive atmosphere for our work. However, sometimes the work environment is toxic.

I have used the metaphor of a greenhouse as a way for us in the helping professions to think about an ideal work environment. Why a greenhouse? Plants thrive in a greenhouse because the environment is set for growth. We too need to work in a greenhouse in order to maximize our potential. Sometimes we have to create our own greenhouse. Table 2 highlights the differences.

Table 2.

A Wonderful Work Greenhouse	A Stressful Work Environment
Trust and respect between peers	Lack of trust and disrespect between peers
Enjoyable and supportive atmosphere, a sense of community	A tense, critical, low-support workplace, breakdown of community
A place for all to develop professionally	An atmosphere of professional stagnation
Have choices/control	Lack of choices and control
Sustainable workload Recognition and reward Fair performance standards	Work overload Insufficient reward Unfair Performance standards
Meaningful work	Lack of meaning in the work

Modified from Maslach and Leiter (1997, p. 149).

**Seventh Essential Resilient Practitioner Task:
Too Many One-Way Caring Relationships in One's Personal Life**

Sometimes I feel like a motherless child
 Like a motherless child
 Sometimes I feel
 Like a motherless child
 From 'Sometimes I Feel Like a Motherless Child'
 Harry Thacker Burleigh, 1918.

The motherless child is vulnerable and unable to defend itself. Counselors sometimes have this

experience in their personal lives. They respond to the needs of others and without knowing it, they can end up caring for others at work and also caring for others in their personal life. Of course, caring for others in our own personal lives is often an honor and a privilege. I am here discussing one-way caring relationships as the predominant, or only type of, relationship in the person's life. When all the energy goes out and little comes back, how does the counselor energize oneself for the rigors of work?

The counselor's impulse is to give to others. Consequently, it can be hard to learn to protect oneself, to even recognize the need to protect oneself from being used. It is important for helpers to learn to recognize this danger. It often comes as a vague feeling of being used by the other. We can often tolerate some of it and live with the inequality because the giving makes us feel good. But excessive amounts of giving in relationships where there should be more equality depletes us. And being depleted is dangerous because our work demands so much energy from us. The burden is on us to reduce it or stop it. One simple rule is to make sure that friendships are give and take. Without give and take it is not friendship, it is work.

***Eighth Essential Resilient Practitioner Task:
Our Own Physical Health as a Source for
Positive Energy***

Our own vitality depends on assertively working on our own health. There are five body energy sources: Intense exercise, sleeping well, nutritional eating, meditation and relaxation and love and affection.

Intense exercise: Intense physical exercise serves as a natural physiological barrier against the physiological stress of vicarious traumatization and compassion fatigue. This can be a tremendously beneficial factor for those in the helping professions. Weight training seems to have some of the same effects. Stretching, as in yoga, is discussed below.

Sleeping well: Sleep is really important. Significant periods of insomnia produce elevated levels of the distress emotions whereas significant sleep reduces these affects. It is important to practice good sleep hygiene—practices like constant sleep times throughout the seven day week and having a ritual to prepare the body to sleep including turning off the light and noise of technology such as computers in sufficient time for the human body to go to sleep.

Nutritional Eating: We all hear so many messages about healthy eating. We all know and, sometimes practice, habits like these: having breakfast, eating organically, being careful of sugar and caffeine highs as

a way to fuel the body. Of course, there is the pleasure of food...there are so many delicious Turkish foods!

Meditation and Relaxation: Practices like mindfulness-based meditation and yoga are used by many people in the helping fields to reduce the insidious effects of stress. In addition, being able to relax one's body through a relaxation method can be valuable to practitioners while in the intensity of a counseling session. It is both relaxing and empowering to be able to relax one's body in the middle of client work.

Love and Affection: I am surrounded by an extremely caring, loving, and supportive nuclear family. (Counseling Practitioner in Resiliency Workshop, June, 2008)

Popular songs come and go but their themes are constant. And one constant is the power of love and affection and the pain of its withdrawal. So too when we see, at the zoo or in books, the grooming between other primates, our genetic cousins, we can get a sense of the importance of affection and human touch. In our personal lives, love and touch are important. Of course, this most often happens in intimate relationships, in families and with friends.

***Ninth Essential Resilient Practitioner Task:
A Long-Term Continual Focus on the
Development of the Self***

Concerning professional development, engaged counselors are often energized by both the process of professional development and the outcome of their new skills and abilities. It was this double source of energy--the process and the outcome-- that can produce vitality. Creating an ongoing professional development process can lead to exciting growth. After graduation, the counselor is in charge of their own growth. With the Minnesota master therapist sample, three relevant characteristics for ongoing development are Insatiably Curious, Voracious Learner and Intense Will to Grow (Skovholt and Jennings, 2004).

