Counseling vs. Life Coaching

Inside:
- Ecotherapy: Connecting counseling and nature
- An early look at the 2009 ACA Conference
- Information for all ACA, division, region elections
The Best Preparation for NCC and LPC Licensure

DSM-IV TR Disorders: Diagnosis To Referral
Gary L. Arthur, Ed.D. • Joel O. Brende, M.D.

2008 13th Edition
Gary L. Arthur, Ed.D.

Now Available Online…
The Arthur-Brende Scenario Simulator

Study Materials Written by
Dr. Gary L. Arthur, Ed.D., LPC, NCC

Dr. Arthur’s qualifications:
• Professor Emeritus of Professional Counseling at Georgia State University
• Counselor Educator of the Year 2007 for Georgia
• Has taught counseling courses at the graduate level for 34+ years
• Has taught in CACREP programs for 20+ years
• Dr. Arthur wrote these study guides for the specific purpose of preparing you for the licensure exam

Preparation for State Licensure Exams
These study materials will help assess your weaknesses and strengthen what you already know. Included are questions, scenarios, and answers that give insight into the style and format of your state licensure exams. Detailed explanations of the correct answers are provided.

Visit: counselorexams.com or Call 888-326-9229
Call and ask about our MONEY BACK PASS GUARANTEE!

Published by
Career Training Concepts, Inc.
3640 Hewatt Court • Snellville, GA 30039
Cover Story

Counseling vs. life coaching
By Jim Paterson
American Counseling Association members share their perspectives on how counseling and coaching are defined and what distinguishes one helping profession from the other.

Features

How green is my valley — and mind
By Jeffrey G. Borchers and G. A. Bradshaw
Proponents of ecotherapy base their work on the theory that human mental health and well-being are connected to the quality of our relationships with nature.

A stockpile of counselor educator knowledge
By Jenny Christenson
The ultimate goal of the ACA-ACES Counselor Syllabus Clearinghouse is to help provide the best training to students so they can provide the highest level of service to their future clients.

Reader Viewpoint
A developmental model for positive life changes
By Robin Sturis
A counselor in training wonders if the “Returning to School Syndrome” model could be modified to help clients more smoothly navigate additional major life transitions.

2009 ACA Conference & Exposition Preview
Get a glimpse of what to expect when counselors from around the globe gather in Charlotte, N.C., in March.

Election Information
Make an informed decision with information on all the candidates nominated for office in ACA, division and region elections.
Life coaches

The International Coach Federation (ICF) Global Coaching Study collected information from 5,415 life coaches in 73 countries in 2006. Among the study's findings:

- 68.7 percent of life coach respondents were female; 56.5 percent of coaching clients were female.
- The greatest concentration of life coaches (38.8 percent) was between the ages of 46 and 55; the greatest concentration of coaching clients (35 percent) was between 38 and 45.
- 60.8 percent of respondents considered themselves to be part-time coaches.
- 64.5 percent had received coaching-specific training through an ICF-accredited program; an additional 30.1 percent had received training in programs not accredited by ICF.
- 18.7 percent held an ICF credential; 48.7 percent of respondents without an ICF credential were working toward that credential.
- 51.8 percent of coaching respondents said clients increasingly expected them to be credentialed.
- The average hourly fee charged by life coaches (at a global level) was $205.

ICF is currently conducting a companion study, The ICF Global Coaching Client Study, and expects to release a final report early in 2009. For more information on ICF, visit coachfederation.org. Turn to page 32 for Counseling Today's cover story on “Counseling vs. life coaching.” (ICF granted permission to reproduce portions of its study data. PricewaterhouseCoopers International Survey Unit conducted research for the global study.)
Looking back and looking forward: A midyear review

If speaking is silver, listening is gold. — Turkish proverb

I attended a parents group this week and left with a new sense of hope and renewal. As I listened to the other parents, I was touched by our shared search for purpose and meaning in the midst of what often feels like a chaotic and senseless world. Families of all types — heterosexual, gay, lesbian, blended and racially and ethnically mixed — were represented in this group. Everyone spoke of various times and places where they had tried to fit in or find common values, but not until this group — one that is as heterogeneous and diverse as our society — had they found peace, safety and shared experiences. It’s a wonderful, amazing world, isn’t it?

I have had the honor of serving as president of the American Counseling Association for the past five months. During this time, I have learned a lot about myself, but more important, I have learned a lot about us — professional counselors. I have traveled across the nation and heard your concerns about building and maintaining private practices, third-party reimbursements and the rapidly changing environment of our early and higher education settings. I have heard your joy as you shared stories about deeply connecting with clients, making a difference in someone’s life and, most important, discovering the deep and utter fulfillment that our work brings on a daily basis. I have also heard your fears concerning the failing economy, job security and the future of our nation. I have heard you share your pain and concern about loved ones serving far away in the armed services. And I have heard your anguish as you face another day afraid to be yourself, to be real, to be authentically who you are as a diverse human being. I want you to know that I take each of these pieces that you have shared with me as I consider my decisions and actions as a leader. As a result, I believe that, together, we are building an even stronger, more vibrant organization.

