and dysfunctional men. Females who are charming, well educated and successfully employed mysteriously compromising their lives and futures by committing to, for lack of a better word, losers.

“It appears to cross all age, ethnic and socioeconomic lines,” Farrar says. “More descriptively, the pattern is one in which females of virtually any age, from teens to seniors, attach themselves to males who are significantly less capable, achieving or functional than they are.”

But what makes the leather-clad, motorcycle-riding bad boy so appealing? What does she see in the commitment-phobic, party animal man-child? What’s so attractive about the older, mysterious (read: oftentimes married) man?

For American Counseling Association member Leah Oswanski, music is not only her livelihood, but also a way to live a healthier life. Oswanski is a board certified music therapist who has eight years of experience working with adults in hospice and oncology settings. As the music therapy director at the Carol G. Simon Cancer Center at Morristown Memorial Hospital in New Jersey, she often sees patients at their bedsides, where she teaches them to tap into music’s healing power.

“Music is an inexpensive, noninvasive medium that can be used to facilitate a relaxation response in people,” explains Oswanski, who is proficient on both piano and guitar, but uses her vocal abilities as her principal instrument. “As a music therapist, I help clients, but I often teach my coworkers and other hospital staff music therapy techniques, and I personally use those techniques as a form of self-care.”

Leah Oswanski plays both the guitar and the piano.

Continued on page 34
ACA invites presentation proposals for annual conference in Charlotte

With the 2009 American Counseling Association Conference & Exposition in Charlotte, N.C., a little less than a year away, ACA will be issuing a call for programs beginning April 9. The submission process will be closed June 2 at 9 p.m. Eastern.

To provide quality content to all conference attendees, ACA is actively soliciting proposals for advanced programs that provide in-depth knowledge or skills beyond the introductory or basic level. Preconference Learning Institutes in three- and six-hour formats will be held in Charlotte March 19-20, 2009. A wide range of Education Sessions will be held March 21-23. The conference will feature both 60- and 90-minute sessions, as well as 30-minute poster sessions.

New for the 2009 conference, those interested in presenting will be required to grant permission to have their sessions recorded, because Education Sessions will be recorded in high-quality digital audio. In addition, presenters will need to send PowerPoints and handouts to ACA prior to the conference. ACA is developing multimedia offerings that will allow attendees to experience the full conference even though they cannot attend all available sessions. ACA will also make an Online Presenter Resource Center available. The resource center will offer a variety of information, including a critical dates page, to help presenters better prepare for the conference.

Prospective presenters for the ACA Conference in Charlotte should submit their proposals online at www.counseling.org/conference beginning April 9. A committee of professional counselors representing ACA’s 19 divisions and four regions will evaluate the proposals. After this review process, a Blue Ribbon Panel consisting of professional counselors and counselor educators from multiple specialties will meet to make final selections for the conference. Last year, 33 percent of Learning Institute proposals and 29 percent of Education Session proposals screened by the panel were accepted for the 2008 conference. Acceptance/rejection notices for the 2009 conference will be e-mailed by Aug. 15.

The main presenter of each Education Session or Learning Institute must be a current ACA member in good standing. It is suggested that prospective presenters verify their membership by calling ACA Member Services at 800.347.6647 ext. 222 before submitting a proposal. The main presenter will serve as the contact person for the individual Learning Institute or Education Session. All Education Session presenters must register for the conference.

Direct all questions about the program proposal submission process to ACA Professional Learning at 800.347.6647 exts. 229 or 306, or via e-mail to either cturmer@counseling.org or dbdeales@counseling.org.

By the Numbers: Special needs children

According to a recent survey by the U.S. Department of Health and Human Services Health Resources and Services Administration:

- More than one-fifth of U.S. households with children have at least one child with special needs
- 24 percent of families with a special needs child report that a parent needed to stop working or reduce hours to care for the child
- 10.2 million children in the United States, or 14 percent of all U.S. children, have special health care needs
- 12 percent of families require mental health care or counseling related to a child’s medical, behavioral or other health condition

Children with special health care needs are defined as having or being at risk for “chronic physical, developmental, behavioral or emotional conditions that have lasted or are expected to last at least 12 months.” The survey screened 364,841 children for special health care needs and completed 40,840 interviews with families of children who have special health care needs.

ACA UPDATE

Children’s mental health awareness

The Substance Abuse and Mental Health Services Administration’s Center for Mental Health Services is soliciting participation in an annual national initiative called National Children’s Mental Health Awareness Day. According to a recent report by SAMHSA, a classroom of 30 children may have as many as two to four students with mental health needs, yet stigma and misunderstanding regarding mental health care continue to be big barriers to getting help. The awareness day is scheduled for May 8 to coincide with the existing public awareness campaign designating May as Mental Health Month.

The theme of the third annual celebration of National Children’s Mental Health Awareness Day is “Thriving in the Community.” The American Counseling Association is joining SAMHSA and other organizations in cosponsoring Capitol Hill briefings for policymakers on child and youth mental health issues on May 8. Children’s mental health groups will hold similar events and other activities throughout the country to build awareness that children’s mental health needs are real and that progress is being made toward developing effective strategies for achieving the vision of a life in the community for everyone.

Information and materials on National Children’s Mental Health Awareness Day are available online at www.systemsofcare.samhsa.gov.

Strong Interest Inventory revision

ACA has been given a unique opportunity to contribute to the revision of the Strong Interest Inventory. For the past 80 years, the Strong Interest Inventory has served as the most respected and widely used career counseling tool in the world, allowing people to see how similar they are to successfully employed adults in 122 occupations such as firefighters, teachers, financial managers and so on.

To maintain its scientific soundness, the Strong Interest Inventory is regularly revised to reflect changes in the occupational world and in society. The current revision involves collecting data from previously established occupational groups using new samples, as well as creating new groups. CPP Inc. — Leaders in Workforce Development (www.cpp.com) — wants ACA members to participate by taking the research version of the assessment. The questions are nonintrusive and focused on interests at work and leisure.

In return for ACA members’ participation, CPP will provide an aggregate report to ACA containing information about the “General Occupational Themes and Basic Interests” of all counselors. Additionally, those who participate will have access to their individual reports after completing the online assessment. CPP states that under no circumstances will individual data be released to anyone other than the person who fills out the form. All other uses of the data will result in statistical summaries of groups of respondents.

If you are interested in taking part in this valuable research, log on to http://discovery.skillsone.com/slp.aspx?tid=805&language=0, where you can begin the registration process. Your assistance will make it possible for CPP to compare people with successful counselors in future versions of the Strong Interest Inventory, increasing visibility for the field and encouraging more people to consider counseling as a career option.
Article exposes problem of school counselors still being sold short

I have been concerned about the increasing level of discourse concerning the trend toward allowing mental health professionals who are not certified school counselors, access to our student populations. Counseling Today writer Angela Kennedy recently highlighted this issue, which was again raised when “Connecticut quietly became the first state in the nation to pass legislation certifying MFTs (marriage and family therapists) to work in school settings” (“Opening school doors to MFTs,” January 2008).

The article addressed a couple of issues that may have allowed this situation to occur. First, the Connecticut School Counselor Association had broken away from the Connecticut Counseling Association, which may have made it harder to stay on top of the legislation. Second, the American School Counselor Association seems to have a lukewarm stance in determining which personnel are best qualified to identify and determine best practices within the school setting in regard to the student population.

I was somewhat taken aback when ASCA President Eric Sparks stated, “I don’t see it changing the role of school counseling, because the school counselor is focused on guidance, curriculum in the classroom, goal setting and student planning — which isn’t what the MFTs will be doing. Our focus is more educational, and they would be focused on family issues.”

Well, I’m not quite sure what Mr. Sparks was referring when he stated that MFTs will be focused on family issues. As an educator, certified school counselor, licensed clinical professional counselor and counselor educator training future school counselors, I am astounded at how blurred and short-sighted that comment was. The point of the matter is that today’s school counselors are trained in intensive counseling programs that expose them to courses such as counseling theory, ethics, clinical skills, diagnosis and assessment, family theory and practice, and substance abuse. In addition, they are required to take both practicum and internship under the supervision of an experienced school counselor, which socializes them into the professional field of school counseling. Add to this their specialized classes in the educational field, and you have uniquely trained individuals who are not only mental health experts, but whose perspectives are school-based as they discern and address student concerns and issues. And the reality is that family is always involved (even families with absentee members).

Let me make this perfectly clear. I believe there is much value in accessing and collaborating with professionals and resources that can enhance, intervene and move students toward health. But school counselors, in collaboration with other key school figures, should be the experts in determining how this collaborative-consultation relationship is played out in their districts and individual schools. Administrators and school boards should be helped to better understand the depth and breadth that school counselors add to the attainment of satisfactory results, not only in academics, but also in creating school culture, anticipating both harmful and productive trends and being the first line of defense as the “go-to person” when concerns are raised about academic issues, social and emotional development and college/career exploration.

In conclusion, school counselors need to advocate for who they are. Although school counselors are experts at delivering the ASCA National Model, they are not just test interpreters, assessment developers and curriculum experts. School counselors are trained in the mental health field, and they are the mental health experts in the schools. School counselors are trained to recognize boundaries and competencies. They are cognizant of when to refer and consult. They are not just focused on “guidance, curriculum in the classroom, goal setting and student planning.” Christina K. Nolan, President-Elect, Illinois School Counselor Association

Assistant Professor, National-Louis University

Letters policy

Counseling Today welcomes letters to the editor. Only letters from individuals will be published. Individuals may write as often as they like, but Counseling Today will print only one letter per person per topic in each 365-day period.

Counseling Today will publish letters anticipated to be of interest to readers. Because of time and space limitations, letters cannot be acknowledged or returned, and Counseling Today reserves the right to edit letters. Include your home and e-mail addresses for contact purposes. If you wish to have your e-mail address listed with your published letter, please specifically note that in the body of your letter. Opinions expressed in letters do not necessarily reflect the views of ACA or the Counseling Today staff.

Send letters, comments and feedback to:
Counseling Today Letters to the Editor 5999 Stevenson Ave. Alexandria, VA 22304 Fax: 703.823.0252 E-mail: ct@counseling.org

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Editorial Policies
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Anti-Discrimination Policy
There shall be no discrimination against any individual on the basis of ethnic group, race, religion, gender, sexual orientation, age or disability.

Mission Statement
The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession and using the profession and practice of counseling to promote respect for human dignity and diversity.
Together, we make a difference

Promoting a single and unified profession of counseling. ACA is a diverse organization, reflecting a diverse field. Counseling specializations — such as school, mental health, marriage and family, career and so forth — reflect the diversity of our field and the depth of expertise we possess. As such, it has always been in the best interest of ACA and the counseling profession to cultivate and support areas of specialization. Equally important, it is essential that counseling specializations remain part of a larger whole — a single and unified profession of counseling. This is particularly important in helping the consumer public know that, when seeking out the services of a competent and qualified professional, all professional counselors — regardless of specialization — meet established standards of education, training and ethical practice.

Revising the membership structure of ACA. The current membership structure of ACA — composed of roughly 41,000 individual national members, 19 chartered national divisions (some with members separate from ACA) and 48 active chartered branches (also with many members separate from ACA) — is fragmented and disconnected. This is because ACA members, ACA division members and ACA branch members often are “one and the same,” with many counselors participating at only one level of membership. To advance the counseling profession, we need members of the counseling profession to be engaged at all levels of membership. As such, ACA and its chartered organizations would greatly benefit from an interconnected membership structure that incorporates national, divisional and branch membership. Such a unified membership structure will better serve the counseling profession, both politically and professionally.

Protecting the integrity of ACA as a politically neutral organization. Our nonprofit organizational status and current bylaws require that ACA must remain politically neutral on all issues not directly related to the professional practice of counseling. ACA has occasionally become distracted by partisan and divisive social and political agendas that did not reflect an overarching membership consensus. Many counselors have informed me that they dropped, or considered dropping, membership in ACA over such issues when they felt the association was taking a partisan position that conflicted with their personal beliefs. While many social and political causes are worthy in the minds of their proponents, if we allow the prestige and resources of ACA to be directed in a partisan manner, our association will become increasingly marginalized and professionally irrelevant. Maintaining a neutral and centrist position will be difficult, but I am optimistic that we will maintain the integrity of our association — provided we do not acquiesce to pressure groups and partisan social and political interests both within and outside our profession. In the minds of many professional counselors, this is the most critical issue we are facing as an association.

As we consider these and other challenges, it may be helpful to remind ourselves that we engage in the work we do so that we might better meet the needs of our clients and create a healthier society. Whether in schools, clinics, counseling centers, private practice offices, college campuses or in any number of other settings, professional counselors have a vital role to play in helping people. Like the clients we serve, we may differ from one another in terms of gender, age, race, national origin, ethnicity, sexual orientation, religious belief, political affiliation, ability, experience, privilege, philosophy or ideology. However, we share a unifying commonality — each of us chose to pursue a career as a professional counselor so that we could help others. Together, we make a difference.

Please let me hear from you at Canfield@sandiego.edu if you have either comments concerning my column or questions about ACA.
No more lemonade

One of the best parts of writing this column is that I get to share my viewpoint of what works, what is going well and, of course, those areas in which I see great room for improvement. As professionally trained listeners, counselors are great people with whom to share problems, work on solutions and find ways to overcome life’s obstacles. However, what happens when good listening is mistaken for passivity and acceptance?

As professional counselors, it is in your DNA to be compassionate, caring and helping people. When someone has a problem, counselors can always be counted on to lend a well-trained ear and to provide suggestions to help that individual find solutions. When asked to help, I have seen example after example through the years of counselors rising to the challenge. This isn’t something that happens only in times of great national crisis or international calamity; the situation may be as simple as responding to a request from someone in their office, institution or school community.

But what I am here to tell you is that there are times when you may need to “just say no.” Wait! Before you send off an e-mail asking how I could recommend something so antithetical to a group of dedicated helping professionals, hear me out. I am referring to those requests you receive that may compromise the good work you do in the areas in which you are regarded as “experts.” For example, a principal who asks school counseling staff to take on so many other “duties as assigned” that your ability to deliver the services needed by students, teachers and parents is marginalized. At that point, how do you say, “Sorry, I can’t do cafeteria duty or watch the bus line today”?

The unfortunate reality is that for all of us who have bosses (which is just about everyone), we have to pick and choose what we will do and, more important, what we won’t do. I think it is important to first ask yourself why you don’t want to do something. Now, I don’t want to trivialize cafeteria duty or any of the other “jobs” that may be assigned to you, but are they really more important than dealing with student interpersonal relationships that could affect the entire school community? While managing the bus line at a school is important from both a safety and disciplinary perspective, is it more important than working with small groups and discussing issues such as teen pregnancy or illicit drug use? I don’t think so. Let’s face it. There are aspects to each of our jobs that will never make our lists of favorite things to do. But the phrase “When life gives you lemons, make lemonade” is so incredibly demeaning that it should simply be deleted from our lexicon. We need to do a better job of letting our supervisors, our colleagues and our communities know about the important work that professional counselors are doing. That way, maybe these bosses and colleagues will think twice (or better yet, not ask at all) before requesting you to tackle jobs that will only take you away from the important work you do.

Many of you know that April is Counseling Awareness Month. If you go to the ACA website www.counseling.org/PressRoom/, you will find tips and resources to promote the profession. While I don’t want to ask you to take on even more work, I do encourage you to think about doing something from the list of suggestions (or coming up with your own idea) that will let your communities know about the positive work that professional counselors — including you! — are doing all over the world. I have said before that while counselors are great advocates for those they serve, they are not always the best advocates for themselves or their profession.

Stop making lemonade. Take a stand! Be proud of what you do and let others know of the successes professional counselors can achieve if allowed to do their jobs.

As always, please feel free to contact me with any questions, comments or suggestions by e-mailing rye@counseling.org or calling 800.347.6647 ext. 231.

Thanks and be well.

Executive Director’s Message – By Richard Yep

Announcing...

2008 Graduate Student Essay Contest
DEADLINE: APRIL 25, 2008

Enter today to win! $500 first prize plus (for first prize and 4 runners-up) one year paid ACA Student Membership and essay publication in Counseling Today

VOICE YOUR OPINION ON ISSUES VITAL TO THE COUNSELING PROFESSION.
Write up to 750 words on one of the following topics:

A. What is the single most important issue you see facing the counseling profession over the next decade?

B. What can counselors and/or the counseling profession do to be more proactive in combating depression and the problems it brings?

C. Do you think all professional counselors, regardless of specialty, should be licensed? Why or why not?

Send your essay via email to acafessays@counseling.org or mail your 3 copies by April 25, 2008 to:
ACAF Graduate Student Essay Contest, 5999 Stevenson Avenue, Alexandria, VA 22304-3300

call ACA Member Services at 800-347-6647 x222 or visit www.counseling.org for more details

Counseling Today – April 2008
Creative counseling activities for children, youth and families

BY LIANA LOWENSTEIN

When children are referred for counseling, they typically feel anxious and are reluctant to talk directly about their thoughts and feelings. But activities that are creative and play-based can engage children. Because the rapport that is safe to express themselves. The purpose of this article is to provide counselors with creative interventions to engage, assess and treat children, youth and families.

The goal of the interventions presented here is to capture and sustain children’s interest and motivation in counseling, while helping them express themselves within the context of a safe counseling environment. In using these interventions, the following guidelines should be considered:

Have a strong theoretical foundation. Counselors should be well grounded in their theoretical orientation before using any activities in counseling sessions. Interventions should not be used indiscriminately or in a manner that ignores clinical theory. The activities in this article can be integrated into any theoretical orientation that uses a directive child counseling approach.

Build and maintain a positive therapeutic rapport. Regardless of the activity being used, the therapist-client relationship is central to the client’s realization of treatment goals. Because the rapport that develops between therapist and client forms the foundation for therapeutic success, the counselor must create an atmosphere of safety in which the client is made to feel accepted, understood and respected.

Use interventions that are appropriate for each client. Consider the child’s developmental mental capacities to ensure that the selected activity is appropriate. Select activities that fit the client’s treatment goals. Pacing is also important. Consider the client’s level of engagement in therapy and degree of defensiveness before implementing activities that are more emotionally intense.

Introduce, process and bring closure to each activity. When implementing an activity, first consider how it will be introduced to the client. The counselor’s enthusiasm, creativity and overall style are key factors in determining whether the client will become interested and engaged in the activity. The purpose of the activity should be outlined and the instructions clearly explained. Interventions should be carefully processed and used as a point of departure for further exploration. When the activity has been completed and sufficiently processed, the counselor should bring closure to the activity.