It is hard to put ourselves in new situations. Smiley (1991) communicates the discomfort of the new when she said: "I didn't teach long enough to know what I was doing." (p. 384). Yet, when we stop putting ourselves in new situations, stagnation can occur. And part of stagnation is cynicism and general negativity because the work can get boring and less fulfilling. This is the price for not taking risks and trying out new things. The novice is seldom bored because novelty and its cousin, performance-related anxiety, are often present. Yet, in time, the familiar can get old and boring.

In our personal life, there are many ways to work on developing the self. One is being a client for our own counseling / therapy. This is a way to accelerate our own growth process. In addition to learning about oneself, the new counselor often learns a lot from the modeling of one's own therapist.

Aiming to live a highly ethical life, one of maturity and high character, can be energizing for the person. We can't control all that happens to us in life, yet we can work to control our reaction and this type of control can give us meaning and energy. This is similar to what Victor Frankel (2006) described with logo therapy. The word maturity is both a common word and an illusive concept. It is common in that it is widely used but it is illusive because it is so hard to both define and consistently attain. Maturity involves expanding the self. Firestone, Firestone and Catlett (2003) write of the human tendency to be more protective and defensive:

Most of us reject or manipulate our environments to evade emotional interactions that would contradict our earlier conceptions of reality. This phenomenon may be the single most limiting factor for all psychotherapies [and counseling methods]... Psychological defenses predispose an inward, self-protective lifestyle that is the basis of a core resistance to change or improvement in one's life circumstance. (P. xii).

Working on developing the self is a source of energy. The process of self-awareness, the use of feedback to improve ourselves and the constant risk taking involved in trying out--new behaviors, emotional reactions and thinking patterns—all produces energy and professional resiliency. The classic Rogers (1961) book is called *Becoming a Person*. The becoming is the idea.

***Tenth Essential Resilient Practitioner Task:
Having Fun and Joy in One's Life***

The world of play favors exuberance, license, abandon. Shenanigans are allowed, strategies can be tried, selves can be revisited. In the self-enclosed world of play, there is no hunger. It is its own goal which it reaches in a richly satisfying way (Ackerman, 1999, p. 6).

Over the last thirty years I've watched a lot of pain flow under the bridge.

By now, I have a Ph.D. in human suffering (Pipher, 2003, p. xvi).

One of our gifts to our clients is our courageous willingness to enter and join them in their emotional world. This client world is not filled with mirth, laughter, and foolishness. No, it is filled with their feelings like worry, despair, fear, anger, insignificance, failure, anxiety, humiliation, and betrayal.

For career-long vitality, we need emotional balance. Words here are laughter, play, exuberance, delightful escape, zest and fun. The world of play helps make our world of work possible. Counselors are usually earnest, pensive, responsible, hardworking, conscientious, and serious. All good traits. Except not all the time! There is that proverb-- All work and no play makes Jack a dull boy. Maybe the better fitting word for practitioners is dulled, rather than dull. One can become dulled, dulled by the onslaught of negative affect that arrive via client sessions. With all work and seriousness, the recharging potential of fun and play gets lost.

There are many fun and joy options. One method is just being playful, fun, frivolous, mischievous and things like that. TV, movies, plays and concerts are popular ways of relaxing. Playing and watching sports are highly energizing for some. Telling jokes, reading cartoons are other examples. Computer games are very engrossing for so many people. Another is a hobby such as gardening. Collections are a good choice for practitioners- they are concrete, countable, and easily enjoyed. Escape reading is popular with some practitioners as is visiting with friends. Having lunch together after shopping is lots of fun for some counselors. Then there is vacation and recreation as re--creation. Taking a vacation is an often cited method of renewal by practitioners in resiliency workshops. Marmaris? Bodrum? Antalya?

Summary

Becoming--and being--a resilient counselor is about our own wellness, the wellness that produces the enormous energy necessary for our work with clients. Counselors all over Turkey from Istanbul to Diyarbakır, from Samsun to Adana and in so many other places are using counseling--one of the great inventions of the last half of the 20th century—to enrich human life. I offer you best wishes for your counseling work. Çok teşekkür ederim!