I have also listened closely to our leadership. I have watched and listened to branch, region and division leaders as they grapple and struggle with tough decisions related to today’s economic times and current organizational dimensions. I have also shared the smiles and collegial fellowship as we first work hard together to make our organization the best that it can be and then sit back and take a moment to enjoy one another’s company and friendship. I have listened carefully to our tremendous staff because they are often the one constant in the midst of changing leadership and challenging times. I am proud to report that everyone, and I mean everyone, is working hard to roll with the changes, straddle the challenges and move forward to a positive and successful future.

And in the quiet moments, I listen to my inner voice. A voice that says with confidence, “We are where we are, and we are who we are.” As professional counselors, we are on the front line and we are the front line. We have the extraordinary opportunity and honor to make a difference in someone’s life and in today’s world.

As we head into the holiday season, I want to reserve this final sentence or two to give thanks. Thank you for this honor of serving as ACA president. Thank you to the ACA staff for your commitment and loyalty. Thank you to our leadership for the untold volunteer hours you invest in making our organization what it is today and what it will be tomorrow. And most of all, I give thanks to you — all of you. You the professional counselor. You who touch lives and make a difference, every day, everywhere.

With pride and great thanks,
Colleen ♦
Solution-Focused Counseling in Schools, Second Edition

John J. Murphy

Dr. Murphy offers a refreshingly positive and practical approach to resolving a diverse range of problems from preschool through high school. Drawing on the most recent research and on his extensive experience as a school practitioner and trainer, he presents a step-by-step guide to solution-focused counseling in today's schools. This strength-based approach is illustrated through real-world examples and dialogues from actual counseling sessions. User-friendly forms, questionnaires, and handouts are provided for immediate application with students, teachers, and parents.

Order #72873 | List Price: $44.95
ACA Member Price: $33.95

Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents, Fifth Edition

edited by David Capuzzi and Douglas R. Gross

Youth at Risk provides the most current information and techniques for addressing dysfunctional family dynamics, low self-esteem, mood disorders, stress and trauma, eating disorders, suicidal behavior, teen sexuality, the needs of queer youth, gang membership, school violence, substance abuse, homelessness, and school dropout. A new chapter details the unique stressors faced by ethnic minority youth. A complimentary test manual and PowerPoints for instructors' use are available by written request on university letterhead.

Order #72856 | List Price: $64.95
ACA Member Price: $46.95

Active Interventions for Kids and Teens

Jeffrey S. Ashby, Terry Kottman and Don DeGraaf

This engaging guide contains 50 action-oriented activities that can be used in groups with children, adolescents, and adults. Combining fun with proven adventure therapy 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.

Order #72875 | List Price: $42.95
ACA Member Price: $29.95


John Sommers-Flanagan and Rita Sommers-Flanagan

Tough Kids, Cool Counseling offers techniques for overcoming resistance, fostering constructive therapy relationships, and generating opportunities for client change and growth. This edition includes a new chapter on resistance busters and updated and fresh ideas for establishing rapport, carrying out informal assessments, improving negative moods, modifying maladaptive behaviors, and educating parents. Suicide assessment, medication referrals, and therapy termination are also discussed.

Order #72850 | List Price: $46.95
ACA Member Price: $35.95

To order visit counseling.org/publications or call 800-422-2648 x222

Please include $6.75 for shipping of the first book and $1.00 for each additional book.
EXECUTIVE DIRECTOR'S MESSAGE

G-I-V-E spells compassion, concern, caring

Think of all the ways the word “give” is used. Give up, give it gas, give until it hurts, give in, give a hand, give more, give less, give to and so on. “Give” is a word that can be applied in so many ways to explain and describe issues and actions. Let me be very up front with how I am using the word in this particular column. I need you to consider a “give” to one of the counseling profession’s lasting legacies, the American Counseling Association Foundation.

For more than three decades, the ACA Foundation has assisted in advancing the work of professional counselors by helping to further their education, careers and research. The Foundation has also been instrumental in its work with those whom professional counselors serve, most recently through the Growing Happy and Confident Kids project, which provides books to elementary school counselors in the areas of self-esteem, anti-bullying, diversity, teasing, family situations and much more. This project has helped counselors in nearly 200 sites nationwide by providing them with books that better allow them to connect with kids.

You may also remember that the Foundation stepped up and initiated the Counselors Care Fund when Hurricane Katrina impacted you and your colleagues. Established to “help our own,” the fund did just that. Counselors from all over the country made donations to help their peers in the Gulf region whose practices and personal lives had been shattered by the natural disaster. The Foundation matched each dollar contributed until the fund grew to well over $50,000.

I also want to tell you about the ways the ACA Foundation has helped to promote the counseling profession to those who benefit from such services. For several years, the Foundation has sponsored “The Counseling Corner,” a syndicated weekly column running in more than 250 newspapers across the country as well as in a number of places outside the United States. The total circulation of these newspapers exceeds 3 million. These easy-to-read columns, written for laypersons, provide one more way for the public to better understand the key role that professional counselors play in today’s society.

The Foundation has also been “giving forward.” By that I mean it supports those who will come after us, namely by allocating resources and opportunities for counseling graduate students. Each year, the ACA Foundation provides graduate students with grants to attend the ACA Annual Conference and organizes forums in which grad students can meet with “luminaries” in the field.

Much has been done over the past 30 years, but the Foundation’s trustees have said that much more needs to be done. Let’s face it, the engine cannot run if people do not give (there’s that word again). I give to the ACA Foundation every year and will be doing so again this year. I would love to have you join me this month by making a gift of your own.