Interventions

The I Don’t Know, I Don’t Care, I Don’t Want to Talk About It Game

Explain the game as follows: “We’re going to play a game that’s going to help us get to know each other. It’s called the I Don’t Know, I Don’t Care, I Don’t Want to Talk About It Game. I’m going to begin by asking you a question that will help me get to know you better. If you answer it, you get a potato chip” — an alternative such as beads the child can accumulate to make a bracelet, Lego pieces or gemstones can also be used — “but if you say, ‘I don’t know’ or ‘I don’t care’; or if you don’t answer the question, I get your potato chip. Then you get to ask me a question that will help you get to know me better. If I answer the question, I get a potato chip. But if I say, ‘I don’t know’ or ‘I don’t care’, or if I don’t answer the question, you get my potato chip. The game continues until we’ve asked each other five questions.”

The counselor should order and pace the questions appropriately. Begin with neutral questions such as “What do you like to do when you are not in school?” and “What is one of your favorite movies?”

As the child begins to feel more at ease, ask questions that involve greater risk taking, such as “What is one of your worries?” and “What’s something you wish you could change about your family?”

End the game on a positive note with a question such as “What’s one of your happiest memories?”

The counselor should handle the child’s questions with discretion. Some self-disclosure is required, but only information that is appropriate and helpful to the client should be shared. If the child chooses not to answer a question, the counselor can respond, “You must know yourself really well. You know what you feel comfortable talking about and what you want to keep private for now.” This is an empowering message for the child.

Butterflies in My Stomach

The counselor introduces the activity by pointing out that everyone has problems and worries. Outline different ways the body reacts to stress. For example, when people are scared, their heart might pound faster, or when they are sad and about to cry, they might feel like they have a lump in their throat.

The counselor then asks the client if he or she has ever heard of the expression “I have butterflies in my stomach.” If the client is unfamiliar with the expression, the counselor offers an explanation, such as, “When you are worried or nervous about something, your stomach might feel funny or jittery, as if you have butterflies in your stomach. You don’t really have butterflies in your stomach; it just feels like you do.”

Next, the child lies down on a large sheet of banner paper, while the counselor outlines the child’s body. (Alternatively, the child can draw a body outline.) Then the counselor gives the child assorted sizes of paper butterflies. The child writes his or her worries on the paper butterflies. Bigger worries are written on the larger butterflies, smaller worries on the smaller ones. If the child is reluctant to identify worries, the counselor can give prompts, such as, “Write about a worry you have at school.” “Write about a worry you have about your family?” or “Write about a worry you have with other kids.”

The butterflies are then glued onto the child’s body outline, inside the stomach. As the child identifies each worry, the counselor facilitates further discussion by making inquiries such as, “Tell me more about this worry.” At the end of the exercise, the child can color the butterflies and decorate the body outline.

This activity facilitates self-awareness and open communication. It is a useful assessment tool applicable to a wide variety of client populations. This is a particularly useful activity with children who have a multitude of presenting problems, because it enables them to communicate to the counselor which problems are most pressing and need priority in treatment.

The Way I Want It to Be

The client draws two pictures: the first on a sheet of paper titled “The Way My Life Is” and the second on a sheet of paper titled “The Way I Want It To Be.” The client then discusses the two pictures.

The counselor can ask the following process questions:

- How did you feel during the drawing activity?
- How are you going to get from the way it is to the way you want it to be?
- What do you need to do differently to get to the way you want it to be?
- How might counseling help you get to where you want to be?
- How will you feel when you get to where you want to be?
- A variation for family therapy is to have the family draw two pictures. The first is titled “The Way It Is in Our Family.” The second is titled “The Way We Want It to Be in Our Family.”

The counselor processes the activity as described above, but the questions are reworded to suit a family session:

- How did each person in the family feel during the drawing activity?
- What does each member of the family need to do differently to help your family get to the way you want it to be?
- How might counseling help your family get to where you want to be?
- How will it feel to get your family where you want it to be?

Incorporating art activities into family sessions provides a medium to engage all family members. While the content of the family drawings provides valuable diagnostic information, the counselor should also focus on the family dynamics that emerge during the exercise, including interaction styles, issues of power and control, roles and dysfunctional patterns.

The Dice Game

Explain the Dice Game as follows: “This is a game to help you talk about your thoughts and feelings. To play, roll the die. If
you roll an even number (2, 4, 6), pick a card and answer the question. If you roll an odd number (1, 3, 5), you get a token. At the end of the game, trade in tokens for prizes. (Earn one to three tokens and get one prize; earn four or more tokens and get two prizes.) Play the game until all the questions have been answered. Develop questions geared to the client. For example, questions for a bereaved child might include:

- Who told you your loved one died, and what do you remember them saying?
- How did you and each person in your family react to your loved one’s death?
- Tell about a worry you have had since your loved one died.
- Share a favorite memory of the person who died.
- What do you believe happens to people after they die?
- What has helped you the most since your loved one died?

Because children enjoy playing games, this activity is engaging and facilitates communication about salient issues. The tokens and prizes at the end serve as positive reinforcements. The game can also be adapted for group and family sessions.

Scavenger Hunt

This intervention is most appropriate for group settings, but it can be adapted for individual or family sessions as well. The counselor develops a list of scavenger hunt items for group members to collect. Modify the list depending on the ages of the clients and the issues to be addressed in the session. For example, scavenger hunt items for a group of children dealing with divorce might include:

- Definition of divorce
- Outline of a hand
- Five feelings children might have when parents divorce
- Two people with the same shoe size
- Words of advice to help children who feel the divorce was their fault
- A group of children holding hands and singing a song

The activity is explained as follows: “You will be divided into two teams. Each team will get a list of scavenger hunt items to collect. You will have 15 minutes to collect as many items on the list as you can. The team that collects the most items from the list wins.”

A group leader should be assigned to each group to assist with reading and writing and to facilitate appropriate group interaction. This intervention promotes open communication, expression of feelings and problem solving. Likewise, it encourages open dialogue among group members and facilitates group cohesion.

Conclusion

Children will more readily embrace counseling if it is engaging, innovative and immersed in play. The activities in this article are designed to appeal to children so that a positive counseling experience results. Using these and other creative activities, counselors can break through the resistive barrier, engage children in counseling and have successful treatment outcomes.
Medicare Coverage of Licensed Professional Counselors

Legislation is pending in both the Senate and the House of Representatives that would improve Medicare’s mental health benefit by establishing coverage of mental health services provided by counselors. Because the House approved legislative language establishing counselor coverage last August, we’re focusing our attention on the Senate.

Sen. Blanche Lincoln (D-Ark.) and the late Sen. Craig Thomas (R-Wyo.) previously introduced S. 921, the Senators Mental Health Access Improvement Act, which would cover both licensed professional counselors’ and marriage and family therapists’ services under Medicare. Enactment of this legislation would significantly increase access to mental health care for seniors and individuals with disabilities. The more cosponsors we can gain on S. 921, the better our chances of having its provisions included in broader Medicare legislation taken up by the Senate.

Who to Contact
Your Senators
Capitol Switchboard
202.224.3121
www.senate.gov

Suggested Message
“I am calling to ask that the senator sign on as a cosponsor of S. 921, an important bill to improve Medicare coverage of mental health services. S. 921 would increase beneficiary access to mental health specialists by establishing coverage of licensed professional mental health counselors. The Senate has approved similar language twice already, in both 2003 and 2005. I’d like the senator to cosponsor S. 921 to help ensure that counselor coverage is included in whatever Medicare legislation is passed by this Congress. Thank you for your consideration.”

ACA Resource
Peter Atlee
800.347.6647 ext. 242
patlee@counseling.org
Internet briefing paper:
www.counseling.org/publicpolicy
Capwiz “Contact Congress!” site:
http://capwiz.com/counseling

Education Bills Would Benefit School Counselors

Last year, members of Congress introduced bills seeking to increase the federal investment in school counseling and related school-based mental health services and supports. Rep. Linda Sánchez (D-Calif.) introduced H.R. 3439, the Put School Counselors Where They’re Needed Act, to create a $12 million demonstration project that would fund additional secondary school counselors in troubled Title I schools to help reduce dropout rates. Rep. David Loebsack (D-Iowa) introduced H.R. 3419, the Reducing Barriers to Learning Act of 2007, which would establish an Office of Specialized Instructional Support Services in the U.S. Department of Education, provide grants to state educational agencies to reduce barriers to learning and clarify conflicting terminology, definitions and roles of pupil services personnel.

Who to Contact
Your Representative
Capitol Switchboard
202.224.3121
www.house.gov

Suggested Message
“I am calling to ask that the representative sign on as a cosponsor of two important education-related bills for school counselors. The first, H.R. 3439, the Put School Counselors Where They’re Needed Act, would create a $12 million demonstration project to support school counseling services in Title I schools to help reduce dropout rates. The second, H.R. 3419, the Reducing Barriers to Learning Act of 2007, would establish an Office of Specialized Instructional Support Services in the U.S. Department of Education and provide grants to state educational agencies to reduce barriers to learning. Thank you for your consideration.”

ACA Resource
Chris Campbell
800.347.6647 ext. 241
ccampbell@counseling.org
Internet briefing paper:
www.counseling.org/publicpolicy
Capwiz “Contact Congress!” site:
http://capwiz.com/counseling

Appropriations for the Elementary and Secondary School Counseling Program

President George W. Bush’s proposed education budget would eliminate all funding for the Elementary and Secondary School Counseling Program next year. Although the president requested that ESSCP be eliminated this year, Congress rejected his proposal and instead allocated a record $48.6 million for the program for the 2008-09 school year. This is a $14 million increase over the previous year and the highest funding level yet for the program! For the first time, middle and high schools will be able to apply for ESSCP grants for 2008-09.

ESSCP is the only federal program expressly devoted to supporting counseling programs in our nation’s schools. The impact of the president’s proposed budget would be devastating for school communities supported by this vital program. The elimination of ESSCP would end services to students in 22 states. This means that 97 school districts would not have the funds to support counseling professionals currently serving thousands of students in hundreds of schools nationwide. During these economically challenging times, school counseling programs need all the support they can get, as the average student-to-counselor ratio in the United States is still nearly double the recommended 250:1 level. School counseling programs have been shown to increase students’ sense of well-being, reduce disciplinary problems and increase student achievement. Take action now: Call or write your members of Congress and ask them to support an appropriation of at least $61.5 million for ESSCP in the Fiscal Year 2009 budget for the Department of Education.

Who to Contact
Your Senators and Representative
Capitol Switchboard
202.224.3121
www.house.gov
www.senate.gov

Suggested Message
“As a counselor, I am (writing/calling) to urge the (senator/representative) to support an appropriation of at least $61.5 million for the Elementary and Secondary School Counseling Program in the Fiscal Year 2009 budget for the Department of Education. This is an amount similar to what the House of Representatives approved last year for the program. ESSCP is the only federal program devoted to supporting counseling programs in our nation’s schools. ESSCP enjoyed bipartisan support during the consideration of the No Child Left Behind Act but must be appropriately funded in order to be effective. Thank you for your support of school counseling!”

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House passes landmark ‘Paul Wellstone’ parity act

The House of Representatives passed comprehensive legislation on March 5 requiring private health insurance plans to use the same treatment limitations and financial requirements for mental health and addictive disorder coverage as is used for substantially all other covered services. H.R. 1424, the Paul Wellstone Mental Health and Addiction Equity Act of 2007, introduced by Reps. Patrick Kennedy (D-R.I.) and Jim Ramstad (R-Minn.), was passed with strong bipartisan support by a vote of 268-148. (House members’ votes are listed online at http://clerk.house.gov/evs/2008/roll101.xml.) The legislation is named for the late Sen. Paul Wellstone of Minnesota, a tireless advocate for Americans with mental illness. House passage of H.R. 1424 is a historic step forward for mental health and addiction treatment advocates. The bill does not mandate that group health plans provide mental health coverage but does require those that do to ensure any financial requirements or treatment limits applied to mental health and addictive disorder coverage are no more restrictive or costly than similar requirements or limits on comparable medical and surgical benefits. Plans covering mental and addictive disorders must cover the full range of disorders recognized in the Diagnostic and Statistical Manual of Mental Disorders (DSM) — the same range of disorders as is covered for members of Congress and all other federal employees under long-standing requirements for Federal Employee Health Benefits Program policies. H.R. 1424 also stipulates that health plans covering out-of-network services for medical and surgical benefits must offer out-of-network coverage for mental health and addictive disorder benefits. This requirement applies for both outpatient and inpatient care. Business groups, which historically have been staunch opponents of mental health parity legislation, tried to water down the legislation by urging House members to vote against H.R. 1424 and for the Senate’s weaker parity bill, S. 558. The Senate bill does not contain H.R. 1424’s provisions on scope of covered disorders or access to out-of-network care.

Opponents of H.R. 1424 argue that requiring coverage of the full range of DSM diagnoses will force health plans to provide benefits for such things as “caffeine withdrawal disorder” and “jet lag disorder.” This claim is easily refuted. Both H.R. 1424 and S. 558 allow health plans to continue to determine which services are medically necessary and which are not, because mental and addictive disorder services will continue to be heavily managed, the Congressional Budget Office estimates that both bills will have nearly identical — and negligible — impacts on health plans’ premiums. Even if a health plan experienced a spate of managed-care company payments for treatment of jet lag and caffeine withdrawal, it could seek a cost exemption if its expenses rose by more than 2 percent in the first year of implementation, or by more than 1 percent in subsequent years.

Before the vote on final passage, the House defeated (by a vote of 221-196) an attempt to replace H.R. 1424 with weaker language based on S. 558 and send the legislation back for further committee consideration. (A listing of how members voted on this “motion to recommit with instructions” is online at http://clerk.house.gov/evs/2008/roll100.xml. A “yes” vote on the motion to recommit was a vote to send a weakened version of the legislation back to committee; a “no” vote was a vote to defeat this effort and continue consideration of H.R. 1424.)

The American Counseling Association applauds Reps. Kennedy and Ramstad for their long, hard, heroic work in gaining House passage of H.R. 1424. During consideration of the legislation, both Kennedy and Ramstad spoke about their personal battles with mental and addictive disorders and how their treatment has enabled them to lead productive lives. ACA also thanks counselors who contacted their representatives about this issue.

Attention now shifts to House-Senate negotiations to reconcile each chamber’s version of the legislation. Like the business community, the White House weighed in favor of the weaker Senate version, expressing opposition to H.R. 1424. Nevertheless, ACA and other mental health and addictive disorder advocates are working to build on the strong bipartisan support for H.R. 1424, as well as the unanimous passage last year of the Senate’s bill, to encourage the development and enactment of parity legislation that provides consumer protections that are as strong as possible.

For more information on this issue, or to find out how you can help, contact Scott Barstow with ACA at 800.347.6647 ext. 234 or sbarsow@counseling.org. We also have information about this issue on our websites at www.counseling.org/public_policy and http://capwiz.com/counseling.
Counselors head to the Hill

Annual Legislative Institute provides hands-on learning for counselor advocates

BY SCOTT BARSTOW

Counselors from across the country — and even Europe — descended on Alexandria, Va., near the end of February to take part in the American Counseling Association’s annual Legislative Institute. The counseling profession needs a growing cadre of committed counselor advocates who are engaged in working on legislative issues at both the state and federal levels, and this year’s group of 39 attendees represents another important addition.

ACA President Brian Canfield opened the Legislative Institute on Sunday, Feb. 24, by welcoming the attendees and telling them that legislative advocacy is arguably the most important function of state and national counseling organizations. ACA’s policy staff began the training with an introduction to ACA legislative priorities and a review of the federal policy issues on which attendees would be lobbying their members of Congress. The morning’s session ended with a presentation and role-playing exercise conducted by Stephanie Vance of AdvocacyGuru.com.

During lunch, attendees heard from Courtland Lee, chair-elect of the ACA Foundation, which helped sponsor the attendance of several counselors. Following lunch, attendees received training in state advocacy issues and organization, both in breakout sessions and in a plenary session. Pat McGinn, president-elect of the Illinois Counseling Association, led discussions of state-level legislative advocacy work, and attendees also heard a description of daily life for a state legislator courtesy of Virginia Delegate David Poisson.

Monday began with a tour of the U.S. Capitol, facilitated and led by staff from the offices of Reps. Patrick Kennedy (D-R.I.), Jim Langevin (D-Conn.) and Pete Stark (D-Calif.). Attendees then heard a presentation by a specialist in congressional procedure from the Congressional Research Service, which helps to train incoming members of Congress in the policy-making process.

Monday afternoon was devoted to training in lobbying congressional offices, in preparation for visits scheduled the following day. The training included a review of the policy issues counselors would discuss in their meetings:

- Medicare coverage of counselors
- Increased funding for the Elementary and Secondary School Counseling Program and the importance of school counseling services
- Mental health and addictive disorder parity legislation (H.R. 1424)

After reviewing the basics of conducting lobbying visits, ACA staff discussed ways of communicating with members of Congress using e-mail and letters. E-mail has inundated congressional offices during the past few years, making it imperative that contacts from counselor advocates be personalized as much as possible to cut through the clutter of form letters and e-mails.

Tuesday began with breakfast in the Cannon House Office Building, during which ACA presented Rep. Stark with its 2007 Legislative Service Award. Stark chairs the House Ways and Means subcommittee on Health, which has jurisdiction over Medicare. Under Stark’s leadership, the House approved Medicare legislation in August of last year that included language establishing Medicare coverage of licensed professional counselors.

ACA Executive Director Richard Yep presented Stark with the award, thanking him for his long-standing support in improving Americans’ access to mental health services, including the services of nonphysician providers such as professional counselors. Stark graciously expressed his appreciation and reiterated his commitment to improving Medicare’s mental health benefit and enacting men-
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ACA Member Price: $29.95

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Order #78067 | List Price: $44.95
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counseling.org

Please include $6.75 for shipping of the first book and $1.00 for each additional book.
Improve your interviewing skills

In the midst of interviewing season, it is prudent to recognize two truisms of the hiring and selection process utilized for engaging employees: 1. If you’ve been granted an interview, someone with the authority to hire you considers you at least minimally qualified for the position you seek. 2. Not everyone who conducts an interview is skilled at doing so. Understanding these two principles will empower you as you enter the interviewing arena, as will the following suggestions.

**Think of this as a first date.** Actually, there are many similarities. Aside from the sweaty palms and general nervousness, a mutual friend may have recommended you to this arrangement. You probably know a little bit about each other. (If you don’t, launch into research mode!). Both parties are interested in learning more about the other to determine if subsequent meetings are a mutual friend may have recommended or encouraged this arrangement. You probably know a little bit about each other. (If you don’t, launch into research mode!).

**Think of yourself as a product.** You are a compilation of many talents, skills, interests and values. You are more than just your vocational choice. Outside interests or previous employment could positively influence your employability in this particular position. One of your jobs as an interviewee is to selectively identify your “extra” features and subsequently position yourself as the best candidate for the position.

**Think of yourself as a product.** Anyone who subscribes to an e-mail account may have received, on at least one occasion, an article extolling the virtues of vinegar. This is a product with many applications, just like you. Most of the time, people use vinegar for one or two specific purposes. They don’t care that vinegar can be used effectively for a variety of other jobs; they just want it to do the one thing they need it to do exceptionally well. The fact that it’s a handy product to have around for other purposes is a bonus.