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Appendix:**Skovholt Practitioner Professional Resiliency and Self-Care Inventory**

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1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

Sub-Scales	Circle Your Response
Professional Vitality	
1. I find my work as a practitioner or as a student to be meaningful	1 2 3 4 5
2. I view self-care as an ongoing part of my professional work / student life.	1 2 3 4 5
3. I am interested in making positive attachments with my clients / students/ patients.	1 2 3 4 5
4. I have the energy to make these positive attachments with my clients / students / patients.	1 2 3 4 5
5. The director / chair at my site / school is dedicated to practitioner welfare.	1 2 3 4 5
6. On the dimension of control of my work / schooling, I am closer to high control than low control	1 2 3 4 5
7. On the dimension of demands at my work/ schooling, I have reasonable demands rather than excessive demands from others	1 2 3 4 5
8. My work environment is like a greenhouse--where everything grows--because the conditions are such that I feel supported in my professional work	1 2 3 4 5
Subscale Score for Professional Vitality (Possible score is 8-40)	
Personal Vitality	
9. I have plenty of humor and laughter in my life	1 2 3 4 5
10. I have a strong code of values / ethics that gives me a sense of direction and integrity	1 2 3 4 5
11. I feel loved by intimate others	1 2 3 4 5
12. I have positive /close friendships	1 2 3 4 5
13. I am physically active and receive the benefits of exercise	1 2 3 4 5
14. My financial life (expenses, savings and spending) is in balance	1 2 3 4 5
15. I have lots of fun in my life	1 2 3 4 5
16. I have one or more abundant sources of high energy for my life. (examples—other people, pleasurable hobby, enjoyable pet, the natural world, a favorite activity	1 2 3 4 5
17. To balance work ambiguity in the caring professions, I have some concrete activities in my life that I enjoy where results are clear cut (e.g. a rock collection, painting walls, growing tomatoes, washing the car)	1 2 3 4 5
18. My eating habits are good for my body	1 2 3 4 5
19. My sleep pattern is restorative	1 2 3 4 5
Subscale Score for Personal Vitality (Possible score is 11-55)	
Professional Stress	
20. There are many contradictory messages about both practicing self-care <u>and</u> meeting expectations of being a highly competent practitioner / student. I am working to find a way through these contradictory messages	1 2 3 4 5
21. Overall, I have been able to find a satisfactory level of “boundaried generosity” (defined as having both limits and giving of oneself) in my work with clients / students / patients	1 2 3 4 5
22. Witnessing human suffering is central in the caring professions (e.g. client grief, student failure, patient physical pain.). I am able to be very present to this suffering, but not be overwhelmed by it or experience too much of what is called ‘sadness of the soul.’	1 2 3 4 5
23. I have found a way to have high standards for my work yet avoid unreachable perfectionism	1 2 3 4 5
24. My work is intrinsically pleasurable most of the time	1 2 3 4 5
25. Although judging success in the caring professions is often confusing, I have been able to find useful ways to judge my own professional success	1 2 3 4 5
26. I have at least one very positive relationship with a clinical supervisor / mentor / teacher	1 2 3 4 5
27. I am excited to learn new ideas—methods—theories—techniques in my field	1 2 3 4 5
28. The level of conflict between staff/ faculty at my organization is low	1 2 3 4 5
Subscale Score for Professional Stress (Possible score is 9-45)	

Personal Stress

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 29. | There are different ways that I can get away from stress and relax (examples-- TV, meditating, reading for fun, watching sports) | 1 | 2 | 3 | 4 | 5 |
| 30. | My personal life does not have an excessive number of one-way caring relationships where I am the caring one | 1 | 2 | 3 | 4 | 5 |
| 31. | My level of physical pain / disability is tolerable | 1 | 2 | 3 | 4 | 5 |
| 32. | My family relations are satisfying | 1 | 2 | 3 | 4 | 5 |
| 33. | I derive strength from my religious /spiritual practices and beliefs | 1 | 2 | 3 | 4 | 5 |
| 34. | I am not facing major betrayal in my personal life | 1 | 2 | 3 | 4 | 5 |
| 35. | I have a supportive community where I feel connected | 1 | 2 | 3 | 4 | 5 |
| 36. | I am able to cope with significant losses in my life | 1 | 2 | 3 | 4 | 5 |
| 37. | I have time for reflective activities such as journaling-expressive writing or solitude | 1 | 2 | 3 | 4 | 5 |
| 38. | When I feel the need, I am able to get help for myself | 1 | 2 | 3 | 4 | 5 |

Subscale Score for Personal Stress (Possible score is 10-50)

Total Score for the Four Subscales (Possible score is 38-190)