Your gift and mine, along with those of your colleagues, will help the Foundation continue the important work to which it is dedicated. If we all give, we will be part of a legacy of “givers,” of those who care and whose compassion reaches well beyond our local communities.

Here is how you can give right now. Go to acafoundation.org and click on “Donate Now” in the left-hand column. Or, if you prefer, call 800.347.6647 ext. 222 and tell the operator you want to make a donation to the ACA Foundation. It is that easy! Please join me and your colleagues in giving. And, remember, if you give by Dec. 31, your donation will count as a charitable contribution for calendar year 2008.

I hope you will contact me with any comments, questions or suggestions that you might have. Please contact me via e-mail at ryep@counseling.org or by phone at 800.347.6647 ext. 231. Thanks and be well.
Counselors can reach out to America’s ‘untouchables’

I read with interest Rebecca Daniel-Burke’s Counselor Career Stories interview with Julie North in the October issue. I had mixed reactions to the piece for several reasons.

First, I was delighted that the subject of poverty and counseling was broached. I work with the homeless, so I am familiar with poverty and the fact that traditional counseling approaches need to be modified to fit the needs of poor Americans. It was delightful to find this discussed in Counseling Today. Julie North seems to be a neat and compassionate person.

My second reaction was that of sadness. This was due to the realization that while the American public might be willing to look at rural poverty and its challenges for counselors, it appears that no one wants to hear about the homeless in America. At least, this is my personal experience and that of many of my colleagues. In my mind, I refer to homeless populations as America’s “untouchables” — to be ignored and forgotten. I am not sure why this is, but I have hunches.

When reading about Julie’s experience with a sofa without cushions, I was reminded of the fact that with some of my homeless clients, there isn’t even that much — counseling takes place on a park bench or in a fast food restaurant. This, of course, makes it challenging to provide a safe and confidential counseling environment.

I too have picked up clients’ baby bottles; as a matter of fact, I have held clients’ babies. I have talked to downright skinheads about their tattoos and music. I have listened to homeless persons who had HIV, Hepatitis C or both. I have talked to homeless Vietnam veterans who have been waiting for months for their disability to be approved or for an opportunity to get medical care for their serious illnesses beyond the most basic emergency care. I have talked to homeless mothers on the run from abusive spouses, without money, food or shelter for their young children. These mothers might be tempted to go back to their abusers, but the fear that he might kill her the next time keeps these women out on the streets and in overcrowded shelters. The list goes on and on.

I guess what I am saying is that counseling can be a life-changing endeavor for many of these clients. However, working with such persons sometimes greatly deviates from what we in our profession consider appropriate counseling interventions.

Sabina Remmers de Vries
San Antonio, Texas
sabina.devriesphd@yahoo.com

Editor’s note: An interview with Sabina Remmers de Vries will be featured in an upcoming Counselor Career Stories column.

Article brings military wives out of the shadows

I just finished looking through the October 2008 edition of Counseling Today and felt compelled to write about Vanessa Dahn’s article, “Silent service in the soldier’s shadow.” As a military spouse for 10 years, I related to so much of what she described. Especially accurate was the segment about military marriage and the adjustments in the family roles because of the long or short-but-frequent deployments of military members.

I spent the majority of my husband’s active-duty service in a foreign country with two small children, while he spent more than half of that time deployed for six-week to three-month periods. We had to adjust to the differences in culture, lifestyle and economic status, as well as new stressors. Each deployment placed me in the role of sole parent and home caretaker, while each of his returns found both of us struggling to find our roles in the marriage and family.

As Dahn mentioned in her article, when “dad re-enters the home environment, he sometimes experiences feelings of not being needed” and “it is not uncommon for the military wife to feel that her husband is interfering with the flow of things after he returns.” I experienced this first-hand and felt great amounts of guilt at the time for that attitude. My husband felt like an outsider within his own family many times and also experienced guilt and uncertainty about these feelings. Reading that other military wives and families share the same emotions is extremely validating, albeit sad that they have endured the same.

I would take nothing for my experiences during that time of my life, and my children and husband (we are still married today after 17 years!) have said the same. It taught us many things about ourselves and one another, as well as about the strength and sense of duty within our military community. But it carried with it a unique set of problems I have yet to find duplicated in my time as a civilian spouse.

Thank you to Vanessa Dahn for bringing attention to these issues and writing such an honest, insightful and important article. I hope it helps many of today’s counselors and their military clients.

Marie Cheek
Mount Juliet, Tenn.

Aging population signals need to address end-of-life issues

I enjoyed the October 2008 cover story, “The graying of the baby boomers,” by Jonathan Rollins. I very much agree that as counselors, we need to be addressing the needs of an aging population.

I would also like to point out another area that counselors should take note of and prepare for: Hospice and palliative care become important as this population comes to need end-of-life care and to embrace the concept of a “good” death. I am not aware of any courses or training for counselors in this field, and I fear that we will miss an opportunity to make this part of our counseling identity. Social workers in the field are often too busy to address the mental health needs of this growing population. I think it is important for the counseling profession to position itself to be able to meet some of these needs.

Kathleen A. Aseltyne
White Lake, Mich.
GETTING A WEBSITE HAS NEVER BEEN SO SIMPLE.

FAST. EASY. AFFORDABLE.

With TherapySites’ easy-to-use tools, you can launch your website in minutes.