You could go into an interview situation and provide a laundry list of all the things you (your product) can do. But a better approach is to ask the right questions to determine exactly what this employer needs to have done exceptionally well. Then explain how you fit the bill. You might also choose a couple of other features to highlight, showcasing additional skills you possess that could contribute to the overall mission of the institution or agency.

**Be prepared …**

To answer questions. You absolutely need to prepare to answer questions regarding the scope of your abilities and your interest in the position. Because the best predictor of future behavior is past behavior, be prepared to illustrate your accomplishments by relating specific situations with specific challenges. Walk your interviewer(s) through your problem-solving process and discuss the results you achieved.

To ask questions. The best interviews are those in which a dialogue occurs (the person who speaks the most tends to have the more positive view of the meeting). Though traditional interviews consist of an “ask the question, answer the question” dyadic dynamic, requesting additional information or asking a follow-up question related to the question you just answered is perfectly acceptable in most cases. The more recent “behavioral interview,” in which all candidates for the same position are asked the same questions and scored by a panel of interviewers, is more structured, but even these should offer an opportunity for you to request specific information to help you evaluate your fit within the organization.

To take control of the meeting, if necessary. Although it doesn’t occur often, occasionally an interviewer is unskilled at asking appropriate questions. The interviewer may engage in extended small talk instead of making queries that address your skills and fitness for the position. If this happens to you, gently redirect by asking a job-related question (for example, “What do you think the greatest challenge for the person who accepts this position is likely to be in the first 60 days?”).

**Two goals**

Remember, you have already established your competence through your résumé and references, or you wouldn’t have been invited for an interview. Your first goal is to establish rapport with those you meet — particularly those you will be working with closely. The second goal is to present yourself as the best candidate for the job.

Answer well, ask intelligently and maintain a dialogue that is 50-50 (or, better yet, 60-40, with the interviewer talking 60 percent of the time). If you do all three, you’ll be on your way to securing a job offer.

**Five interview queries you should be able to answer**

Tell me about yourself. Be ready to answer this question in 60 seconds or less — about the length of a prime-time television commercial. Provide a brief synopsis of your education and career to this point and end with a statement of your short- and long-term goals.

What is your greatest weakness? A strong answer will include an example of how you have utilized this strength in your life’s work. To answer this question, relate the task at hand, explain the action you took and quantify the results you experienced.

What would it take to get you here? Careful! This is an entree to a discussion about money, and when it comes to negotiation, he who speaks money first loses. That said, you might not be able to dodge the question entirely, so follow these rules of engagement. First, try to clarify whether an offer is pending. Your response could range from, “Is that an offer?” — accompanied by a gracious smile — to “How do you see me fitting into the organization?” If it’s clear that this is a fishing expedition, then attempt to delay. (“Before I commit to a particular salary range, I’d like to be clear on the responsibilities of this position.”) Try to turn the question back to the employer. (“What range have you budgeted for this position?”) If you are unable to evade this question further, respond with a salary range that is consistent with your research on positions of similar responsibility and rank, yet appropriate to the geographic area.

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Interviews with the authors of books for counseling professionals


Today, counselors practice in an environment that leaves them much more exposed to legal liability. Changes in regulations and the law, as well as an increased willingness to file lawsuits for an ever broader range of issues, mean that counseling professionals could be facing potential legal problems at almost any time. The Counselor and the Law: A Guide to Legal and Ethical Practice has been a must read for counselors wishing to understand and minimize legal risk since the first edition was published in 1975. This new, updated and significantly expanded fifth edition has been revised in accordance with the 2005 ACA Code of Ethics and provides information on current federal and state laws to help guide counselors as they face crucial legal and ethical decisions. Along with providing a broad overview of the law and potential areas of liability, the book answers a number of specific questions on how the law affects counseling practice and offers strategies for managing risk.

Anne Marie “Nancy” Wheeler practices law in Maryland and the District of Columbia. She has advised counselors on legal and ethical issues for 25 years, manages the ACA Insurance Trust’s Risk Management Helpline and is an affiliate faculty member of the Pastoral Counseling Program at Loyola College in Maryland.

Burt Bertram has been in private practice in Orlando, Fla., for more than 30 years. He serves as adjunct faculty in the Graduate Studies in Counseling program at Rollins College.

Counseling Today: Has the legal environment for counselors changed significantly in recent years?

Nancy Wheeler: There have been and continue to be huge changes. The passage of state counselor licensing laws and federal HIPAA (Health Insurance Portability and Accountability Act) legislation has provided legal standards of practice against which professional behaviors of counselors can be judged. Additionally, the concept of duty to warn/protect when a counselor has knowledge of a potential danger continues to have a profound effect on the practice of counseling.

CT: Do most counselors today face serious legal risks?

Burt Bertram: Yes. As a result of state licensing, professional association ethics codes and third-party reimbursement requirements, standards of practice have been developed and communicated to the public. As a result, the general public can now more readily determine when counselor behavior is questionable.

NW: In addition, our American culture has become increasingly more litigious. Questionable counselor behaviors, which might have gone unchallenged 30 years ago, are now challenged by clients in nearly every practice setting. When the counselor fails to perform to a standard — real or imagined — clients are more likely to take some type of action, including complaints to the applicable state licensing board, school system or agency, and/or lawsuits. Our book is filled with suggestions and strategies designed to help the counselors manage the risks that are inherent in the practice of counseling.

CT: Do some practice areas face greater legal issues?

BB: In our view, legal vulnerability rises with the seriousness of the presenting problems. Suicide, homicide, threats of harm to self and others, substance abuse and the difficulties associated with mental illness can complicate clinical decision making, intensify ethical dilemmas and increase legal vulnerability. But issues can arise at any level. A school can operate for years focusing on academic/career guidance activities and then be confronted with dangerous, even tragic behaviors, from students. All counselors must be prepared to address these difficult issues — and all are vulnerable to legal oversight and consequences.

CT: Does following the ACA Code of Ethics help minimize legal risk?

NW: Unfortunately, bad things can happen to good counselors. Clients commit suicide and, as we know from numerous press reports, some clients harm or kill others. Ethically responsible counselors may, through no fault of their own, find themselves in the wrong place at the wrong time. Of course, adherence to the ACA Code of Ethics, including the utilization of an ethical decision-making model, is a critically important risk management activity. However, nothing can completely eliminate legal risk.

CT: Are most counselors doing enough to minimize legal risk?

BB: Far too often, no. While CACREP standards provide counselors-in-training with a solid grounding in ethical and legal practice, there’s a world of difference between in-class study and role-playing and the actual dilemmas and complexities of real client situations.

NW: The legal environment is also constantly changing. Even seasoned counseling practitioners need to regularly update their risk management “toolbox.” That is one of the reasons we’re pleased that ACA is offering not only this book, but that it’s also available as an online CEU course.

The Counselor and the Law: A Guide to Legal and Ethical Practice can be ordered directly from the American Counseling Association (Order #72857; cost is $33.95 for ACA members and $44.95 for nonmembers). Order through the ACA online bookstore at www.counseling.org or by calling the ACA order line at 800.422.2648 ext. 222. The Counselor and the Law can also provide six continuing education units and earn counselors a 10 percent discount (for three consecutive years) on their professional liability insurance. Information about the online test is available at www.counseling.org/AM/Template.cfm?Section=CONTINUING_EDUCATION_ONLINETest. Information about the insurance discount is available by calling the ACA Insurance Trust at 800.347.6647 ext. 284.

John Lough is a communications consultant for ACA. Contact him at behindthebook@counseling.org.

Letters to the editor: ct@counseling.org
New site launched for assessment

BY JANET E. WALL

Because assessment results influence a significant part of the counseling and helping process, it is important for counselors to have access to critical documents, policies, ethics statements and other resources to help us conduct, interpret and use assessment in the best way possible. In times past, the mission of the Joint Committee on Testing Practices (JCTP) was to provide services and products that would help improve test practices within the education community. Recently, JCTP closed up shop (see “Long-standing JCTP calls its quits,” February 2008), and it is unclear whether the helpful documents it created will continue to be available to the education community.

Not wanting access to JCTP and other resources to disappear, I have attempted to pull together some pertinent assessment information from a variety of sources. The resources are provided either through electronic links or by provision of the actual document. Where it was possible (electronic and free), the products produced by JCTP were included. To access the resources, go to http://assessmentresources.pbwiki.com. There you will find information organized by:

- Assessment-related associations
- Ethics, position and policy statements
- General assessment resources
- Evaluation resources
- Other organizations and committees
- Online journals, reports and newsletters
- Major assessment companies
- Articles on assessment and career development
- Book resources
- Training opportunities

This resource site makes no claims to be totally complete and, given the many needs of the counseling community, it probably never will be. If you have a suggestion for a link or document that you think should be included, please send it to me at sagesolutions@earthlink.net. Each suggestion will receive serious and thoughtful consideration for inclusion on the site. The site will not include everything submitted, as it will focus, at least initially, on resources that have general applicability to improving the use of assessment in the counseling arena. The vast majority of resources on this site are free. At some point, if many suggested additions are provided, a reorganization of the resources may become necessary.

One section I would like to add is assessment-related presentations at state or national conferences. In that regard, I will need individuals to submit the title of the presentation, the conference name and location, the presentation date, the name of the presenter(s) and the presenter’s affiliation. If you or your organization is sponsoring an assessment-related conference, that would also be pertinent information to add to the site. I will try to keep the site as current as possible, but the basic information depends on those submitting information and their communication with me.

Other possibilities for augmenting the site include listing associations’ official policy statements or standards pertinent to assessment in marriage and family counseling, persons with disabilities, addictions counseling and so on. Please send these policy statements and standards to me and, if they fit, I will include them.

I have avoided including a section that lists specific assessments, because there is no possibility of providing a general list of acceptable assessments. Even well-developed assessments have their strengths and weaknesses — appropriate for some uses but not for others. Each assessment needs to be considered based upon its particular purpose, technical quality and use; the persons with whom it will be used; and your training to use it. The various ethical statements and standards listed on the site should help you make a thoughtful and methodical review of the instrument in relation to your own particular needs and situation.

The site can be used in many ways, including:

- Linking the site to your own website (please inform me if you do this)
- Using the information with students in your counselor education programs
- Using the information as part of your training programs (for example, Global Career Development Facilitator programs)
- Advertising your meetings and conferences related to assessment
- Submitting documents or links to any assessment-related policy statements or standards that have been developed by associations or formal groups

Together, we might be able to provide significant information to assessment users so our students and clients can get the best assessments and interpretations that we can provide. You can help me keep the site current and viable, I will try to do my part. Will you?

Janet E. Wall, president of Sage Solutions, was one of the American Counseling Association’s representatives to the Joint Committee on Testing Practices.

Letters to the editor:

Because counseling is a complex field, it is difficult to provide one-size-fits-all guidelines for every situation. Counseling situations can vary greatly, even within the same setting. Counseling needs to be approached in a personalized manner, taking into account the unique circumstances of each individual.

The American Counseling Association (ACA) is the professional and scientific organization for counselors in the United States. ACA represents more than 50,000 counseling professionals who work in every sector of the counseling profession, including clinical, educational, and community counseling.

ACA provides its members with resources, tools, and information to help them provide the best possible services to their clients. ACA’s mission is to promote the ethical and effective practice of counseling and to advance the interests of counseling and those we serve.

In order to help ensure the quality of counseling services, ACA has developed ethical standards that govern the conduct of counselors. These standards are designed to protect the rights and welfare of all individuals who receive counseling services. ACA also provides guidelines for the training and certification of counselors.

ACA’s Code of Ethics is a set of principles that counseling professionals are expected to follow. The Code of Ethics outlines the responsibilities of counselors to their clients, employers, fellow counselors, and the general public. The Code of Ethics is designed to protect the public and ensure that counseling services are provided in a professional manner.

ACA’s Code of Ethics is available online at http://www.acastandards.org. ACA also offers a variety of other resources, including books, journals, and online courses, to help counselors continue their education and stay current in their field.

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ACA school counseling delegation travels to Egypt

BY KELLY DUNCAN AND AMY BENEDICT-AUGUSTINE

Twelve professional counselors and two guests made up the People to People Ambassador Programs school counseling delegation that took part in the larger U.S.-Egypt Education Forum gathering in Cairo, Egypt, from Nov. 26-Dec. 2. Kelly Duncan, a counselor educator and school counseling program coordinator at the University of South Dakota, executive director of the South Dakota Counseling Association and Midwest Region representative to the American Counseling Association Governing Council, led the delegation.

Delegates had the opportunity to visit schools in the Cairo area, converse with school counterparts and experience the profession of counseling in a much different setting. Delegation members represented school and university settings from Washington to New York, South Dakota to Texas. Funding for the delegates was supplied by the People to People Ambassador Programs and the delegates themselves.

Duncan and delegate Amy Benedict-Augustine offered to share their impressions, experiences and information gained from the trip, as well as some follow-up correspondence from contacts made in Egypt.

Kelly Duncan

Excitement and anticipation were evident within our group as we prepared for our first meeting with our counterparts — school administrators from Cairo and the surrounding rural area. It quickly became apparent that the vision of former President Dwight Eisenhower, the founder of People to People Ambassador Programs, was correct: Ordinary citizens of different nations can learn much from one another if given the opportunity to communicate directly. Our group had a myriad of questions for our counterparts about mental health services and general education practices in Cairo-area schools.

Student-to-teacher ratios in most city schools are overwhelming, with public schools having as many as 60 students in a classroom and private schools having as many as 30. Schools are often run in two shifts — morning and afternoon — to allow children access. Salaries are low for personnel in the public schools, and most staff members need to supplement their salaries outside of the schools.

The schools that our delegation visited did not employ school counselors. We predominately found school social workers and school psychologists providing mental health services for children. These professionals work with students experiencing difficulties in school mainly on an individual basis. The large numbers of students make it difficult for these professionals to meet the many needs.

We discussed common issues of concern with our counterparts. These issues included assisting new students with the transition into school, helping students and teachers deal with students’ behavioral issues and aiding children whose families are dealing with situations such as divorce or death.

Mohammed Ghoneim served as our guide and translator at Port Said Language School, where he is on staff. He shared that although most school social workers have graduated from a specialized program at the university level, some may not have received adequate training and do not feel prepared to deal with many of the issues that students present. This situation is exacerbated by the fact that, in many schools, these same personnel must take on various administrative duties that keep them from working with students. Ghoneim explained that even when professionals share options for helping students be more successful, parents may object to these interventions and not support the school social workers.

In terms of services for children and families with severe mental illness, rural areas suffer from a lack of providers, just as we experience in the United States. One advantage we witnessed in the Egyptian system is the strong support families provide to members who need support services after hospitalization. Community-based services are limited in Egypt, making family support a necessity. Cultural views about cohesion in the family unit can be seen as a strength.

The realization of education’s importance in Egypt was apparent. We discussed the issue of students dropping out of school with our counterparts. It appears that this happens more often in the rural areas, where students often work on family farms and families are more likely to discourage female members from pursuing education for fear of the exposure this provides to outside influences. In the city, students dropping out of school is much less of an issue because there is a realization that it will be difficult to find good employment opportunities or reach higher positions in the hierarchy without a university degree.
April 2008

Touba emphasized the need to . . .

and are a big challenge. She also 

change the mind of professional 

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all 40,000 schools will be 

During an afternoon break-

school, said that teachers spend more 

about children than parents do. 

this results in students being 

keen on listening to career 

from teachers. Generally 

parents are waiting for 

become either doctors or engineers, 

regardless of students’ skills or 

interests.”

Upon returning to the United 

States, Benedict-Augustine con-

get more information about 

through a 

competition directly with Badawi, 

one of the document’s authors. 

Since that time, Badawi and 

Benedict-Augustine have 

exchanged several e-mails dis-

sion activities and exercises 

use with secondary and uni-

Recently, the two newfound 

discussing the possibility of a 

more formal 

that would bring 

Benedict-Augustine back to 

Egypt to assist with the “pilot 

implementation” of practical 

realizing the career 

goals in five 

Egyptian governors for the 


The final keynote speaker 

was Dalia Khalil, director of 

Education, Egypt, who presented 

“EARN: A Success 

Story of Partnership.” The pro-

gram, which has been imple-

mented in 106 schools in 

Egypt, has the primary goal of 

enabling students to make a dif-

ference. Activities include 

Internet learning, with students 

around the world studying top-

ics such as cultural diversity, 

national youth summits, young 

scientists programs, school 

exchange programs, national 

workshops for teachers, a 

model United Nations, commu-

nity service, interactive projects 

with other schools, monthly 

video conferences and private 

school partnerships. 

“Dr. Nadia Touba, senior stan-

dards specialist for the Profes-

sional and Organizational De-

velopment Division of the Egypt 

Education Reform Program, 

was the second keynote speaker. 

(She) delivered an overview 

through her presentation titled 

‘Education Reform and the 

Teachers’ Cadre.’ She said that 

changes in education take time 

and are a big challenge. She also 
discussed the difference be-

 tween teacher-based and stan-

dard-based teaching — e.g., 

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son plans are the means, the 

standards are the ends. Dr. 

Touba emphasized the need to 

change the mind of professional 
education to achieve this cadre 

so that the role of the teacher is 

more involved in developing 
curriculum and assisting stu-

dents in acquiring values. ‘It 

isn’t what the student is today 

that counts. It’s what the student 

will be tomorrow.’

‘The first keynote speaker 

was El Gamal, Minister of Educa-

tion, Egypt, who presented 

“The Egyptian Strategy for Pre-

University Education.” This 

strategic planning process start-

ed in March 2006 with involve-

ment of experts from all over 

the world. The Ministry of Edu-

cation’s goal is to reform pre-

university education and pro-

vide quality education for all 

Egyptian children to be produc-

tive citizens. Approximately 

4,000 schools are involved in the 

process now and, eventually, 

all 40,000 schools will be 

participants.

“The final keynote speaker 

was His Excellency Dr. Yousry 

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participants.

During an afternoon break-

out session, Mr. Salam, head-

master of the Sekem School, 

said that teachers spend more 
time talking with children 

about careers than parents do. 

The Distinction Is Crucial

CLINICAL DEPRESSION? 
OR 
UNRESOLVED GRIEF?

Shared Symptoms 
Different Solutions

The Distinction Is Crucial

A recent study of 8800 clients established that a large percentage of the grieving people diagnosed as depressed and placed on antidepressant drugs are NOT clinically depressed. The study suggests that those people would benefit far more from actions, like those of Grief Recovery, which can keep many of them from developing full-blown depression. [National Comorbidity Study, Archives of General Psychiatry, Volume 64, April 2007, Wakefield, Schmitz, First, Horwitz, et.al.]. When unresolved grief is diagnosed as clinical depression and treated with antidepressant drugs, access to the natural and necessary emotions of loss become difficult or impossible.