You can build a successful online web presence in just four easy steps. In addition to a website, you also receive unlimited email accounts, online appointment request capability, credit card processing and more! All the necessary online services for your practice are bundled into one all-inclusive package. Get started now!

Only $59/month. 30-day Money-Back Guarantee.

Build your website for FREE at www.TherapySites.com
Or call us at 866.597.2674 to learn how to make your website work for YOU with our online tools.

therapysites.com
WEBSITES FOR THERAPISTS. MADE SIMPLE.
THERAPYSITES.COM | 866.597.2674

STEP 1: Select design
STEP 2: Customize
STEP 3: Preview, Edit
STEP 4: Launch Site
Counseling profession should be a safe place for sexual minorities

I certainly hope a young person did not get his/her hands on the August 2008 edition of Counseling Today. The letter by Dixon Duval was disgusting on so many levels. If some young person questioning or struggling with his/her sexual orientation reads that letter, he/she might get the idea that counselors are judgmental and not to be trusted. In fact, I have done many interviews with gay, lesbian, bisexual and transgendered people and have heard horror stories about their treatment in counseling. I now see what they were talking about. Duval states that personal opinions should not enter into the profession, yet clearly, his personal opinion permeates his profession.

The statement that “This common-sense concept is strengthened by the understanding that there is a limit to the amount of negative or dysfunctional behavior any community can ‘afford to recognize’” is very disturbing coming from anyone who claims to have morals. Duval states that personal opinions should not enter into the profession, yet clearly, his personal opinion permeates his profession.

But the most outlandish, unprofessional statement is: “Furthermore, gay men and women already have the same rights as heterosexuals. Gay men, for example, have the right to marry any woman on the planet, identical to the rights of heterosexual men. Contrary to the media’s view, same-sex marriage demonstrations advocate for additional rights, not equal rights.” Isn’t the definition of homosexual being attracted to the same sex? Would counselors really tell a man who is attracted to other men to go marry a woman? Have we counselors not moved away from the concept that being homosexual is dysfunctional? This is disappointing to me, because our profession should be a safe place for sexual minorities. I am saddened that anyone who is in the mental health field would have such disregard for people who already experience much pain.

I am a 41-year-old lesbian who has been in a relationship with a woman for 11 years. Years ago, my lover and I were coming out of a store and several men began to make circles around us in their pickup truck, not letting us move. They began to chant things such as “We are going to kill you, dyke.” I thought my life was going to end right there in that parking lot.

I just thought that we counselors were more evolved than the men in the truck, but some of us are obviously not. The views expressed by Duval perpetuate this kind of behavior, and I am very saddened by this.

Karen Parker
Baton Rouge, La.
kdp567@bellsouth.net ●

Letters policy

Counseling Today welcomes letters to the editor. Individuals may submit letters as often as they like, but Counseling Today will print only one letter per person per topic in each 365-day period. Letters are subject to editing for both length and clarity.

When submitting a letter to be considered for publication, please provide your name and town. If you wish to have your e-mail address listed with your published letter, please note that in the body of your e-mail.

Opinions expressed in letters do not necessarily reflect the views of ACA or the Counseling Today staff.

E-mail letters to ct@counseling.org or write to: Counseling Today, Letters to the Editor, 5999 Stevenson Ave., Alexandria, VA 22304.

Job Opening at ACA

Director, Ethics & Professional Standards

ACA is currently seeking a full time Director, Ethics & Professional Standards to work at our Headquarters office in Alexandria, VA. Responsibilities include serving as ACA’s Ethics Officer and providing ethics consultation on the ACA Code of Ethics, directing and monitoring the ethical adjudication process, advising and assisting the Chair or Co-Chairs of ACA’s Ethics Committee as appropriate, maintaining accurate and appropriate records, serving as the central resource for inquiries related to state licensure and developing materials to assist counselors in the advocacy of the counseling profession. Requirements include a graduate degree in counseling (state license and/or national certification a plus), experience as a practitioner and an identity as a professional counselor. Publications/presentations in the area of ethics and professional standards is a plus.

The ideal candidate will have knowledge of the 2005 ACA Code of Ethics plus knowledge of the American Counseling Association, professional counseling, licensure and reimbursement. You will also possess an ability and interest in helping professional counselors solve real-world ethical dilemmas, a broad orientation towards assisting professional counselors from all specialties and have excellent verbal and written communication skills, along with superior organizational abilities. Salary is competitive and dependent on qualifications. Send letter of application, vita and complete contact information of three references to Cindy Welch, Chief of Staff, ACA, 5999 Stevenson Avenue, Alexandria, VA 22304; cwelch@counseling.org; fax 703-823-0953. Background checks are required.
Individual subscribers to an APA journal can electronically access all articles ever published in that journal.

Subscribe today—www.apa.org/journals • 800-374-2721
One year (and Congress) ends, another begins

This year has seen major strides forward for the American Counseling Association on public policy initiatives, although much work remains ahead of us. In this last issue of Counseling Today for 2008, we’re looking back on what we’ve accomplished this year and where we stand as we look forward to working with the 111th Congress and the new administration of President-elect Barack Obama.

Mental health and addictive disorder parity
As described in last month’s column, ACA played an important role in pushing for enactment of new landmark federal parity legislation. The law will apply to private sector health plans covering more than 50 employees, starting with plan years beginning on or after Oct. 4, 2009. At that point, health plans covering mental and addictive disorder services will be prohibited from using treatment limits or financial requirements for such services unless similar limits and requirements are used for substantially all other covered services. Also, health plans offering out-of-network coverage for medical/surgical benefits will be required to do the same for mental and addictive disorder services. Enactment of the parity law is a historic win for ACA and the rest of the mental health advocacy community, including the American Mental Health Counselors Association.

TRICARE, VA recognition
ACA and AMHCA have been working closely on these two separate but related issues. Our joint work resulted in the enactment of legislation early this year requiring the secretary of defense to “prescribe regulations to establish criteria that licensed or certified mental health counselors shall meet in order to be able to independently provide care to TRICARE beneficiaries and receive payment under the TRICARE program for such services.” The language also requires the Department of Defense, which has a history of opposing recognition of non-physician providers, to contract with an independent research organization to analyze the comparative qualifications of Licensed Professional Counselors as mental health professionals. ACA and AMHCA are working closely with House and Senate staff on implementation of the law.

Similarly, we have been working together on implementation of a recent law recognizing LPCs as mental health specialists within the health care programs of the Department of Veterans Affairs (VA). We have been in frequent contact with VA staff on this issue, providing them with detailed information on counselors’ qualifications and recognition under other programs, recommendations for the development and use of internal staffing surveys and analyses, and evidence of the problems associated with the lack of counselor recognition within the VA. ACA and AMHCA are also working with congressional offices to enlist their support in moving implementation of the VA law forward.

Medicare recognition of LPCs
We came closer than ever this year to gaining Medicare recognition but didn’t quite make it. As a result, we are redoubling our efforts to lay the groundwork for success on this issue next year. We have been holding conference calls with state counseling organization leaders to discuss joint work to strengthen grassroots advocacy efforts in support of Medicare coverage, and ACA legislative representative Peter Atlee has met with roughly half of the 535 congressional offices so far. Our goal is to gain more cosponsors on counselor coverage legislation when it is reintroduced next year so that our provision becomes impossible to ignore when a Medicare package gets assembled. ACA and AMHCA are working to finalize language for the new version of the legislation and to coordinate sponsorship by congressional offices in both the House and Senate.

We will have an opportunity to achieve Medicare recognition in 2009. Both the House and Senate have approved counselor coverage language within the past four years; our task is simply to have each chamber do so again as part of the same broad Medicare package. Physicians are facing a roughly 20 percent payment cut on Jan. 1, 2010, so Congress is certain to consider Medicare legislation next year.

ESSCP
Democrats and President George W. Bush sparred for two years over domestic social spending. Rather than engage
in veto fights this year, Democratic leaders decided to put off completion of most spending bills until after a new president took office, funding many federal agencies at Fiscal Year 2008 levels through March 6, 2009. ACA and our allies will work to push Congress to support the Senate-approved funding level of $52 million for the Elementary and Secondary School Counseling Program in the final version of the Labor-Health and Human Services-Education spending bill for the current fiscal year. This would constitute roughly $4 million in new federal spending in support of school counseling programs and would allow the continued funding of such programs in secondary schools.

Loan forgiveness for school counselors

This summer, Congress and President Bush enacted the Higher Education Opportunity Act of 2008, reauthorizing Higher Education Act programs for the first time in a decade. The law creates a new program of student loan forgiveness for individuals serving in areas of “national need.” Included in this designation are school counselors working full time in low-income schools. The law allows the Department of Education to forgive up to $2,000 in Federal Stafford Loan or Federal Direct Stafford Loan debt for each school year or calendar year of full-time employment (up to five years) for a maximum of $10,000 per eligible borrower. The Department of Education has yet to finalize regulations to implement the program, and loan forgiveness will be provided subject to the availability of annual funding by Congress.

This is not an exhaustive list! For more information on these and other issues that ACA’s Office of Public Policy and Legislation is working on, visit us at counseling.org/publicpolicy.

Becoming a Counselor:
The Light, the Bright, and the Serious,
Second Edition

Samuel T. Gladding

Through the use of memorable and often humorous autobiographical vignettes, Dr. Gladding shares his experiences as one of the field’s most beloved and respected leaders. His personal experiences reflect universal themes in becoming a helping professional, and both novice and seasoned counselors will benefit from his knowledge, skill, and the wisdom drawn from more than 30 years in the profession.

Topics addressed include personal growth; finding what works and learning from failure; basic skills and counseling processes; creativity in counseling; multicultural and spiritual considerations; the influences of colleagues, friends, and family; working with groups and families; professional development; leadership; and termination. Each section of the book contains “Points to Ponder” to facilitate classroom discussion and personal reflection.

Published by the ACA Foundation
2009 | 336 pgs
Order #72886 | ISBN 978-1-55620-281-0
List Price: $24.95 | ACA Member Price: $19.95

Please include $6.75 for shipping of the first book and $1.00 for each additional book.

AMERICAN COUNSELING ASSOCIATION
800-422-2648 x222 • counseling.org
For each installment of The Top Five, I have reached out and recruited a contributor to feature in this column — that is, until now. Stephanie Sarkis contacted me last summer after reading The Top Five and enthusiastically offered a couple of ideas for an article she wanted to write. I was thrilled to have someone contact me with such positive energy and a willingness to contribute.