Learn a systematic program that helps grievers complete emotional pain and regain control of their lives.

For More Information Please Call The Grief Recovery Institute at (818) 907-9600 or visit www.grief.net

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Letters to the editor: ct@counseling.org

The Grief Recovery Certification Training Program
Partial 2008 Schedule
Complete Schedule at www.grief.net

April
11-14 Richmond, VA
11-14 Denver, CO
25-28 Elizabeth, NJ
25-28 Ft. Lauderdale, FL
May
2-5 Tulsa, OK
2-5 Philadelphia, PA
16-19 Boston, MA
16-19 Boise, ID
16-19 Sherman Oaks, CA
June
6-9 Minneapolis, MN
6-9 New Orleans, LA
6-9 Kansas City, MO
20-23 Austin, TX
20-23 Honolulu, HI
20-23 Pittsburgh, PA
July
11-14 Chicago, IL
11-14 Nashville, TN
11-14 Hartford, CT
25-28 Portland, OR
25-28 Sherman Oaks, CA

4 Days • 30 CE Hours
Maximum 15 participants

Regular Tuition: $1995
Special Rate through July for ACA Members: $1795

The People to People Ambassador Programs have worked closely with ACA to provide opportunities for professional counselors in various specialty areas to make connections with colleagues in Russia, South Africa, China, Vietnam, Cambodia and Egypt. In founding People to People Ambassador Programs, former President Eisenhower envisioned that if people could visit one another’s homes, attend one another’s schools and see one another’s places of worship, then the mis-

understandings, misperceptions and resulting suspicions — which were contributing to a greater likelihood of war — would disappear. He wanted people to understand that while we are all very different, our

values, goals and day-to-day issues are very much alike.

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Special Rate through July for ACA Members : $1795

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**Counseling Today Quiz — April 2008**

As you are reading the following articles you should be able to answer the questions below. This is an "open-book" exam. Use this page or a photocopy. Mark your answers by pressing down hard and completely filling in one circle per question. Then mail it with a $18 payment to the address below. Please do not send cash.

**From Mozart to Metallica**

1. According to Oswanski, prescriptive music works.
   a. True
   b. False
2. If a client comes in extremely anxious and their breathing is very quick and shallow, Oswanski will:
   a. meet them in the moment.
   b. play fast music to match their heartbeat and breath.
   c. modulate through entrainment.
   d. All of the above

**Dump That Zero and Get With a Hero**

3. The most common strand identified by women in Ferrari's survey is:
   a. Low self-concept or self-esteem.
   b. Nurturing.
   c. Excitement.
   d. None of the above
4. Atwood says, "Women should look for_____."
   a. courtship
   b. someone who shares their core values
   c. themselves first
   d. true equality

**Private Practice in Counseling**

5. The authors recommend against using a sliding fee scale whether or not a counselor is dealing with managed care companies.
   a. True
   b. False

**Behind the Book**

6. According to Bertram, legal vulnerability rises with:
   a. presenting problems
   b. standards of practice being communicated to the public
   c. the constantly changing legal environment
   d. an increasingly more litigious culture

**New Site Launched for Assessment Resources**

7. All of the following statements are true regarding the assessment resources site EXCEPT:
   a. Resources are provided either through electronic links or by provision of the actual document.
   b. The vast majority of the resources are free.
   c. Your suggestions will receive serious and thoughtful consideration for inclusion on the site.
   d. The site includes a section that lists specific assessments.

**ACA Journal Spotlight**

8. Researchers found that recovery status did predict belief systems for substance abuse counselors.
   a. True
   b. False

**Your Counseling Career**

9. In an interview situation, the author encourages you to think of yourself as:
   a. a product
   b. vinegar
   c. a person on a first date
   d. All of the above

10. Most experts recommend that you prepare to share at an interview:
    a. strengths
    b. weaknesses
    c. goals
    d. problem-solving stories

---

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Journal Learning International®, P.O. Box 1189, Clackamas, OR 97015

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Program learning objective is to increase awareness of current issues and trends in counseling.

Please rate the following on a scale of 1 to 5 (1 is poor, 5 is excellent):

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   Yes   No

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Social justice: An inconvenient irony

Although a relatively new phenomenon, the “social justice” movement is perhaps the best indicator of how politicized the mental health professions have become. It seems to me that social justice epitomizes what is currently being advanced as our field’s leading political concerns, assuming that the “field” has, or should have, such concerns at all.

Social justice is the doctrine of counselor-as-activist. It exhorts counselors and therapists to leave their offices, de-emphasize individual psychotherapy and become lobbyists for special interest groups. According to Madonna Constantine, Sally Hage and Mai Kindaihi in a 2007 article in the Journal of Counseling & Development, social justice activists solicit “legislative bodies for the purpose of facilitating systemic changes in response to social injustices” and “broaden their potential repertoire of helping behaviors beyond those associated with providing individual therapy.”

In an aptly titled article that appeared in The Counseling Psychologist in 2004, “A Social Justice Agenda: Ready, Or Not?” by Suzette Speight and Elizabeth Vera, we learn that “it is the oppressive social environment that is the cause of psychopathology. As long as psychologists persist in defining problems intrapsychically and individually, social injustice will be perpetuated due to efforts to change individuals and not the social context.”

What exactly is the social context that must be changed? Social justice activists focus on “disempowered groups,” “sick systems” and “marginalized collectives” — in other words, groups they consider oppressed by the forces of sexism, racism, ageism, classism, heterosexism and so on.

Speight and Vera emphasize that “any discussion of social advocacy and social justice requires a foundation in the psychology of oppression and liberation.” Just what is meant by a “psychology of oppression and liberation” is never defined, but the authors do admit to using “psychology as a tool for social justice” and that “advocating for social change is a highly political and controversial position in professional psychology.”

After reading a great deal of social justice material, I’m forced to conclude that its authors have a problem being straightforward. They constantly fail to state the implications of implementing a social justice agenda, opting instead for half-admissions. For example, it is rather nonsensical to say that social justice is “highly political,” when, in fact, it is entirely political. What else does one call activism on behalf of minority issues at the group level?

Similarly, the bare statement that social justice is “controversial” is essentially meaningless. It does, however, make sense from a strategic point of view, because if activists had to admit exactly how the movement is controversial, it would be akin to shooting themselves in the foot. They would have to admit that social justice can be practiced only by those on the political far-left. Consider, for example, how incongruent it would be for Republican, objectivist, pastoral, independent or perhaps even moderate Democrat counselors to advocate for gay marriage or a variety of other group-level minority issues.

Why don’t social justice activists, who are by and large academics, present the explicit political nature of social justice? I suggest it’s because of the movement’s most inconvenient irony: While claiming to fight against oppression, social justice actually perpetrates its own form of oppression by seeking to impose a far-left political agenda on all mental health professionals. Social justice’s most iron-ic turn, then, is that it seeks to erase differences, impose its values and proclaim only one standard of ethics.

Indeed, activists and authors write as if social justice is already an accepted standard of professional practice. They condescendingly describe it as a “paradigm shift” and “revolutionary.” They want it “infused” into the curriculum of counseling training programs, and they have had a major influence on our professional associations. In 2003, for example, the American Counseling Association Governing Council adopted what are called “Advocacy Competencies” for counseling professionals. Multicultural competencies apparently aren’t enough. ACA’s Advocacy Competencies don’t specify any particular kind of political advocacy, but because advocacy is the
Recruit and be Rewarded!

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To show our gratitude for your recruitment efforts and support, for every new member you recruit, your name will be entered in a monthly drawing for $50.

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*ACA Bucks can be redeemed on any ACA product, membership, or conference registration. (Membership in ACA must be in good standing to qualify for all prize drawings.)

Already pledged to recruit and need referrals in your area? Oftentimes we commit to a project, but find ourselves not knowing where to begin. Receiving referrals of non-members in your area from your source...ACA—is your starting point! For more information on referrals in your area, contact Denise Williams, Director of Member Programs at 800-347-6647, x303 or email dwilliams@counseling.org.

Visit counseling.org/ROAR for more information, rules, updates and ideas on how to recruit new members.

Thank you for supporting your counseling association—ACA!
Change is gradual. It takes more time, patience and tenacity than we expected upon entering our counselor education program. Only now with the first year done do we recognize how much change has taken place within us. Initially, we were uncomfortable new students, unsure of if we belonged in a counselor education program. Only now with the first year done do we recognize how much change has taken place within us. Initially, we were uncomfortable new students, unsure of if we belonged in a counselor education program. One factor that really promoted our confidence and growth was the relationships we acquired and maintained along the way. It has become clear to us that the relationship building so crucial in counseling was also at the heart of our own growth and change.

Our comfort, sense of belonging and identity as new students revolved around the relationships we made with peers and faculty. Much in the way that relationships with clients work, these graduate school relationships promoted our desire to better ourselves, increase our self-awareness and take more active roles in our environment. We came to see how vital relationships are to success in a counseling program, in becoming a professional and in life.

Questioning ourselves

Our first impressions led us to believe that our classmates were more competent than we were and also possessed much greater confidence than we did. Our insecurities, not anything that our peers said or did, created these feelings of inadequacy, but we couldn’t see that at the time. It just seemed as though our classmates were so comfortable in this new environment, even as we were feeling lost. They instantly seemed to have professional relationships with professors and know exactly how the program worked. All our classmates appeared to have solid directions for their professional lives; we were the only ones who seemed to be confused. Class introductions that first semester were always about sharing professional research interests. Our classmates provided their interests with unwavering confidence, whereas we felt unsure of ours. Each class provided new ideas that kept our interests changing day to day. We began questioning how we would succeed and if we had made the right choice in returning to school.

Despite years of schooling, we now approached assignments with doubt and uncertainty. How much should we write and in what depth? Did a seemingly benign reflection paper warrant all this angst? In our initial isolation, our focus on these questions was distorted by the lens of personal fear and anxiety. The result was an internal dialogue that always seemed to end with “You are not competent enough.”

Feelings of inadequacy and isolation compounded the initial murkiness of the graduate school experience. Because we had arrived from different institutions, we didn’t possess any familiarity with the place or its students. Those first weeks involved getting acclimated to classes, faculty and other students. One day in class, however, a professor made a simple statement that changed our view of those around us. He said, “Often the accomplishments we are most proud of in our lives are the most difficult.” He was right! This program would be difficult, and we would need all the support we could get. Looking around the class-

Continued on page 41
### FY 2008 Election Results

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*Individual elected  
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Are recovering, nonrecovering substance abuse counselors at odds?

Is there a difference between substance abuse counselors who are in recovery themselves and those who have no history of substance abuse? One popular notion is that those with personal substance abuse experience are not open to changing their treatment approach (such as Alcoholics Anonymous abstinence and the disease model) to match current research findings, while trained nonrecovering counselors are more likely to entertain research-based concepts such as the possibility of moderated drinking and spontaneous remission.

In the October 2007 Journal of Addictions and Offender Counseling, researchers Ann C. Crabb and Jeremy M. Linton explored this notion by interviewing eight experienced substance abuse counselors — four nonrecovering and four recovering — from both private and public agencies. Analyzing semi-structured interviews and responses to a case scenario, the researchers found that recovery status did not predict belief systems. Three of the recovering counselors held the strongest nontraditional stances, while two of the nonrecovering counselors held the strongest traditional stances. Several other aspects of the counselors’ belief systems are explored in this thoughtful and well-executed study.

File this reference list!
The December 2007 issue of The Career Development Quarterly includes an annual review of “Practice and Research in Career Counseling and Development — 2006” by Hsiu-Lan Shelley Tien. The review is organized into sections on professional issues, research and practice, and provides descriptions of relevant journal articles, many of which invite curiosity.

For example, one longitudinal 39-year study found that boys who reach puberty early find greater career and marital satisfaction as adults. Another survey discovered that 65.4 percent of Taiwanese nursing students would not choose nursing as a career. An in-depth one-day career fair introduced high school students to women who work as border patrol officers, firefighters and military officers, and men who work as hair stylists, nurses and receptionists.

“Leads to studies such as these will refresh readers’ interest in career areas they may have forgotten about and may provide students with new ideas about research directions. Furthermore, the seven-page reference list is a boon to career psychology scholars.”

It’s hard to find good help these days
Organizations today face problems with staffing, recruitment and retention of skilled, loyal workers. In the December 2007 Journal of Employment Counseling, Norman E. Amundson argues that the source of these problems may be a mismatch of workplace attractors and the workers’ valued attractors.

Attractors are desirable job elements: security, location, relationships, recognition, contribution, work fit, flexibility, learning, responsibility and innovation. Amundson speculates that young workers today may emphasize different attractors than those traditionally depended on by organizations and that people choose their preferred attractors over the course of their working life. He suggests that helping workers to understand their own attractor profiles is a worthwhile goal in achieving a good match, and he proposes a five-step questioning method for career counselors to use that allows for individual and organizational complexity.

Deadline approaching for ACAF Essay Contest

Voice your opinion by April 25 on topics that are key to the future of the counseling profession.

Do you think the counseling profession needs to head in some new directions during the next decade? Are there counseling practices or issues you believe should be addressed differently?

While there’s no guarantee that your opinions will change the counseling profession, you can rest assured that your thoughts will be heard (or, more precisely, read) if you enter the American Counseling Association Foundation’s 2008 Graduate Student Essay Contest. The five winning essays, as picked by a panel of distinguished counseling professionals, will be published in Counseling Today and appear on the ACA Foundation’s website. The authors will also win other valuable prizes.

“Over the past decade, we’ve been consistently impressed by the insights and ideas that graduate students have offered through this competition,” said ACA Executive Director Richard Yep. “One of the main reasons for beginning this contest in 1999 was to encourage those new to the counseling profession to think about its future and the role they will be playing in it. We’ve found that the essay competition, which has attracted more than 1,000 entrants over the past decade, has been extremely successful in doing just that, and in getting the rest of us to consider more carefully where our profession will and should be in the foreseeable future.”

The prizes for this year’s competition include a $500 grant for the first-place winner, as well as a one-year membership in ACA for each of the top five finishers, plus publication of the five winning essays in the Journal of Employment Counseling and Development Today online.

“We believe the subjects for this year’s essay contest offer graduate students a real opportunity not only to voice their views on where counseling should be heading,” said ACA Foundation Chair Terri Lonowski, “but also the chance to stop and think about what their own roles can be in shaping counseling tomorrow.”

This year’s topics, as announced by Lonowski, are:
A. What is the single most important issue you see facing the counseling profession over the next decade?
B. What can counselors and/or the counseling profession do to be more proactive in combating depression and the problems it brings?
C. Do you think all professional counselors, regardless of specialty, should be licensed? Why or why not?

It’s important to note that the entry deadline, which is fast approaching, is April 25. To be considered in the judging process, essays must be postmarked or e-mailed by the deadline date. The ACA Foundation Graduate Student Essay Contest is open to all students currently enrolled, either part or full time, in graduate-level courses at an accredited institution of higher learning. Essay length is limited to 750 words or less. Longer essays will be disqualified and ineligible for judging.

The easiest way to submit entries is via e-mail, either as a Word, WordPerfect or Rich Text Format (RFT) file, to acafessays@counseling.org. If submitted by regular mail, essays must be typed and double-spaced, and three copies of the essay must be submitted. Mailed essays should be sent to ACAF Graduate Student Essay Contest, 5999 Stevenson Ave., Alexandria, VA 22304-3300.

Complete rules and submission guidelines for the ACA Foundation Graduate Student Essay Contest are available by contacting ACA Member Services (800.347.6647 ext. 222) or by visiting the ACA website at www.counseling.org. From the home page, click on the “ACA Foundation” box to proceed to the ACA Foundation’s page.
vations for Poor Relationship Selection.” He plans to share data collected from more than 300 survey respondents regarding the reasons for their relationship choices.

But why him?

Farrar has analyzed the survey data to pinpoint reasons why women choose negative types of men. “My investigation has led me to the identification of six causes, or ‘strands’ as I identify them, that lead to these relationship decisions,” he says. “I refer to them as strands because there appear to be many ‘fibers’ that combine to produce the motivation embodied in that strand. In addition, often women have been able to point to more than one motivation, one strand, that generated (their) relational choice.”

The strands Farrar has identified:

Low self-concept or self-esteem

“Self-concept, as it applies to why females end up in relationships with less capable males, appears to dictate to certain women that they are simply not deserving of a more worthy partner,” Farrar says. “Consequently, for women who suffer from a diminished sense of self, finding a ‘match’ can translate into pairing with a man less capable than themselves.” He adds that although her friends and family may see that the pair is obviously mismatched, the woman views her partner as an equal or believes she is getting all that she deserves from this relationship.

Nurturing

Farrar notes that nurturing is the most common strand identified by women in the survey. “There are, of course, many explanations for why women are drawn to this behavioral pattern,” he says. “Anthropologists would account for caretaking behavior as being biologically rooted in a female’s nature. While men, through the millennia, have been hunter-gatherers, women tended to the nest and the offspring. It is a traditional-

ly held view that, even in the age of the computer, feminism and the two-income household, women retain their biologically driven instincts to look after others.”

Excitement

Do nice guys finish last? In the case of women in this strand, yes, says Farrar. “Ironically, many women seem drawn to men who don’t treat them as well as nice guys do. These guys are seen as more exciting than the conventional, good guy.”

In many ways, he says, this strand represents a polar opposite of the first two strands. “While the first two suggest introversion, domesticity and perhaps personal uncertainty, the excitement strand represents a desire on the part of some females to back away from traditionally held values related to dating and mating. Many women and girls often speak ambiguously when they fit into the excitement strand. They speak about how the nice guys of the world don’t pose a challenge, don’t offer much in the way of adventure. Conversely, they are puzzled and, at times, disappointed in their own weakness in allowing themselves to be manipulated by the Rockys of the social world. But some girls and women are drawn to these men and that excitement nevertheless.”

Need to be nurtured

This strand plays on a woman’s desire to be cared for by what some people jokingly refer to as the “sugar daddy,” described by Farrar as, typically, an attractive male who is older than the woman by at least a few years. This man brings elements of status to the relationship. Farrar says, such as a nice car, extravagant trips or lavish spending. Young women in these relationships may feel admired or even envied by their girlfriends or others in their social circles.

“In the beginning,” Farrar says, “he is attentive, exciting, romantic and powerful in a sheltering and supportive way. Unfortunately, things change. There’s a downward progression toward possessiveness, suspicion, manipulation and, eventually, abuse. In many ways, it imitates the experiences of young women who are seduced into lives of prostitution. Promises of support, affection and protection later generate only neglect, disdain and abandonment. Women who seek to be nurtured invite essentially the same deteriorating progression. The choices of these girls and women have their roots in their developmental experiences, principally in their relationships with the men who served — or more likely, did not serve — as father figures.”