Stephanie currently teaches in the Counselor Education Department at Florida Atlantic University. She resides in Boca Raton, Fla., where she also maintains a private practice. In 2001, Stephanie received an Outstanding Dissertation Award from the American Psychological Association for her research on comorbid attention-deficit hyperactivity disorder and brain function. A member of the American Counseling Association, she has authored two books on ADHD: 10 Simple Solutions to Adult ADD: How to Overcome Chronic Distraction & Accomplish Your Goals and Making the Grade With ADD: A Student’s Guide to Succeeding in College With Attention Deficit Disorder.

Stephanie’s article offers counselors five practical tips for identifying and working with adult clients who may have ADHD.

Stephanie Sarkis

1. Know that ADHD is a real neurobiological disorder. Several ADHD genes have been identified, and it is a highly inheritable disorder. ADHD is caused by a dysfunction in the frontal lobes of the brain. This section of the brain houses executive functions, which include the regulation of emotions, planning, learning from consequences and estimating time. Working memory, which stores and retrieves information, is also part of the executive functions. All of these tasks are impaired in ADHD.

There is also a lower level of dopamine, a neurotransmitter, in the ADHD brain. People with ADHD also tend to have a smaller left frontal lobe than people without ADHD. Functional MRIs (magnetic resonance imaging) show reduced activity in the ADHD brain compared with non-ADHD brains, particularly during repetitive tasks and tasks involving working memory. People with ADHD have a higher rate of anxiety, depression, suicide, car accidents, head injury and divorce. ADHD is an all-encompassing disorder that affects work performance, social competence and family relationships.

2. Get a family history. ADHD is highly genetic. This means that if clients have ADHD, there’s a very good chance that their parents or their children also have the disorder. In fact, when a child is diagnosed, many times parents realize that they have experienced the same difficulties. When conducting an initial assessment, ask if any family members have been diagnosed with ADHD, bipolar disorder, depression, anxiety, schizophrenia, drug and/or alcohol addiction or a history of suicide attempts or committed suicides. Also ask if there was anyone in the family who had difficulties with day-to-day living but wasn’t diagnosed or treated. It is important to ask about other disorders because in the past, adult ADHD may have been misdiagnosed as Bipolar II or anxiety.

First-degree relatives are those most closely related to the client. This includes the mother, father and siblings. Second-degree relatives are one genetic step outside first-degree relatives. This includes grandparents, aunts, uncles and cousins. If a first-degree relative has ADHD, there’s an even greater chance of a client’s inheritability than if only a second-degree relative has ADHD. This also applies to other inheritable disorders, both mental and physical.

3. Know that ADHD doesn’t always look the same. The Diagnostic and Statistical Manual of Mental Disorders—Text Revision (2000) states that ADHD symptoms must have been present before the age of 7. However, you may find that some adults with ADHD have difficulty remembering this far back. One of the best ways to obtain childhood information is to contact the client’s parents (only with the client’s permission, of course). Further, ask clients to bring in any documentation from when they were students, including any college grades. People don’t “outgrow” ADHD as was once believed. Hyperactivity is reduced, but inattention remains. So while clients may not be running down the halls of their office, they may still feel a sense of inner restlessness.

Adults with ADHD have more speeding tickets, more arrests and more job changes than those without ADHD. They may also work more than one job at a time, and the jobs they prefer may be of high intensity, such as working in an emergency room or being a firefighter. People with ADHD also have a tendency to be night owls. They may have problems with grinding their teeth while they sleep, to the point where their teeth are literally worn down. Clients should be referred to their dentist for this issue, as a dental guard can help prevent further damage.

People with ADHD may not realize that they have difficulties until they enter college. For many clients, college is the first time they have been completely in charge of their time management. This lack of structure can bring ADHD symptoms to the forefront. You may also find that ADHD students will have an A in English and a D in chemistry one semester, and the next semester they will have a D in English and an A in chemistry. Your client will be as perplexed as you are about this changing of grades.

4. Know what kinds of disorders can be confused with ADHD. People with ADHD can have difficulty sleeping, resulting in fatigue and increased difficulties focusing during the day. However, there are other disorders that can look like ADHD. Sleep apnea, where the airway becomes blocked, can result in poor sleep quality. This in turn can result in decreased ability to focus. Anxiety and depression can also cause difficulty with attention, insomnia and fatigue. Chronic pain can also cause distraction and inability to focus. Keep in mind that people with ADHD are more prone to having comorbid disorders — other disorders in addition to ADHD.

Helping adult clients with ADHD
5. Understand the benefits and side effects of medications. Part of providing the best client care involves learning about psychotropic medications, their benefits and side effects — regardless of whether you support the prescribing of these medications. There are two classes of ADHD medications: stimulants and nonstimulants. Stimulants include medications such as Vyvanse, Concerta, Adderall and Daytrana. While there has been controversy about stimulant medications, studies have shown these medications actually reduce the rate of substance abuse. In addition, there is also a nonstimulant medication, Strattera, that the Food and Drug Administration has approved for adults with ADHD.

As a counselor, you will usually see the client for more time during the week than other clinicians such as psychiatrists or family physicians. Therefore, you are the professional who likely observes, hears and learns the most about how the client is feeling and whether he or she is experiencing any side effects. The more you know about the medication, the more effectively you can communicate with the treatment team. You can also more effectively help your clients become advocates for their health.