Control

This is a common strand identified by more mature women, Farrar notes. “This strand is, in many ways, more complex and difficult to understand fully than many of the others,” he says. “Its origins may be the most difficult to trace and, in all likelihood, probably has its beginnings in many disparate areas. The female who is seeking control, whether consciously or unconsciously, may be exhibiting learned behavior from a dominant mother.” In these relationships, he says, either underlying insecurity is guiding these women to needier males, or the women are simply acting out their commitment to a feminist view, which makes them determined not to be dominated by any man. Furthermore, he adds, “the controlling female is the psychological ‘mother’ to her passive-aggressive partner. The woman who seeks control is buying into a trade-off situation. The compromise involves tolerating the nonachieving behavior of a mate for the right and ability to make the decisions, to call the shots, in the relationship.”

Chemistry

Chemistry is the miscellaneous, “there’s just something about him — a certain je ne sais quoi,” catchall strand. “Chemistry addresses the inexplicable biological magnetism and is aimed at accounting for relationships which do not fit into any of the previous five (strands),” Farrar says. “It accounts for relationships between individuals for whom there are no obvious common interests or personality matches. This strand accounts for why a given woman may concede that a given male is attractive without actually being attracted to him. Conversely, it also explains why a woman is drawn to a male who, on a more rational, cognitive level, she concedes has seemingly little to offer in terms of physical appearance or social status.”

The chemistry strand also includes biologists’ theories on pheromones, endorphins and motivations driven by unconscious genetic matching. Farrar admits that it might sound extreme, but says the chemistry strand offers an explanation for relationship choices that seemingly cannot be accounted for otherwise.

Preventative measures

After identifying the strands, Farrar took his research a step further and developed strategies to help women choose healthier relationships. Among his suggestions:

- Recognize personal tendencies.
- Recognize that sense of self determines direction.
- Understand that personal beliefs and ideas are the basis of personal choices.
- Learn the differences between healthy and unhealthy relationships.
- While biology is a powerful influence, understand that individuals ultimately retain the power to shape their choices.
- Do the right thing. Come to grips with family background, values and cultural influences.

Farrar says many people ask him why a man is so interested in researching such a woman-centered topic. “I tell them I’m just a data gatherer,” he says.
Solution: Make choices you can feel proud of and that are true to your deepest values.

A woman's perspective

ACA member and best-selling author atwood has written and published three self-help books on relationship issues, including the highly successful Be Your Own Dating Service: A Step-by-Step Guide to Finding and Maintaining Healthy Relationships. Her most recent book, Temptations of the Single Girl: The 10 Dating Traps You Must Avoid, also taps into why women sometimes find themselves tempted by wounded men because these men are often very charming.

1. Denying your true desires. Solution: Be honest with yourself. You want a loving, committed relationship that leads to marriage.

2. Loving a wounded guy. Solution: Hold out for a healthy guy who is your equal in every way.

3. Dating without integrity. Solution: Make choices you can feel proud of and that are true to your deepest values.

4. Choosing high-risk relationships. Solution: Make you re top priority. Pay fierce attention to the warning bells and red flags that tell you a relationship isn’t in your best interest.

5. Settling for less. Solution: Remain carefully detached until you meet a real candidate for marriage.

6. Aiming for the fairy tale. Solution: Be yourself and look for the same level of authenticity in the guys you date. Aim for a connection at the level of core values.

7. Getting sexual too soon. Solution: Postpone sex for at least six months while you really get to know a guy. Avoid sex unless there is a real love and commitment.

8. Rashing into the relationship. Solution: Pace a relationship for real discovery and take a “we’ll see” attitude while it unfolds.

9. Taking the lead. Solution: Let him take the lead, but be aware that what he offers up front is as good as it gets.

10. Sacrificing authenticity to get the guy. Solution: Tell guys the truth. Be real and honest.

One of the biggest temptations women should avoid is falling for the wounded man, Atwood says. “That’s the guy who uses his issues in life, whether it’s a rough childhood, an addiction or whatever he is struggling with, as an excuse to avoid responsibility and commitment,” she says. She adds that sometimes find themselves tempted by wounded men because these men are often very charming.

Women often recognize up front that this type of man has a few issues, Atwood says, but they also notice and are drawn in by his good qualities. They take him on as a sort of personal project, she says, thinking they can help to fix him, heal him or solve his problems. “She thinks if she just loves him enough, he will heal and then eventually give her what she wants or needs,” Atwood says.

The problem is you can’t rehabilitate the wounded guy by loving him. The way to rehabilitate the wounded guy is to kick him in the (rear end), confront him and make him face up to his issues. But most women don’t want to do those things. It’s exhausting, it’s draining, and you never get your needs met. We are so hardwired to want to nurture or caretaker. Often, a woman will try to be the caretaker and completely overlook the fact that she needs a partner who can also care for her and meet her needs too. It’s a two-way street.”

Atwood strongly suggests that women keep the pace of the relationship slow enough to really discover the character and values of the man they are interested in. “Women make the mistake of thinking, ‘This guy is cute and hot and makes my heart go pitter-pat,’ and they just dive right in. You have to take a step back. Women need to implement a dating process that will protect them while they are figuring out if this is someone who is compatible and has good character.” A successful dating process incorporates all the “solutions” highlighted in her 10 temptations to avoid, she says.

“Women should look for courtship. It’s an old-fashioned word, but the principle of it still holds true. He must be willing to pursue you. Today, women don’t even know how to be courted — they don’t have any expectation of it,” Atwood says. “But as a woman, one of the most important decisions you will ever make in your life is your choice of a life partner. Make a poor one, and the consequences could be devastating for years. Make a good one, and you have the foundation for a lifetime of happiness.”

Atwood is a self-proclaimed slow learner at the dating game, but three times proved to be the charm. After two divorces, she finally found Mr. Right and has been happily married for eight years. Additional information about Atwood’s dating strategies is available at www.singlescoach.com.

Angela Kennedy is a senior writer at Counseling Today. Contact her at akennedy@counseling.org.

Letters to the editor: ctf@counseling.org


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BY MARY A. HERMANN

Thomas Walsh Hosie, 63, died unexpectedly of a heart attack on Feb. 21, 2008. He was a professor and chair of the Mississippi State University Department of Counseling, Educational Psychology and Special Education and professor emeritus at Louisiana State University.

Tom’s career as a counselor educator spanned 35 years. He was a former member of the American Counseling Association Governing Council, and he served as both president and treasurer of the Association for Counselor Education and Supervision. In 2002, Tom was the recipient of the ACES Distinguished Professional Service Award. His leadership and legacy are highlighted in a chapter devoted to his life and work in the 2003 book Leaders and Legacies: Contributions to the Profession of Counseling.

In 1980, he joined the faculty at MSU. That same year, he was elected president-elect of the American Counseling Association for Counselor Education and Supervision in 1980. In 1988, he was elected president-elect of ACES. After his ACES presidency, he was elected to represent the ACES membership on the ACA Governing Council, where he chaired the ACA Professionalism Committee and the new Coalition for Preparation and Practice Supervision. He continues to serve as a leader and advocate for the profession when he was elected president-elect of the Louisiana Association for Counselor Education and Supervision in 1976.

In 1977, he joined the faculty at LSU as a professor and coordinator of the counselor education program. The following year, in addition to his teaching and administrative responsibilities, Tom served as vice president of the Counseling Association for Humanistic Education and Development and was elected president-elect of the Louisiana School Counselors Association.

Throughout his career, Tom served on several editorial boards, including those of The Personnel and Guidance Journal and the Journal of Counseling & Development. From 1981 to 1984, he served as editor of Counselor Education and Supervision. ACES leadership believed his contribution to the journal was so substantial that they honored him with an ACES Editor’s Award. Tom is still the only honoree of that award to date.

In 1986, Tom became president of the Louisiana Association for Counseling and Development (now the Louisiana Counseling Association). That same year, he co-ordinated the Southern Association for Counselor Education and Supervision conference in New Orleans. The following year, he coordinated the ACA Conference in New Orleans.

While planning these conferences, Tom was actively involved in getting Louisiana’s counselor licensure bill passed. He was the coauthor of the original bill, which was passed by the Louisiana Senate before being vetoed by the Louisiana House of Representatives. In spite of strong opposition in Louisiana to counselor licensure from psychologists and social workers, Tom persevered and revised the licensure bill. With the support he garnered from the state, regional and national counseling organizations with which he worked, the revised bill passed in 1987. Tom was very proud that he was present at the Louisiana Legislature the day the bill passed.

Following the licensure bill passed, the governor of Louisiana appointed Tom to serve as chair of the Licensure Board, where he served two terms. Throughout his time on the board, he worked to strengthen the role of licensed professional counselors in Louisiana, which eventually led to a revision of the Licensure Act. His work with counselor licensure in Louisiana resulted in his being appointed to serve on the ACA Licensure Committee, which helped revise the Model Licensure Act.

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**ACES members show strong support for counselor education degree requirement**

Submitted by Judi Durham judi.durham@gmail.com

Recently, 721 members of the Association for Counselor Education and Supervision responded to a survey regarding the proposed CACREP standards revision. The survey results demonstrate that nearly two-thirds of ACES members support the 2009 CACREP standard that all new hires (those who have not taught before) must have degrees in counselor education.

Much support was expressed regarding the notion that the new standards would promote the strengthening of counselor education identity and that the standardization of training would help deal with issues of professional counselor identity. Some respondents suggested this standard should be implemented by 2011 and some by 2013, while others suggested a later date because of a perceived inability by academic institutions to move quickly in filling open academic positions if they are limited to individuals possessing a counselor education degree.

Several comments focused on the American Psychological Association’s disciplinary standards regarding counselor education, as well as the fact that psychologists often do not have training in pedagogy or supervision, which is seen as one of the many advantages of a counselor education degree. Many of the comments that expressed concerns or noted that other elements beyond a degree shape professional identity still failed to understand that this standard does not affect people who are already in academic positions in counselor education. To see the complete summary of the results, visit the ACES website at www.acesonline.net.

**ACA-ACES syllabus project**

In December, ACES and the American Counseling Association signed a memorandum of understanding to collaborate in the development of an ACA-ACES Syllabus Clearinghouse. The Syllabus Clearinghouse will be housed on the ACA server and will be accessible through the members-only section of the ACA website. ACES will also provide a link to the Syllabus Clearinghouse on the ACES website.

Under this voluntary partnership, each organization will be responsible for different facets of the project. ACA will provide the infrastructure, marketing and administrative support to initiate, implement and operate the clearinghouse. ACES will be responsible for developing the general guidelines and categories of syllabi submission, as well as a brief statement regarding the criteria for submission. Both organizations will be credited as equal co-contributors whenever the project is advertised, promoted or otherwise referenced.

**New ACES strategic plan**

The revised ACES strategic plan is now finished and ready to go. ACES President-Elect David Kleist has been working since last summer with a small group of people, including Kathryn Douthit, Melodie Frick and Kurt Kraus, who led one of the previous Strategic Planning Committees, to develop a new strategic plan.

The plan is envisioned as a working document rather than a static entity. The intent is for ACES to use the plan to chart our course and to guide our actions while also being flexible and adaptable to change. This new strategic plan describes short-term, concrete strategies to enact the ACES mission and vision statement. The plan will be unveiled at the ACES General Assembly Meeting in Hawaii.

**Midwest Region promotes development of counseling identity, leadership at conference**

Submitted by Jean Underfer-Babalais jean.underferbabalais@yahoo.com

The Midwest Region of the American Counseling Association is composed of 13 states (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota and Wisconsin). Professional counselors from these states are encouraged to join their respective state branch of ACA and to come join the Midwest Region in the Chicago area Oct. 2-4 to improve your leadership skills and advance the counseling profession.

Annually, we host the Midwest Region Leadership and Development Conference. This year, the Illinois Counseling Association and Indiana Counseling Association will be hosting along with us. What fun we all can have — and fun it will be.

The Midwest Region Leadership and Development Conference assists leaders in the counseling profession in addressing issues and concerns that are pertinent to our branch counseling associations, as well as issues of national importance to professional counselors and the profession.

Workshops are conducted by recognized leaders and focus on leadership and development. In the workshops, professional counselors are able to talk more directly and less formally with some of the nation’s top leaders and writers in the counseling profession.

A leadership idea: The hallmark of a good leader is someone who is interested in serving others. Service to others definitely benefits the person serving; however, the intent is to be of assistance to others. Meeting notable professional counselors is experiences that I cherish.

**NCDA to play host to preconference international symposium in Washington**

Submitted by Denise Pennington dpennington@ncda.org

The National Career Development Association is planning a 1.5-day preconference symposium focusing on “Strategic Leadership for Career Development in Public Policy.”

This preconference policy symposium will provide the opportunity to:
- Learn about international developments in career development and public policy
- Learn from one another about what is happening in the United States at the national and state levels
- Promote leadership in this field at national and state levels through action planning
- Promote international engagement of the United States in the field

Six international experts have been invited to accompany NCDA in this process:
- Ed Herr, professor emeritus, Pennsylvania State University, United States
- John McCarthy, director, International Center for Career Development and Public Policy, France
- Professor Tony Watts, founding fellow and life president, National Institute for Careers and Education
- Raimo Vuorinen, coordinator, European Lifelong Guidance Policy Network, Finland
- Lester Oakes, chief executive, Career Services, Australia
- Liz Galashan, head, Career Planning and Employability, Highlands and Islands Enterprise, Scotland

The cost of the symposium is $150. Visit www.ncda.org for registration information.

**ARCA announces election results**

Submitted by Patty Nunez Patrick.Nunes@ncda.com

I am pleased to announce the results of the 2008 American Rehabilitation Counseling Association elections.

Elected to the position of president-elect is Carolyn Rollins. She currently serves on the ARCA Board as the ARCA representative to the American Counseling Association Governing Council. Rollins is with Albany State University in Albany, Ga. She will assume the office of president-elect on July 1, 2008, and her presidency will begin July 1, 2009.

Elected to the position of ARCA treasurer is Shawn Saladin. Shawn has been a member of the ARCA Board since fall 2006, when he was asked to fill the open position of treasurer. He is with the University of Texas-Pan American Department of Rehabilitation, College of Health Sciences and Human Services in Edinburg, Texas.

Re-elected to the position of chair of ARCA’s Council on Public Policy, Legislation & Human Rights is Carrie Wilde. Carrie currently serves on the ARCA Board, chairing this council, and has been a great advocate for rehabilitation counseling over the years. She serves as program chair for counselor education in the Division of Human Services & Counseling at Argosy University in Tampa, Fla.

Malachi Bishoph was elected to the position of chair of ARCA’s Council on Public Relations & Awareness. Malachi is professor of counselor education at the University of Kentucky in Lexington. ARCA looks forward to welcoming him to its board and to this important council in July.

Congratulations to these newly elected
EB-ACA Learning Institute examines status of DSM-V
Submitted by Marion Staton McLean
marion.s.mclean@us.army.mil

Suzanne Maniss presented a Learning Institute, “The Prelude Project: Current Status of Research for the DSM-V,” at the Annual Conference of the European Branch of ACA on Nov. 3-4, 2007. We were collegiate birds of a feather, gathered to consume the seeds of knowledge about past and current developments in preparing the latest planned version of the Diagnostic and Statistical Manual of Mental Disorders.

DSM-V promises a basis of new research. The completion of this new edition is taking longer than expected, with the revised publication date now 2012. The DSM timetable started with a planned development of preplanned white papers from 1999 to 2005. This included publication of research agenda, review of data collected from 10 conferences sponsored by the American Psychological Association and the National Institutes of Health on the future of psychiatric diagnosis and, finally, planned publication of DSM-V in 2011.

Planned considerations for DSM-V include:

- Changing from categories to dimensions
- Categorizing gambling with addictions instead of compulsive disorders
- Refining the research agenda
- Including genetic engineering
- Including protecting children from abuse, and other childhood losses
- Including treatment of depression as a standard element in the treatment of cancer, strokes and Parkinsonism
- Including other treatments aimed at neuro-resiliency, addressing the effects of infections, seizures, blood-flow disorders and environmental disorders.

The disease of depression was the main topic covered in this Learning Institute, with emphasis on treating depression in the future. As a group, we digested our seeds of knowledge and look forward to a new, progressive, research-based publication of DSM-V that allows for provision of quality services to our patients.

The 49th Annual EB-ACA Fall Conference will be held in Wiesbaden-Niedernhausen, Germany, Nov. 6-9. Visit the EB-ACA website at www.online-infos.de/eb-aca/main.htm or www.eb-aca.org for updates, a call for proposals and proposal forms. For additional information, contact 2008 EB-ACA Conference Chair Rick Sidney at rick.sidney@us.army.mil.

Social justice: The role of CSJ
Submitted by Rhonda M. Bryant
Rhonda.Bryant@asurams.edu

“You must be the change you wish to see in the world.” Gandhi’s insightful quotation summarizes the impetus driving Counselors for Social Justice. One of the newest American Counseling Association divisions, CSJ has joined ACA’s collective voice in calling for the promotion of social justice in national and global arenas and assisted the organization in moving toward embodiment of social justice in action.

CSJ’s mission seeks “to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors” (CSJ Bylaws, 2007). CSJ has initiated tangible steps to prepare counselors and counselors-in-training to consider “business as usual” counseling and to devise and implement new strategies that promote equity in service delivery, research and counselor preparation.

Continued on page 37
Counselors take part in cross-cultural dialogue

Chinese education professionals visit ACA to learn more about the practice of school counseling in the U.S.

BY ANGELA KENNEDY

The American Counseling Association hosted an international exchange of ideas and strategies pertaining to school counseling when Washington metro area ACA members met with 14 educators and administrators from China on Feb. 21 at the association’s headquarters in Alexandria, Va. During the two-hour meeting, counselors and counselor educators discussed the basics of American school counseling and gave their counterparts insights into implementing programs and working with students in all grade levels in China.

Susei Li, a business consultant and interpreter working with the visiting delegates, approached ACA Chief Professional Officer David Kaplan about the possibility of touring the association and speaking with local school counselors. Kaplan invited area counselor educators Lynn Linde and Brad Erford of Loyola College in Maryland and Pat Schwallie-Giddis of George Washington University to lead the meeting. School counselors Shana Schnaue, Jennifer McKee-Howe and Beth Ivey also attended to share their firsthand accounts and experiences.

Linde, recently announced as ACA’s next president-elect, prepared a 30-minute slide overview of the practice of school counseling in the United States, the education and credentials required for employment and some of the challenges counselors face in their day-to-day routines. “We got a lot of questions about how school counselors work within the school settings logistically, how they are employed and who hires the counselors,” Linde said. “(The Chinese education professionals) were under the impression that school counselors work for the government and not the school system. That was a concept that they didn’t seem to relate to too clearly. We also talked about government and not the school system. That was a concept that they didn’t seem to relate to too clearly. We also talked about statistics and student-to-counselor ratios—which they thought our numbers were fantastic.” Based on data from the U.S. Department of Education’s National Center for Education Statistics for the 2005-2006 data year (the most recent available), the U.S. student-to-counselor ratio is 476:1. ACA recommends a maximum average student-to-counselor ratio of 250:1 to ensure that students have adequate access to counselors’ services.