Before referring clients to Internet resources concerning ADHD and medications, make sure that you review these sites and verify that the sources of information are legitimate. One recommended site is run by Children and Adults With Attention-Deficit/Hyperactivity Disorder. CHADD (chadd.org) is a national organization that has support groups across the United States.

---

**Column editor’s note:** Contact Stephanie at stephanie@stephaniesarkis.com, or visit her website at stephaniesarkis.com.

---

Mark Reiser is the column editor for *The Top Five* and a doctoral student in the University of Wyoming Counselor Education Department. Contact him at reiser@uwyo.edu to comment on this column or to recommend other counseling professionals he could feature in upcoming issues.

Letters to the editor: ctt@counseling.org
Marvin Bornschlegl, a Licensed Professional Counselor from Illinois, called me one day to discuss suicide rates among first-responders. He was advocating for his fellow police officers and other first-responders. I found his story very, very interesting. The career moves he spoke of seemed so disconnected at first, but in actuality, his is one story with three distinct chapters.

Read about Marvin as he moved from chef to cop to counselor. Perhaps some of his experiences will resonate with you as you follow your career path.

Rebecca Daniel-Burke: I know you were a police officer before you became a counselor. What led you to become a police officer?

Marvin Bornschlegl: I had gone to trade school to become a chef. I was working in the culinary field, and it was very demanding timewise. I often worked 12 hours a day, six days a week, holidays, Mother's Day, etc. I wanted to find a place to socialize. I had never been a drinker, but I really liked to lift weights, so the gym became the place for me to hang out and reduce stress.

I met a police officer there, and we were talking about our jobs. I told him about the long hours and working holidays and he said, “Why don’t you take the police officer exam?” The police department had a rotation schedule at the time, and I would get at least some of the holidays off, and it was an eight-hour workday, so I applied. They said I had good people skills. I took the exam in my county and was sent for physical and mental exams. I placed 20th on a list after about 1,000 initial applicants. I did the same exam process in another county and got the job. I became a police officer and was promoted to police sergeant three years ago. I’ve been on the job 18 years.

RDB: Tell me how that work has been for you.

MB: It is definitely the helping people part of it that I always liked. I liked the same thing as a chef, making people happy with food.

RDB: How about the violent part of it? How has that been for you?

MB: Like most first-responders, I can get hooked on the adrenaline of intense situations. But in reality, the majority of a police officer’s work has nothing to do with adrenaline or violence. We talk to people and try to resolve problems.

Also, I am about 6’1” and weigh 240 pounds. Since I am a power lifter, I carry a lot of weight in muscle, so that tends to be a deterrent. Because of my size and presence, I usually do not have to resort to force. Some guys called me “Bornschlegl the Bone Crusher,” but more called me the “Gentle Giant.”

RDB: What led you toward a career in counseling?

MB: There was this social worker named Richard Zembron. He died a few years back, but he was incredible. We would respond to a domestic violence situation at 2 a.m. He was of small stature and he was soft-spoken. He was very empathic. He would arrive at this domestic violence situation, and we were in bulletproof vests, but he would walk in and sit close to the family. He would begin making small talk with them. Then he would say, “This is a great family. I would like to work with them.” He would point to us and say, “Look! These guys take such good care of me.” He was telling them, “I am not the big guy, but these guys will take care of me if they need to.” He sparked my interest in counseling.

RDB: I know you had to go back to school to get your undergraduate degree first. What made you actually see that through?

MB: I realized I was not the “arrest them all and throw away the key” type of cop. I wanted to get more knowledge on recidivism. I wanted to know how to reduce the potential for harm. I majored in criminology and got lots of information on those topics. I then thought I might go on to law school. A friend of mine said, “You don’t want to be a lawyer. They are always in a fight. You don’t like fighting. You like to resolve things and you like to help people.” I knew this guy was right, so I applied for a graduate program in counseling and got in.

RDB: So you were working full time and getting your master’s. What kept you going? What was your motivation?

MB: The thing that kept me going in graduate school was the interest of the other students. They kept telling me they never envisioned that a police officer would be like me. It kept me going. I wanted them to know that we cops were more than just tough guys.

RDB: So now you are an LPC. You have a private practice during the day and work as a police sergeant at night. Tell me a bit about your counseling practice.

MB: Mostly I am drawn to (Carl) Rogers and to solution-focused counseling. I am somewhat cognitive, as I often look at classical conditioning versus operant conditioning with a client.
RDB: How did you determine what area of counseling you were passionate about?

MB: I fell in love with the theories of Carl Rogers. The Rogerian counselor-client relationship is the cornerstone of healing. I have a lot of clients with alcohol and drug recovery issues. I use my knowledge of the 12-step program with them. Mostly though, I engage in empathic listening and show unconditional positive regard to the client.

RDB: What mistakes have you made, and what lessons did you learn from those mistakes?

MB: My biggest mistake is that I expect change to occur quickly. My lesson is in patience. My clients have taught me to trust the process and accept that, for some, it takes more time. There is an unraveling with a client that takes place over time. I have to be patient with that process.

RDB: Was there someone who saw something special in you early on in your life?

MB: I was in the senior year religion class in the Catholic high school I attended. I was an average student and I didn’t party. I worked at a fast food joint nights and weekends. I had fun with the other kids who worked there by throwing the Frisbee after work in the parking lot. I worked, studied and went to school.