Linde noted that school counseling is a very new concept in the Chinese educational system. Private schools may have someone working in a similar capacity, she said, but it’s usually one mental health professional or guidance counselor per several thousand students.

Schwallie-Giddis was surprised to hear the Chinese delegates’ emphasis on secondary-level students and issues. “Most of the questions were pertaining to the high school and the higher education level,” she said. “My guess is that they are a long way from having counseling at the elementary school level.”

Test anxiety was one of the major issues the Chinese guests said their students were struggling with in schools. “Undoubtedly, getting into a university is extremely competitive in China, to the point where one exam determines the student’s future,” Linde said. “Here in the U.S., our students may think that the SAT or ACT is the end all, but in reality, there are lots of choices and universities.”

Many of the counselors who attended the meeting chimed in with ideas about test-taking skills and techniques for combating stress. Schnaue, a counselor at Garrett Park Elementary School in Kensington, Md., said the exercises suggested to the Chinese education professionals included deep breathing, counting, visualization and positive self-talk to help students calm down and picture themselves doing well.

Schnaue thought the meeting offered a wealth of information while providing her with valuable exposure to another culture. “It was a great chance to share what I know from my experiences with school counseling with a group of people so eager to learn about the field,” she said. “They don’t really have school counseling in China. What amazed me the most was their desire to learn more and take back what they got from us and see what they can implement in their own schools.”

If given the opportunity to meet with international delegates again, Schnaue said she would be certain to bring tangible examples of the work she is doing. “I would bring in things that I have done so they can see what we are using with the students, so that they not only hear about our experiences, but have visual examples of how it works. For example, I would bring in books that I find useful, handouts that I give to students, test-taking tips — things that they can take back with them.” As much as she shared with the Chinese delegates, she noted the importance of Western counselors keeping an open mind and also learning from the experiences of counselors in other countries.

Recognizing and encouraging this practice, ACA has become a leading resource for international counselors and educators who want to explore the profession of counseling in the United States. Said Kaplan, “We are a global society, and ACA values internationalism. ACA members recognize that we have as much to learn from others as they do from us. It’s not about spreading the gospel of American counseling but rather sharing ideas, and with that, we ultimately become better counselors ourselves.”

Angela Kennedy is a senior writer at Counseling Today. Contact her at akennedy@counseling.org.

Letters to the editor: cti@counseling.org

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What college student hasn’t been questioned by friends and relatives about his or her major and future career path? There are those students who come into college fully prepared to start courses in a well-selected major the first day they arrive on campus. There are many more who choose a major based only on societal and family pressures. Still others base their decisions about a career on misinformation or having performed little or no research of their own. The undecided student will surely encounter many students who wish to change academic programs, as well as those who may yet make a decision regarding their choice of a major. Determining the best way to assist those students who remain undecided by using academic and career counseling has resulted in more than 80 years of research. In this book, veteran adviser and writer Virginia Gordon pulls together these years of research and gives those working in higher education the information they need to better support this population of college students.

The third edition of this book includes the most current research on providing career and academic counseling to undecided and indecisive students. In this update, the author gives recent information about Internet resources, which can be invaluable for any type of college counseling and hoping to provide career guidance to still-exploring students. In addition, the book offers a comprehensive overview of historical explorations into the issues regarding undecided students.

Gordon’s book starts by giving readers a thorough explanation of the characteristics typical of these students, describing what influences them and exploring why they become or remain uncertain. Gordon’s discussion of various career development theories and how they apply to working with the undecided student will be of particular interest both to college advisers and career counselors. Those in higher education who are looking to establish or revamp current academic advising and counseling programs will benefit from her discussion of models designed to meet the needs of the undecided student.

This book is an excellent reference work for those in higher education, including professional academic advisers, faculty advisers, counselors and administrators. Gordon’s book provides a ready source of excellent, current and highly useful information to those of us evaluating our advising and counseling services as we seek to illuminate the career paths of undecided, undeclared college students.

Reviewed by Jeffrey Herman, counselor and assistant professor, Lehigh Carbon Community College, Schnecksville, Pa.

Angel Catcher: A Journal of Loss and Remembrance


Loss is a universal experience for which few people — even those in the mental health professions — can be prepared. Many griever will recognize that this guided journal was created by kindred spirits: women who themselves were constructing a life after losing an essential person. This keepsake edition, issued in a slightly updated version for the second time, offers readers an opportunity to privately negotiate their grief rather than suffer alone.

The authors are the mother and sister of photojournalist Dan Eldon, who was killed by a mob in Somalia when he was 22 years old. Each author provides an introduction from her own perspective. Kathy describes her initial journey through the wilderness of grief after learning of her son’s death. Amy writes about the value of paying attention to the reactions that grief brings, as well as purposefully remembering.

While this book may have been intended for use by new grievers or as a potential gift of comfort to someone in mourning, it also could be a flexible resource for anyone who provides counseling for grief issues. Much of the journal consists of sentence stems (“I’m glad for me to be without you when I …”) followed by space to write or draw. For the most part, these stems effectively invite mourners to move toward facing their grief and using it to create meaning in their continuing lives.

There is an order to the content, moving from early reactions in loss to the kinds of thoughts people may have as they become ready to reinvent in life, but many readers will likely prefer randomly choosing passages that seem to fit them in the moment. The book also has an appealing design: Spiral binding and a flapped pocket in the back make the journal easy to use, while a few evocative illustrations by Susy Pilgrim Waters help set the stage for reflections.

This resource can serve as a significant tool for clients to use on their own. The hard work of grief can be made less daunting with selected sections that help to make feelings more concrete, anchor memories or focus parts of the journey into manageable accomplishments. For those who like this kind of active journal, similar works by the same authors also address children’s loss, rekindling relationships and finding life purpose.

Reviewed by Marla J. Maxen, professor of counseling and human resource development, South Dakota State University.

The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance


Developed initially for treating people with borderline personality disorder, dialectical behavior therapy (DBT) is emerging as an effective treatment for a variety of other mental health issues. Authors Matthew McKay, Jeffrey Wood and Jeffrey Brantley believe it is essential to help clients build skills in four key areas, as reflected in the book’s title: distress tolerance, mindfulness, emotion regulation and interpersonal effectiveness. This workbook offers clear, straightforward exercises to help clients do just that.

While all lives contain a certain degree of unavoidable pain and suffering, some people are more easily overwhelmed than others by life’s challenges. Anxiety, arguably the emotional condition of the modern age, is pervasive. Humans learn to cope in a variety of ways, many of them less than positive. This book opens with a chart that links specific (and common) self-destructive coping strategies with the price or consequence of using them. For example: “You spend a great deal of time thinking about past pain, mistakes and problems.” The cost? “Miss good things that might be happening now and then regret those things, too; (experi- ence) depression about the past.” The step toward mindfulness, explicated thorough- ly in Chapters 3, 4 and 5, is introduced at the very beginning.

Radical acceptance, conceptualized by Marcia Linehan in 1993, is front and center in this work. Rather than sticking with typical first reactions of anger, blame or self-criticism when bad things happen, people are urged to acknowledg e the present without judging the sit- uation or themselves too harshly. Rad- ical acceptance does not mean agree- ment; instead, it channels a person’s energy toward taking positive action instead of getting stuck in self-blame or denial.

When emotions hit like a tsunami, readers of this book can find multiple positive alternatives to being engulfed, such as several means of simply distract- ing themselves. Engaging in pleasurable activities, paying attention to someone else, leaving, taking on tasks or chores, counting, relaxing, trying specific behaviors that draw upon the senses of vision, hearing, taste and touch — all these and more are viable choices. Hav- ing these alternatives readily at hand and creating individually tailored emergency coping plans form the basis for successful coping and change.

Mindfulness and several exercises designed to help develop a more mindful state seem particularly useful. These skills, according to the authors, “help you separate your present moment experience from what’s happening inside you emotionally, thereby giving you a choice as to which one you’ll focus on.” From mindful breathing to awareness of emo- tions to avoiding judgments and labels, the practices explained here support increased self-control and positive options.

This book delivers hope to those fre- quently overcome by emotion. Its sup- portive, encouraging message and realistic, useful techniques will be extremely valuable to counselors in every profession.

Reviewed by Ruth Harper, professor of counseling and human resource development, South Dakota State University.
sent an Education Session titled “I’ll See You on the Dark Side of the Moon: Music Therapy Techniques for Self-Care” at the ACA Annual Conference in Honolulu. The title of the session is not only a play on words, but also a nod to one of her favorite groups, Pink Floyd, and its 1973 album The Dark Side of the Moon. The session will teach counselors how to effectively use music for personal relaxation and stress management.

“We all have a dark side and a light side,” Oswanski says. “We have to take care of ourselves so we are not only in one spot or another, but a balance of both sides. Burnout is widely known as a universal problem for those in the helping professions. Evidence has shown that basic self-care to reduce stress and increase relaxation can prevent or prolong the onset of burnout in many cases. When you are feeling really depleted, poor, unpleasant and on that ‘dark side,’ you can use music to reconnect the mind, body and spirit and nurture yourself.”

She notes that self-guided music therapy is an easy and accessible method for counselors to relax and rejuvenate, because with portable music devices and a pair of headphones, a “therapy session” can be conducted almost anywhere and any time. The hallmark of music therapy work is meeting the client where they are in the moment — and in their own music. In essence, Oswanski says, the same goes for counselor self-care.

“The crux of it is that self-selected music is the most effective music,” she says. “We need to use music that resonates with us in our own cultural, religious, ethnic and societal context first and foremost. I have always said that one person’s Metallica is another person’s Mozart, and vice versa. It’s really experiential. I teach people the basic guidelines of how to utilize music in self-care so that they may plug in their own selections and favorites.”

Different pieces of music can be used to achieve different goals and objectives, she says. Some musical selections are better for guided imagery. These selections can stimulate thought or help counselors to problem solve, whether the issue concerns a client or is an obstacle in their personal life. Other selections are more useful for relaxing and focusing on breathing.

“The bottom line is there’s no such thing as prescriptive music, although many people try to sell that idea,” Oswanski says. “There is no one piece of music that will make everybody relax or everybody stimulated.” She notes that people often ask her if she knows of a musical composition for depression. “Certainly there are pieces of music that might be helpful to facilitate relaxation when someone is dealing with depression,” she says, “but there’s no musical cure.”

Oswanski suggests that counselors become familiar with many different genres of music and listen to samples online to help determine their personal preferences. Websites such as Amazon.com and Barnes & Noble.com provide digital song snippets for free.

Jenniand, a member of ACA and the Association for Creativity in Counseling, agrees that the best way for counselors to find what works is to listen to and experience a variety of musical categories. Band, a certified music therapist and school counselor, suggests counselors take 30 minutes a day to listen to public radio, perhaps choosing a jazz station one day and classical the next.

“What I have found to work best is to start a music journal,” she says. “Listen to a song and then write down how it made you feel. How did it affect you physically or emotionally? What did you like about it? What did you not like about it?” The journal will eventually become a resource to help counselors determine which selections are better at helping them achieve specific goals or moods, she says.

Connecting with the music
Oswanski uses the phenomenon of entrainment to physically connect with music. She explains this as the process of joining with the feelings conveyed in the music and sensing commonality with those feelings. This beat synchronization leads to musical entrainment — an experience of the body harmonizing with the music being played.

Oswanski says entrainment has the potential to:

- Resonate with the listener’s feelings
- Transform negative feelings into more positive feelings
- Promote a state of liveliness or serenity

“It’s about taking a certain rhythm and matching the body to that rhythm, and then usually trying to modulate it,” she explains. “For example, if a client comes in extremely anxious and their breathing is very quick and shallow, I will use music to meet them in the moment. I will play (an instrument) fast to match their heartbeat and breath, and then, over time, I will modulate the music and make it slower. Over a matter of minutes, I’m gradually slowing down the pace of the music. What you find is that their body will entrain to that rhythm. Obviously, it works best if you have live music in the moment, but there are some pieces of music that will help in this situation. They start out a quicker meter, about 50 beats per minute, and slow down over time to 30 beats per minute, which is about the same as a resting heart rate. The idea is to modulate through entrainment.” In theory, she says, the next time a person hears that particular piece of music, the recognition will prompt the body’s relaxation process to occur again.

When selecting music, Oswanski says, first consider the specific goal — either to relax and come down from a heightened state or to rejuvenate and stimulate. “For relaxation, you are going to want to choose something with a slower rhythm or meter and not listen to something fast.”

She notes that many key changes or movements — it’s not going to be as relaxing as something with a slow steady rhythm,” she says. “Additionally, if you are in a really heightened state, putting on a slowdowned song at first isn’t good either. You will still feel anxious, so that’s why you need to find selections that modulate over time, quick to slow.”

She notes that the same principle is at play when attempting to stimulate the mind for improved problem-solving abilities or self-guided imagery. The musical selections should gradually increase in both meter and tempo. Music doesn’t need to be “chaotic” to achieve mind stimulation, Oswanski points out. More structured or livelier music selections are the best choices for stimulation, she adds.

Oswanski warns people to be leery of the mass-market “relaxation” CDs found in general merchandise stores. “I have to interrupt. There’s a lot of New Age relaxation music out there that is really bad. It’s garbage. It’s not well written or well produced and not the least bit relaxing for most people. They usually have some weird nature or running water sounds that just don’t work. The selection suggestions I give have been proven to be helpful to most, time and time again.”

Among Oswanski’s tips for preparing to relax with the help of music:

- Choose a time when you will not be interrupted.
- Dress in comfortable, unrestricted clothing.
- Find a warm place. Body temperature will decrease with relaxation.
- Get comfortable. Lie down or sit in a chair.
- Close your eyes.
- Do not try too hard to relax, and do not judge yourself. This will only create more tension.

CASE INCIDENTS IN COUNSELING FOR INTERNATIONAL TRANSITIONS

Using a case incident approach, this book explores the nature of cross-cultural transitions with clients from around the world. Specifically, it focuses on the many opportunities and challenges international workers, students, immigrants, refugees, and military personnel face at various transitional stages from initial entry to the host culture to returning home. Each case includes a wealth of multicultural information, cultural competence directives, and interventions for meeting the needs of these disparate populations.

Among the issues addressed are culture shock, acculturation, dual career transitions, isolation, family expectations, identity confusion, career concerns, immigration obstacles, posttraumatic stress syndrome, and readjustment on returning home.

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Oswanski also suggests using one of the following techniques while listening to music:

- Focus on your breathing. As you inhale, gather up all your worries and tensions. As you exhale, release them.
- Allow your face to relax. Drop your jaw slightly so your mouth is comfortably open.
- Think of a place that makes you feel comfortable and safe. This special place can be in nature or simply a favorite room. It can be real or imagined. Use all of your senses to explore the area: Look, listen, smell, taste and touch everything you can.
- Imagine a soothing ball of light or energy massaging any tensions or discomforts out of all the parts of your body. Start with your head, and move down to your toes.
- Think of positive affirmations (statements) you wish to convey to yourself. Repeat them to yourself, either in your mind or out loud.
- Imagine that you’re immersed in a warm ocean of music. Notice how the music feels on your skin. Imagine diving into the depths of the music.

Personal favorites
So what’s in Oswanski’s musical library? The Dark Side of the Moon, of course.

“It’s a great existential, thought-provoking piece, so I may use that when I want to problem solve or when I’m stuck on something, though some people would think that’s bizarre,” she says, quickly adding that she isn’t some stereotypical “hippie music therapy chick” who hangs out in her basement listening to Pink Floyd. “But it is a powerful piece of music and a great selection for looking within.”

For relaxation, she prefers The Köln Concert by renowned jazz pianist Keith Jarrett. “It’s a great piece for me to relax and revitalize. But again,” she says, “that’s not for everybody. It’s jazz. It’s free and improvised solo piano, which is an acquired taste. But it’s one of the best pieces for me.”

Oswanski is currently working toward finishing her master’s degree in counseling at Montclair State University. She hopes to one day start her own private practice in creative grief and bereavement counseling. For more information on self-guided music therapy, contact her at leah.oswanski@atlantichealth.org.

American Counseling Association member and board certified music therapist Leah Oswanski offers recommendations to help counselors begin creating a library of music resources.

Stephen Halpern
Inner Peace Music
www.innerpeacemusic.com/

Janalea Hoffman
Rhythmic Medicine
www.rhythmicmedicine.com

Belleruth Naparstek
Guided Imagery & Music
www.healthjourneys.com/

Chuck Wild
Liquid Mind Series-Real Music
www.liquidmindmusic.com/cwrecords.html

Some classical pieces used to stimulate imagery:
Beethoven: Piano Concerto no. 5 (second movement), Symphony no. 6, Symphony no. 9 (third movement)

Massenet: “Meditation” from Thaïs
Mendelssohn: “Midsummer Night’s Dream,” Nocturne op. 61
Mozart: “Andante” from Piano Concerto no. 21, Concerto for Flute and Harp
Rachmaninoff: Piano Concertos nos. 2 and 3

For classical music-based relaxation, Oswanski suggests the following RCA-produced CDs:
Beethoven for Relaxation
Mozart for Relaxation
Vivaldi for Relaxation
Chopin for Relaxation

All classical selections are available by searching www.amazon.com or checking other online music sites.

— Angela Kennedy
The complications of sliding fee scales

In this month’s column, we want to address a question sent in to us by many members of the American Counseling Association. This issue has to do with private practice billing, particularly the issue of using a sliding fee scale. We will offer our opinion from the viewpoint of private practitioners, while ACA Chief Professional Officer David Kaplan will discuss some of the ethical considerations.

We recommend against using a sliding fee scale, both in our book The Complete Guide to Private Practice for Licensed Mental Health Professionals and on the “Private Practice Pointers” section of ACA’s website (from the home page at www.counseling.org, click on “Counselors” and then “Private Practice Pointers”). Our reasoning is related to the difficulty of setting and administering the fees. Another reason has to do with the complications that arise when a clinician has contracts with managed care companies. If you have a signed agreement with Blue Cross Blue Shield, for example, the company will pay 85 percent of your “usual and customary” fee. But if the managed care company finds that your lowest sliding fee is, let’s say $30, it will pay you 85 percent of that amount on all your billing — even the higher fee amounts.

If you do not deal with managed care companies, then it’s a different story. Before managed care covered licensed professional counselors some 12 years ago, I (Bob) used a simple formula: .001 x Family or Individual Yearly Income. (Example: $36,000 = $36 per hour.) I simply trusted clients to tell me the truth, because inspecting tax documents would have been time consuming. That model worked fairly well, but I always worried about the outside chance that a discussion in my waiting room over fees would cause issues.

Today, I deal with clients who have limited income but don’t have insurance by offering three pro bono spots per week, scheduling them at low demand times during the day. I also offer half-hour times to some clients for a half fee. We don’t waste any time, getting down to business right away. These two strategies permit me to maintain my social interest in the community by still being of service to clients of all income levels.

This answer may appear to be pretty complex for a seemingly simple issue, but in our experience, this issue grows more complex when really examined. In the final analysis, we can each use our discretion in fee setting, which is the great thing about being our own boss in private practice.

Ethical considerations

David Kaplan: The counseling ethics perspective very much supports Bob and Norm’s statements. Nothing in the ACA Code of Ethics prohibits the use of a sliding fee scale. However, the ACA Ethics Committee recommends against using a sliding scale. Why? Because it is discriminatory.

A sliding fee scale charges people with larger incomes more for the exact same service that is being provided to clients with lesser incomes. Along those lines, it has been argued that a sliding scale can come across as gouging — that you are looking to squeeze as much money as you can out of an individual. That is why you aren’t charged according to income in a physician’s office, at the grocery store, at the gas pump or at the dentist.

Of course, we know that counselors who use a sliding scale are not trying to gouge their clients. Quite the opposite — counselors who use sliding scales are attempting to make counseling affordable to those with limited incomes. So how can you do that without using a sliding fee scale? The answer lies in Bob and Norm’s suggestion to keep a certain number of pro bono slots available for those who can’t afford counseling. How many hours should you designate as pro bono? That is up to you, but the number I have heard bandied about most often is 10 percent of your total practice hours.

Information detailing the essential components of implementing a required transfer plan, as addressed by the 2005 ACA Code of Ethics (Standard C.2.h., “Counselor Incapacitation or Termination of Practice”), is now posted in a bulletin on the “Private Practice Pointers” section of the ACA website.

We hope to see you at the ACA Conference in Hawaii. We will be signing our book The Complete Guide to Private Practice for Licensed Mental Health Professionals at the ACA Bookstore in the Convention Center on Thursday, March 27, from 5:30 to 6:30 p.m. We will also be presenting a preconference Learning Institute, “Starting, Maintaining and Expanding a Successful Private Practice,” on March 27.

In addition, the New York Mental Health Counselors Association will be sponsoring our workshop on private practice at its convention on April 11 at the Marriott Hotel in Albany, N.Y. For more information, visit www.nymhca.org.

Finally, the Illinois Mental Health Counselors Association will be offering the workshop on June 8. More information is available at www.imhca.org.

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Active Interventions for Kids and Teens

Jeffrey S. Ashby, Terry Kottman, and Don DeGraaf

“The organization of the straightforward and meaningful activities by objectives and types will be appreciated by counselors in schools or other structured facilities who need to tie interventions to treatment plans. Counselors will find this book a great addition to their therapeutic toolbox!”

—Dec Ray, PhD, Director, Child and Family Resource Clinic Counseling Program University of North Texas

This book contains 50 action-oriented activities that can be used in groups with children, adolescents, and adults. Combining fun with professional counseling strategies, the activities are designed to stimulate learning, promote social and emotional development, cultivate skills, foster change, and encourage teamwork. For quick and easy use, each activity lists age range, game rules, goals and objectives, materials required, modification suggestions, and post-activity processing and discussion questions. Additionally, helpful matrices organize the activities by type, goals, objectives, and grade levels to help group leaders find the right activity at the right time.

Letters to the editor:
ct@counseling.org

AACA members can e-mail their questions to Robert J. Walsh and Norman C. Dasenbrook at walshgp@aol.com and access a series of “Private Practice Pointers” on the ACA website at www.counseling.org.
CSJ Activist, the division’s newsletter, and the peer-reviewed Journal for Social Action in Counseling and Psychology, a collaborative effort between CSJ and Psychologists for Social Responsibility. These publications offer opportunities for counseling professionals to participate in social justice discourse and action at the national level.

As ACA faces the challenge of developing a “unified professional identity” in the wake of diverse interests and specializations (as discussed by ACA President Brian Canfield in his monthly column for Counseling Today), the call to infuse social justice in theory and professional behavior has recurred in the counseling profession for more than 50 years. Gilbert Wrenn noted in 1952 that counseling needed to turn its attention to the plurality of human experiences and to provide interventions that render counseling meaningful and effective. CSJ is committed to highlighting social justice and has extended efforts to advance social justice through purposive professional action and intervention.

Halstead to keynote upcoming CCA Annual Conference

Submitted by Rachel Collins rachelcollins@gmail.com

Check it out! The Connecticut Counseling Association 2008 Annual Conference Program is now available at www.ccamain.org. The 2008 conference will be held on Friday, May 2, at the Rocky Hill Marriott in Rocky Hill, Conn.

We are honored to have Richard Halstead, chair of the St. Joseph’s College Counselor Education Department, as our keynote speaker. He recently published a book titled Assessment of Client Core Issues and was one of the presenters at the 2007 conference.

This year, we will have many exciting presentations on a variety of topics, including (but not limited to) group work, school counseling, parenting and divorce, spirituality, career development, family work and working with at-risk youth, as well as several presentations on working with other special populations. There is a little something in there for everyone.

In addition, we will once again have the graduate student poster presentations, exhibitors, a raffle and the creativity area.

The deadline for registration is April 18, and there are several options available for interested individuals to register for the conference.

If you have any questions about the conference, wish to help or have suggestions, contact Conference Chair Rachel Collins at rachelcollins@gmail.com.

In other news, the CCA Public Relations Committee is pleased to announce the first Mental Health Awareness Month. This event will be held on May 17 at the boardwalk in West Haven, Conn.

We will be donating the proceeds to the National Anxiety Disorder Association in support of helping those with post-traumatic stress disorder.

Check out our website for more information and registration at www.ccamain.org.

NECA’s Workforce Institute II makes return to Washington

Submitted by Kay Brawley kbrawley@mindspring.com

The National Employment Counseling Association’s Workforce Institute II is titled “Best Practices for Jump-starting Tough Economic Times.” Whether we know it or not, or like it or not, public policy drives funding for workforce preparation and career management training initiatives.

Success in the private sector in these challenging times requires each professional to be in charge of his or her own career management — developing talents and making public resources work for you. Join us July 8 from 1 to 5 p.m. for two profound learning sessions addressing this theme, as well as a closing reception, for the inclusive fee of $45.

The NECA Workforce Institute II will take place at the Capital Yacht Club in the heart of Washington, D.C., on the Potomac — a great place to watch legislators who live on vessels during summer sessions.

Go to the NECA website (www.employmentcounseling.org) for online registration and details; see Tuesday, July 8 NECA Workforce Institute II-$45.

The learning sessions include:

- “Best Practices: High-Growth Job Training Initiatives.” Gay Gilbert, administrator of the U.S. Department of Labor Employment and Training Administration Office of Workforce Investment, will address the WIRED training initiative. WIRED (Workforce Innovation in Regional Economic Development), recently implemented by the Labor Department, is aimed at directly impacting career professional services in specific regional areas. WIRED focuses on the role of talent development in driving regional economic competitiveness, increasing job growth and providing new opportunities. Communities are encouraged to use WIRED principles to focus on innovative and effective talent development, creating new jobs by attracting new businesses and industries.

- “How Career and Employment Counselors Can Make a Six-Figure Income Without Breaking a Sweat.” Robert Chope, professor and chair of the San Francisco State University Department of Counseling, will share best practices for your venture into entrepreneurship. This workshop is for both seasoned career professionals in private practice and those considering a fledgling business. It is also designed for those who counsel individuals developing new enterprises.

Workshop focuses include evaluating fitness for entrepreneurship, branding and marketing yourself, finding the newest and best opportunities, selling yourself as an expert and bringing in business. Consulting opportunities are everywhere, but it takes knowledge and imagination to turn these openings into rewarding income streams. This workshop will also assess your capacity for out-of-the-box thinking while generating ideas for new ventures. Following the presentation, a panel of experienced entrepreneurs will offer additional ideas and give professional advice. This workshop will help everyone who wants to make a bigger difference.

Institute bonus highlights:

- A NECA reception on the patio of the Capital Yacht Club, overlooking the Potomac and the 5 p.m. parade of vessels passing by

- A Workforce Development Certificate for four continuing education hours/units for participating in NECA’s Workforce Development Institute II

- The opportunity, open to all institute registrants, to win a sunset cruise with the NECA Board immediately after the reception.

Contact NECA Professional Development Director Kay Brawley at kbrawley@mindspring.com with questions.
ACA new members for February 2008

Thank you for choosing to join the only association for all counselors – ACA!

Do you know someone who isn’t an ACA member? Then encourage them to join ACA today! For more information, connect to counseling.org, contact Member Services at 800.347.6647 ext. 222 (M-F, 8 a.m. - 7 p.m., ET) or send an e-mail to membership@counseling.org and see their name listed next month!

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Judy Awbrey Childress
David Andrew Creamer
Reshonda W. Cross
Rachael Kamene Gedion
Mary Ella Griffin
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room, we realized these students would be in the middle of this exciting but difficult struggle with us. We were not alone, and these people could have a tremendous influence on our experience. That realization compelled us to work intentionally to create more positive and meaningful relationships.

**Developing relationships with our peers**

Our self-portraits began to change as we developed closer peer relationships. Conversations with classmates taught us that we were not alone in our fears. Everyone was struggling! We just couldn’t see it. But each of us entered into inner dialogues in which our abilities compared poorly to those of our classmates. We were astounded to realize that, on first impression, other students had thought of us as competent and confident! We obviously had a lot to learn about ourselves and others.

Conversations began turning into opportunities to do joint projects, get together for dinners and travel to conferences with other members of the cohort. One particular conversation convinced a number of us that getting more involved was the way to overcome our fears. Some of us were coteaching, some working on projects with students or faculty and still others were involved in student organizations. The more we connected, the more our sense of belonging increased and our fears abated. We moved from feeling like outsiders to feeling like we were part of a team working toward common goals.

As we became more comfortable with one another and ourselves, our interactions increased and deepened. This makes the process sound simple, but it was far from that. It took time to figure out how to fit these relationships into our lives. It demanded finding ways to make time for one another, encourage one another and listen to one another’s complaints or good fortune. Expressions of honesty deepened our commitments to one another and to the program. The relationships nurtured over time helped cement our professional identities and reduce our sense of inadequacy. Friendships bonded us to the greater professional cause and gave us hope for our futures as professionals.

**Growth through peer connections**

Important student relationships were not limited to people in our classes. Building relationships with students in other cohorts also proved beneficial. They taught us about which classes to avoid, which classes to attend presentations when prospective faculty came in and engaged us in conversation. Some professor asked if I (Michelle) would attend our state association for Counselor Education and Supervision meeting and help to check in attendees. Another time, I was asked to attend presentations when prospective faculty came for interviews. Had I been studying at home, these professional growth opportunities never would have presented themselves. They only became possible by making time to build relationships with faculty.

Both of us have had the opportunity to work closely with a faculty member by requesting to coteach a course. The professor took time to meet with us, provide feedback and answer questions about pursuing and succeeding in faculty positions. This mentorship will continue to be a tremendous gift as we consider our futures and seek to make our graduate experiences more meaningful. Graduate students have to be available and assertive enough to recognize, receive and develop potential gifts that are in front of them.

**Relationship building with peers and faculty**

Relationship building with peers was also helpful as we struggled to feel comfortable in the program. Sometimes, just being physically present in the department can make a difference. Opportunities to collaborate on projects and engage in conversations can happen spontaneously there (these opportunities don’t often happen just by coming to classes). There were times when, sitting in the graduate assistant’s office, faculty members came in and engaged us in conversation. One professor asked if I (Michelle) would attend our state association for Counselor Education and Supervision meeting and help to check in attendees. Another time, I was asked to attend presentations when prospective faculty came for interviews. Had I been studying at home, these professional growth opportunities never would have presented themselves. They only became possible by making time to build relationships with faculty.

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ACAM Conference
April 10-12
Jefferson City, Mo.

The 2008 Educational Conference of the American Counseling Association of Missouri will be held at the Capitol Plaza Hotel. Up to 20 continuing education hours will be available for about the same cost as most one-day seminars. Complete information and forms are available on the ACAM website at www.counselingmissouri.com. Contact Janice Orr at counselingmissouri@yahoo.com regarding registration or Pete Doyle at pdmcmgee@everestnet.net with program questions.

Fourth Interamerican Congress on Counseling
April 14-18
Managua, Nicaragua

The central theme of the Fourth Interamerican Congress on Counseling (Sociedad Interamericana de Counseling — SIC) revolves around the relationship between culture, community and counseling. The congress will offer professional activities whereby attendees will spend a day at one of four local community agencies doing hands-on work to contribute to the well-being of the centers. The congress will also take attendees on a tour of the city to show firsthand the devastation of civil war and natural disasters, such as the earthquake that shook Managua on Dec. 23, 1972.

For information, registration and housing, view the full conference brochure, which is available on the SIC website at www.counselingamericas.org.

Bipolar Disorder Conference
April 18-19
Austin, Texas

Diablo Behavioral Healthcare Neuro-Science Seminars will present a conference on juvenile-onset bipolar disorder. This event will be held at the Austin Convention Center. This unique two-day presentation will provide attendees a rare opportunity for quality, fully accredited continuing education. For more information, visit www.behaviorquest.com.

International Congress of Counseling
April 25-27
Istanbul, Turkey

This international congress, “Counseling in International Perspective: Global Demands and Local Needs,” will bring together counselors from Africa, Europe, the Middle East and North America. The event is being organized by Bahçeşehir University, founded by Bahçeşehir Usur Educational Institutions, and NBCB International.

SCIC, the International Counseling Foundation, Bahçeşehir has worked to develop collaborative projects internationally. For example, its career development projects and Global Career Development Facilitator programs have been built with input from colleagues in the United States and Romania. Anticipated congress outcomes include the development of collaborative relationships among participants. Additional program and registration information is available at www.icc2008stat.org.

NJCA Annual Conference
April 27-29
Somerset, N.J.

The New Jersey Counselors Association will hold its annual conference at the Doubletree Hotel & Executive Meeting Center. The association is seeking exhibitors and sponsors as well as interested attendees. CEU credits are available. For more information, visit njcounselors.org or contact organizers at njcounseling2@yahoo.com; phone: 609.273.9917; fax: 908.272.2144.

MACD Spring Conference
May 2
Columbia, Md.

The Maryland Association for Counseling and Development Annual Spring Conference will be held 9 a.m. to 4 p.m. at Loyola College. The college is located at 8890 McGaw Road, Columbia, Md.

The theme of the conference is “Multicultural Counseling: Where We Have Been, Where We Are, Where We Are Going.” Speakers will include Vernon Williams, a successful Fortune 500 company businessman, motivational speaker, author and seminar leader. He will discuss overcoming adversity and breaking free from past discrimination. There will be a lunch potluck from the Jack Kent Cooke Foundation National College Access Network Grant program at Loyola College under the direction of Cheryl Moore Thomas. Special guests will include Lynn Linde, president-elect of ACA, and Skipp Sanders, deputy Maryland state superintendent of schools. A light breakfast and catered lunch will be served. Afternoon sessions will provide a variety of multicultural counseling themes. Contact Kathy Barrett, president of MACD, at bfm261@verizon.net for conference registration, or go online to www.loyola.edu/MACD.

Behavioral Healthcare Conference
May 1-3
Boston

The National Council for Community Behavioral Healthcare’s annual conference: “Simply the Best, Better Than All the Rest” is a once-a-year opportunity to learn from innovative, cutting-edge thinkers, be inspired by world-renowned speakers and connect with colleagues from around the globe.

From scientific advances to leadership training, there will be a robust curricular featuring an array of tools and insights to help community behavioral health providers enhance business operations and revenues and improve clinical outcomes. For more information, visit www.TheNationalCouncil.org/Boston.

Italy-U.S. Counseling Conference
May 31-June 1
Florence, Italy

The Development of the Counseling Profession in Italy and the United States: A Bilateral Conference will mark a key event in the relationship between the counseling professions in Italy and the United States.

Italian and American presenters will address the conference’s seven topics simultaneously. Topics include private practice, school counseling, counseling culturally diverse clients, supervision, typical counselor employment settings, professional challenges and typical client issues. English-Italian and Italian-English translation of presentations will be provided.

The conference is being organized by the Federation delle Associazioni Italiane di Psicoterapia, the Comitato Italiano Counseling, Old Dominion University and NBCB International. Additional information is available at www.nbccinternational.org/italyconference.

Mental Health America Conference
and Summit
June 4-7
Washington, D.C.

The 2008 Mental Health America Conference and National Mental Health Promotion and Prevention Summit will be held at the Hyatt Regency Washington on Capitol Hill. Each year, the Mental Health America Conference draws together hundreds of advocates from across the country to learn about critical issues in the behavioral health field and strategies for collective action. Attendees primarily include executives, volunteer leaders, frontline staff and members of the organization’s 320 state and local affiliates. The 2008 conference, “No Health Without Mental Health,” will include a full day of advocacy on Capitol Hill, skill-building sessions, an exhibit hall and other events. Contact Danielle Fritz at 703.797.2591 or visit www.mentalhealthamerica.net for more information.

Annual Postpartum Support Conference
June 6-7
Houston

The 22nd Annual Postpartum Support International Conference: Maternal Mental Health, A Multisystemic View will examine the topic of maternal mental health from a variety of vantage points according to the systems involved, including medical, psychological, familial, cultural, legal, governmental and others. The conference will be held at the Hilton Americas. For more information, contact Devani Stumpf at 805.967.7636, fax 805.967.0608 or e-mail psoffice@postpartum.net.

FYI

Research participation opportunity

A research team from the University of Maryland, College Park’s Department of Counseling and Personnel Services is conducting a research study and is looking for practicing counselors who are openly gay or lesbian. We are also seeking practicing counselors who have a visible disability. The study is investigating counselors’ perceptions of the cross-cultural counseling relationship. Specifically, we are interested in how these counselors view issues in counseling clients from other cultural backgrounds as well as their own.

If you are interested in participating in a 20- to 30-minute confidential phone interview, please contact Courtland Lee at 301.405.8904 or via e-mail at clee5@umd.edu. Your participation will be greatly appreciated and will help to further the study of cross-cultural counseling.

Call for submissions, manuscripts

The Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling, a division of the American Counseling Association, is inviting submissions for its journal, The Journal of LGBT Issues in Counseling. This journal welcomes the submission of articles that reflect issues pertinent to the health of sexual minority individuals and communities, and should focus on one of the following areas: (1) new research in the field of counseling, (2) a review of the literature that critically integrates previous work around a specific topic, (3) introduction of new techniques or innovations in service delivery within the counseling field or (4) theoretical or conceptual pieces that reflect new ideas or new ways of integrating previously held ideas. The journal is distributed quarterly.

All submissions should be prepared according to the guidelines of the most recent Publication Manual of the American Psychological Association. Manuscripts should be sent as attachments via e-mail. All work should be done in Microsoft Word. It is expected that authors will follow the 2005 ACA Code of Ethics. Contact the editor for complete submission guidelines. Submit articles to editor Ned Farley at nfarley@antioch.edu. Initial confirmation will be sent via e-mail.

Bulletin Board submission guidelines

Entries for the Bulletin Board must be submitted via e-mail to akennedy@ counseling.org with “Bulletin Board” in the subject line. Paragraphs should be in an MS Word document, single-spaced, justified and Times font in black. Please provide a contact person with an e-mail address or phone number to call for more information. Submissions are subject to editing. The rolling deadline is the 10th of every month by close of business, ET.
special province of social justice, ACA seems complicit in promoting an uncriti-
cal acceptance of social justice impera-
tives. The comments of ACA President
Brian Canfield in his January 2008 col-
umn for Counseling Today, “Valuing
diversity of thought,” are telling in this
regard. He writes, “While many would
like to employ the prestige and resources
of the American Counseling Association
to advocate for these and other issues
e.g., “progressive and inequitable taxa-
tion” and “personal rights and free-
doms”), we need to tread cautiously, not
for lack of desire [emphasis added], but
for pragmatic reasons.”

The pragmatic reasons surely must
include the problematic far-left politics of
social justice. Canfield’s intent was to
assert that ACA cannot adopt political
positions, but his language seems to fur-
nish ominous loopholes: “Current ACA
policy holds that absent compelling evi-
dence or a clear consensus among our
members, ACA as an organization does
not possess a legitimate mandate to
advocate for social justice.”

Though never made explicit by its
authors, the political basis of social jus-
tice is largely unknown to many only a few
activist tracts. Social justice rests on a
distributive justice model, or, in more
common language, socialism/Marxism.
Janet Helms is fond of the term “com-
munitarian social justice.” In a 2003 arti-
cle in The Counseling Psychologist, she
wrote: “The far-left is a minority, and only a few
activist tracts. Social justice rests on a
distributive justice model, or, in more
common language, socialism/Marxism. The
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Robert Hunsaker is a licensed profes-
sional counselor in private practice
in Salt Lake City. He also teaches
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private university. Contact him at
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Letters to the editor:
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who understand and enjoy classroom-based and alternative delivery formats. Responsibilities include teaching both evening and weekend graduate courses, student advising, developing course materials, committee work, and the development of disciplinary leadership. Qualified candidates must have a Doctoral degree in Counselor Education (preferably from a CACREP accredited program). Applicants should possess a strong counselor identity with preference given to those applicants that are eligible within the State of Florida for certification as a school counselor or licensure as a mental health counselor. Salary and rank will depend on the candidate’s qualifications and experience. We are committed to racial, cultural, and gender diversity among our faculty and student body. Minority-group candidates are strongly urged to apply. Review of applications will begin immediately and continue until the position is filled. Interested applicants should send resumes and salary requirements to: Tara Cameron, Human Resources Manager, 4401 North Himes Avenue, #150, Tampa, Fl 33614, Manager, 4401 North Himes Avenue, #150, Tampa, Fl 33614, Email: tcameron@edmc.edu Fax: 813-873-2171. Argosy University is an EOE.

GEORGIA

SOUTH UNIVERSITY

Program Director of Professional Counseling (Savannah Campus)

Reports to: Department Chair of Behavioral Sciences. Position Summary: Responsible for coordinating, implementing, and overseeing daily and long-term activities (i.e., academic and professional) for the Professional Counseling Program, Students, and Faculty. Ensures programmatic standards match those of the university and external accrediting/credentialing organizations and engages in programmatic accreditation. The Program Director will serve as a faculty member in the professional counseling program.Key Job Elements: Conduct on-site evaluations and annual reviews of all faculty within the Professional Counseling program; Serve as a liaison between faculty of professional counseling program and the Chair of the Department of Behavioral Sciences; Serve as a liaison between the academic advisor in the program; Actively assist with the CACREP accreditation process; Actively participate in programmatic and university service; Ensure implementation of program course syllabi; Assist with the development of curricular and policy revisions as requested by the Chair of Behavioral Sciences; Assist the Chair of the Department in the preparation of the annual budget for the program; Engage in teaching responsibilities (2 – 3 courses/quarter) in the professional counseling program. Position requirements include: Doctorate in Counselor Education from an accredited counselor education program; Currently licensed or license-eligible in the state of Georgia; Licensure must be achieved within six months following date of hire; Flexibility in schedule to meet administrative, teaching, student and programmatic needs; Ability to effectively manage multiple tasks in a dynamic environment; Relevant training, teaching, professional experience and demonstrated competence in counseling.

ILLINOIS

ARGOSY UNIVERSITY, CHICAGO

Training Coordinator/Core Faculty

Argosy University, Chicago, has an immediate opening for the Training Coordinator/core faculty in the Master of Arts Community Counseling and the Doctor of Education in Counselor Education and Supervision programs. Main responsibilities: overseeing and coordinating students’ clinical training experience according to the CACREP standards, working as a liaison for the University and training sites, developing qualified training sites, coordinating university supervision and practical/internship workshops. Other duties: teaching, advising, assisting in admission efforts, and working on committees; Qualifications: doctorate in Counselor Education and Supervision from a CACREP accredited program, full time teaching and substantial clinical experience; license eligibility in Illinois are preferred; doctorate in closely related fields with strong identification with the work in counseling, ABD will be considered. Rank and salary commensurate with experience. To apply: submit letter of interest, curriculum vita, and three letters of recommendation to Dr. Tsui-yeey Chow, Interim Program Chair, Counselor Education Department, by mail to Argosy University, Chicago Campus: 350 North Orleans Street, Chicago, IL 60654 or via email: tchow@argosy.edu. Education Management and California Design College embrace diversity as a critical step in ensuring employee, student and graduate success. We are committed to building and developing a diverse environment where a variety of ideas, cultures and perspectives can thrive.

ARGOSY UNIVERSITY, CHICAGO

Full-Time Faculty

Argosy University, Chicago, has immediate openings for full-time faculty in the Master of Arts Community Counseling and the Doctor of Education in Counselor Education and Supervision programs. Responsibilities include teaching, advising, directing dissertations, assisting in admission efforts, and working on committees; Qualifications: doctorate in Counselor Education and Supervision from a CACREP accredited program, full time teaching and substantial clinical experience; license eligibility in Illinois are preferred; doctorate in closely related fields with strong identification with the work in counseling, ABD will be considered. Rank and salary commensurate with experience. To apply: submit letter of interest, curriculum vita, and three letters of recommendation to Dr. Tsui-yeey Chow, Interim Program Chair, Counselor Education Department, by mail to Argosy University, Chicago Campus: 350 North Orleans Street, Chicago, IL 60654 or via email: tchow@argosy.edu. Education Management and California Design College embrace diversity as a critical step in ensuring employee, student and graduate success. We are committed to building and developing a diverse environment where a variety of ideas, cultures and perspectives can thrive.

THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY

Faculty - Clinical Psychology, Doctoral Program in Education

Founded in 1979, The Chicago School of Professional Psychology is an independent professional graduate school with a dynamic student body and a professionally accomplished faculty. Our curriculum and training opportunities prepare graduates to deliver outstanding professional services emphasizing the ability to understand and work with diverse populations. The Department of M.A. in Clinical Psychology/Counseling Specialization at The Chicago School of Profession- al Psychology seeks an outstanding candidate to join its faculty. The depart- ment offers a terminal masters’ degree within an academic environment known for innovative education and training for students wishing to become Licensed Professional Counselors; its graduates are license eligible in the State of Illinois. The program is com- mitted to the integration of diversity and multicultural competencies throughout its curriculum. The successful candidate will demonstrate expertise or background in these areas. Additionally, the successful candidate must have the ability to mentor a diverse student body and utilize tech- nology-varied educational methods. In the fall ‘08 academic year, the pro- gram will be offering specialty tracks in Supervision and Leadership in Community Mental Health, Child & Adolescent, Health Psychology, Latino Mental Health, and Treatment of Addiction Disorders. The ideal candidate will have a proven track record in graduate level teaching and clinical practice, with a strong commitment to the preparation of Professional Counselors. Preference will be given to can- didates with the ability to teach: Research Methods, Assessment & Interviewing Skills and/or Treatment Issues of Children & Adoles- cents. Application review is currently in process and applications will be accepted until the position is filled. Applicants should submit a CV, 3 let- ters of recommendation, and a letter of interest to: Email: msalonga@thechicagoschool.edu or to: Ms. Mitzelle Salonga, Dept. Manager, MACC Faculty Search, The Chicago School of Professional Psychology, 325 N. Wells Street, Chicago, IL 60610. Fax: 312-644-6079. For more information about The Chicago School visit www.thechicagoschool.edu. The Chicago School is an Equal Opportunity Employer.

INDIANA

VALPARAISO UNIVERSITY

Assistant Professor/Instructor

Valparaiso University has an opening for an assistant professor (PhD) or Instructor (ABD) rank; will consider a one-year or a tenure-track appointment. Teach graduate courses in Social/Cultural Bases of Counsel- ling, Multicultural Counseling, and undergraduate courses related to training/interests. Candidates from CACREP accredited counseling education programs. Established research program, and experience in practicum supervision desirable. Should be willing to work in a scholarly community committed to Christian higher education and the Lutheran tradition. This is a top-ranked comprehensive private institution in Northwest Indiana near the Indiana Dunes and one hour from Chicago Loop. Send vita, transcripts and three recom- mendation letters to Dr. Daniel Arkellin, Chair, Psychology Department, 1001 Campus Drive South, Valparaiso Uni- versity, Valparaiso, Indiana 46383. EO/AAE. Women and minorities are especially encouraged to apply. Applications accepted until position is filled.

EMPIRIA STATE UNIVERSITY

Assistant/Associate Professor, School Counseling

Emporia State University’s Department of Counselor Education and Rehabilitation Programs Metro Learning Center (in Overland Park, KS), with CORE and CACREP accredited programs, is seeking applications for a 9-month, tenure-track assistant/associate prof- essor position in School Coun- seling to begin August 11, 2008. Position emphasizes teaching and development of effective practitioners. Responsibilities include: teaching graduate courses, supervising and advising graduate students seeking a master’s degree in school counseling, conducting scholarly activity and service, and consulting with local agencies and school districts. Preferred qualifications include: completed Ph.D or Ed.D. from a CACREP accredited program, experience in school counseling or closely related field, graduate or recent uni- versity teaching experience, experience as a school coun-
sor, and ability to meet requirements for state and/or professional counselor licensure. Opportunity for summer teaching exists. Salary competitive and dependent on qualifications. Screening of applicants will begin April 15, 2008. Send letter of application, vita, and complete contact information to Dr. Katrina Miller, Chair of Search Committee, Department of Counseling Education and Rehabilitation Programs, Emporia State University, 1200 Commercial, Campus Box 4034, Emporia, KS 66846-5087. kmiller2@emporia.edu. Phone: 620-341-5231, Fax: 620-341-6200. An AA/EOE institution, ESU encourages minorities and women to apply. www.emporia.edu

OHIO

WALSH UNIVERSITY

Clinical Director, Mental Health Counseling and Human Development Program

Rank: Assistant Professor, tenure track (Ph.D. required) or

Clinical Assistant Professor, non-tenure track (M.A., or M.Ed., required); 11 month position. Responsibilities: Develop and manage a Mental Health Counseling Clinic designed to serve the community and to provide training for counseling graduate students. Teach 3 courses, both core and clinical (may include individual supervision for Practicum students and interns), in Mental Health Counseling program. Develop and manage grants. Position begins July 1, 2008. Requirements: Counseling or Counselor Education (tenure track assistant professor) and LPC/C in Ohio required (or equivalent credential from another state which is LPC/C eligible) or M.A., or M.Ed., Mental Health Counseling (non-tenure track assistant clinical professor) and LPC/C in Ohio required (or equivalent credential from another state which is LPC/C eligible). Minimum 4 years experience in community mental health, including assessment and management, clinical supervision, and clinical counseling service delivery. Experience in grant writing preferred. Applications: Send letter of application including outline of interest and experience, and evidence of the effectiveness of relevant supervision, references, transcripts, and evaluations. Send applications to Dr. Penny Bove, Chair, Clinic Director Search, Walsh University, 2020 East Maple St., North Canton, Ohio 44720. Review of applications continues until position is filled. Walsh University, a Catholic liberal arts institution located in North Canton, Ohio, is dedicated to academic excellence in student-centered education within a Judeo-Christian tradition.

MICHIGAN

OAKLAND UNIVERSITY

Assistant Professor, Department of Counseling

Position: The Department of Counseling at Oakland University, Rochester, Michigan, will have a tenure-track assistant professor faculty position available beginning August, 2008. The position will be a full-time appointment with the possibility of summer teaching. Salary: Competitive and dependent upon qualifications and experience. Responsibilities: Teach and conduct scholarly activities in CACREP-accredited master’s programs and doctoral program. Teaching assignments will be in both school and community counseling courses, including clinical courses and doctoral courses. Qualifications (required): A doctorate in Counselor Education/ Counseling (CACREP or CACREP equivalent); eligibility for Michigan licensing as a professional counselor; at least 3 years full-time teaching experience in Counselor Education/Counseling; strong research background or clear potential to develop a program of research; competence in working with students from diverse populations and backgrounds, demonstrated leadership in the profession. Counseling experiences in both school and community settings required. The Department: The Department of Counseling offers a Master of Arts in Counseling with an emphasis in community counseling or school counseling — both fully CACREP accredited. Undergraduate programs and programs at the extension site in adjacent Macomb County. A doctoral program is offered on campus with a choice of the following cognate areas: Mental Health Counseling, Couple and Family Counseling, Child and Adolescent Counseling, Advanced Career Counseling, Addiction Counseling, School Counseling or Wellness Counseling. Additional information and a description of the curriculum can be found under academics at www.oakland.edu. Oakland University: The campus is located in the northern Detroit suburbs and is surrounded by a wide array of school districts, educational and social service agencies. Oakland University is a fast-growing public institution of 16,800 students with baccalaureate, master’s and doctoral programs. It is convenient to the many social, cultural and recreational activities of the metropolitan Detroit area. Application: Review of completed applications will continue until the position is filled. Deadline for applications is May 1, 2008. Please send: (1) a letter of application specifying area(s) of expertise, (2) three letters of recommendation, (3) curriculum vitae, 4) graduate transcripts, and 5) a recent publication or paper. Send application materials to: Lisa Hawley, Ph.D., Search Committee Chair, Department of Counseling Education, 435F Pawley Hall, School of Education and Human Services, Oakland University, Rochester, MI 48309-4494. Oakland University is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

NORTH CAROLINA

CAROLINA PATHWAYS

Mental Health Therapist Position

Available for Wake County (Raleigh, NC) area. Community-based outpatient contract positions for North Carolina licensed therapists working with low income families/individuals (children & adults). Therapists will be paid according to experience at a rate of $45 an hour for direct clinical work; Caseload is determined by therapist. Interested email Randi at info@carolinapathways.org.

ARGOSY UNIVERSITY

NASHVILLE

Full-time Faculty

Argosy University, Nashville, has immediate and full-time faculty in the Master of Arts Mental Health Counseling and the Doctor of Education in Counseling Education and Supervision programs. Responsibilities include teaching, advising, evaluation of student progress, and service to committees. Candidates who have teaching and clinical experience, possess an earned doctorate in Counseling Education and Supervision or closely related degree, and are licensed (or eligible) as an LPC-MHSP are preferred. Rank and salary commensurate with experience. Please submit letter of interest, curriculum vita, official transcript of highest degree, copies of licenses and certifications, and three letters of recommendation to Dr. Faith Glaspie-Ellis, Area Director of Human Resources in e-mail in Word format to fallies@argosy.edu. EO/E.

www.argosy.edu

TEXAS

ART INSTITUTE OF DALLAS

Counselor

The Art Institute of Dallas is searching for a student counselor. This position will provide counseling services to meet the needs of students as related to personal issues, disabilities and the school environment through individual counseling sessions, crisis intervention, referrals, workshops and other methods. The qualified candidate must have an LPC-S and/or a Ph.D. in Psychology (counseling or clinical). In addition, the qualified person will meet the following requirements: 1. Two years of post-degree counseling experience providing personal counseling, crisis intervention, assessment and referral, consultation and workshops preferred. One year in a post-secondary setting preferred (internship acceptable); knowledge of disability issues preferred. 2. Excellent written and computer skills. 3. Maintain APA professional ethics in all areas. 4. Ability to communicate and effectively act as a member of a team Join a great organization! Education Management LLC (EDMC), the parent company of the Art Institute, is one of the world’s largest dynamic leaders in providing premier quality private, for-profit post-secondary education and currently operates 70+ colleges and universities located across the U.S. and Canada. Interested candidates are asked to send their resumes and cover letters with salary history and expectations to: jobs@aii.edu. Education Management embraces diversity as a critical step in ensuring employee, student and graduate success. We are committed to building and developing a diverse environment where a variety of ideas, cultures and perspectives can thrive.

UNIVERSITY OF MARY HARDIN-BAYLOR

Assistant Professor

Chartered in 1845 by the State of Texas and affiliated with the Baptist General Convention of Texas, UMHB seeks applications and nominations for a full-time, tenure track faculty member, rank of Assistant or Associate Professor, in Graduate Counseling & Psychology beginning Fall, 2008. The Graduate Counseling & Psychology Department employs 5 FT and 3 PT faculty and enrolls 70 students in its four licensure tracks. As an institution of the Baptist General Convention of Texas, UMHB seeks faculty who are active and committed Christians. UMHB is situated in Belton, Texas, which is located in the heart of Central Texas, just 55 miles north of Austin and 40 miles south of Waco. Dallas/Fort Worth, Austin, San Antonio, and Houston are within a 180 miles radius of Belton. Belton boasts a downtown historic district with over 160 historical markers and is located along the Chisholm Trail. Belton is small-town friendly with excellent public schools. It also has a picturesque deep-water lake with excellent boating and fishing opportunities. Faculty Responsibilities: Activities required of all faculty include curriculum development; applied research; student recruitment and advising; professional/instructional development; and service to department, college, university and the community. UMHB places emphasis upon teaching and academic research. Specific Responsibilities: Teaching on-campus practicum courses and supervising practicum students, plus non-traditional graduate courses to include, but not limited to, Personality Assessment, Statistics, Supervision and Consultation, and Research. Qualifications: Ph.D. or Ed.D. in Counselor Education and Supervision from a CACREP accredited program and licensure as a Licensed Professional Counselor (LPC) or National Board Certified Counselor (NBCC) are required. This individual must be active in professional counseling organizations and/or groups. CACREP or Ed.D. in Counseling Education and Supervision from a CACREP accredited program and licensure as a Licensed Professional Counselor (LPC) or National Board Certified Counselor (NBCC) are required. This individual must be active in professional counseling organizations and/or groups.

EMPLOYMENT) or by mail to:

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StUDENT ALERT!

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