Father Zinn was giving his goodbye to the senior religion class, and someone asked him what was a memorable thing about our class. He said there was this big kid who always sat in the front row and always had a smile on his face. He said he would see that kid’s smile and he would know his day was going to be all right. I was that kid. That meant something to me.

Another person who saw something in me was Dick Zembron, the social worker I already spoke of. I remember asking him what his secret was to helping people. He drew a picture of a face. He said, “You see one mouth and two ears. That means we need to listen at least twice as much as we talk.” He died a while back, but his work goes on in me.

RDB: Do you have a theoretical hero, a theorist who inspires you?

MB: Rogers’ techniques open the door. You can’t go wrong by deeply listening to your client. I also like Linda Seligman and her work on borderline personality disorder.

RDB: So many counselors dislike working with clients diagnosed with borderline personality disorder.

MB: I agree, but Linda Seligman says there is a reason for that. She said the risk of the client with borderline personality disorder is they are experts in finding flaws. She said that at some point, a counselor has to come to terms with the fact that the client with a borderline personality disorder will find your flaw and point it out to you.

RDB: Is there anything I have not asked that you want readers to know about your career story?

MB: Yes, I want to say that my career doesn’t define me. My career allows me to be who I am. That is what counseling is about — finding who you are and then being who you are. My calling is to learn, practice and give back. The next generation will take it from there.

The American Counseling Association values the opportunity to honor the careers of working counselors with Counselor Career Stories. The hope is that the career lessons these counselors share each month will be very helpful to working counselors and students alike as they seek employment. For additional assistance with career and employment issues, visit the ACA Career Center at counseling.org/CareerCenter/, which also includes current online job listings.
Preparing to lecture as a new professor

A new year is fast approaching — a time when people set goals and prepare for new ventures and life experiences. This phase is often accompanied by questions such as “How do I get where I want to be?” or even “Where do I start?”

In this month’s column, a new professional and a student in counseling ask for guidance on how to better prepare themselves for their respective professional endeavors. Addressing their concerns with words of wisdom are this month’s expert responders:

- Carl J. Sheperis, associate professor in the Mississippi State University Counselor Education Program and a past recipient of the Outstanding Counselor Educator Award from the Southern Association for Counselor Education and Supervision.

- Dale-Elizabeth Pehrsson, associate professor and chair of counselor education at the University of Nevada, Las Vegas. She is also the Association for Counselor Education and Supervision representative to the American Counseling Association Governing Council and clinical editor for Play Therapy magazine, published by the Association for Play Therapy.

- Mary Rose Day, a Licensed Professional Counselor and a high school counselor for 17 years in Rochester, Mich. She is past president of the Association of Michigan School Counselors and is currently an assistant professor in the Oakland University Counselor Education Department.

- Shawn Bultsma, an assistant professor at Grand Valley State University in Grand Rapids, Mich., who has his doctorate in counselor education. Previously, he was a New Jersey middle school counselor for five years and a high school counselor in Michigan.

Dear New Perspectives:

I graduated in December 2006 and began teaching my first class as a new professor in January 2008. Should you memorize the book you are teaching from prior to teaching class? At times, I felt I was simply reading excerpts first and then expanding on the subject matter. — New Professional, Texas

Carl Sheperis: Moving from the role of student to that of professor is a challenging task. Beginning professors often put pressure on themselves to have all of the answers at the ready. While it would be nice to be able to do this, it is impossible. It is more important to facilitate the learning process for students rather than to spend time memorizing a text. Remember that quality teaching involves using a variety of methods (e.g., didactic, experiential, problem-based activities and discussions). I suggest that you become familiar with the material in the text (in contrast to memorizing or reading it) and use that information to plan teaching strategies that employ a variety of approaches.

When it comes to implementing the didactic portion of your teaching strategy, I would suggest developing a series of visual aids that can be used as talking points. Intersperse personal experiences between the talking points and infuse plenty of examples.

When you lecture, there are four basic principles you should follow. First, give the students an overview of what will be covered during that class period. Second, consider the chapter a springboard for the lecture material rather than its entirety. Third, review the major concepts. Fourth, use some form of interaction to assess student learning/comprehension. While teaching is certainly a more complex process, these simple guidelines can take you far.

I would be remiss if I didn’t point out that students have a responsibility to read the material and to come to class prepared to ask questions. If you are covering every point from the text in class, then the students’ motivation to read decreases. Part of preparing for success as a professor is figuring out how to actively engage the students in the learning process. Using multiple teaching strategies is a great beginning.

Dale-Elizabeth Pehrsson: As a new professor, pressures mount, and preparing for new course preps can be a challenge. You do need to become comfortable with the material, but don’t memorize the book. No one should. Neither instructor nor student should memorize catechism-like answers. Memorizing is not the same as understanding, and understanding always involves interpreting. Interpretive reading does rely on memory, but not on memorizing. You can memorize without understanding, but you cannot comprehend without interpreting.

There is a difference between a deep structure and a surface structure in a text. Memorizing is about the surface structure; memory of interpretations draws from the deep structure and develops critical thinking. Interpretive reading develops a deeper understanding of the text and connects with other material and information that adds to the lifelong learning patterns so essential to counselor educators.

The text should prepare the students as a sort of preorganizer for each class. Provide them with an incentive (for example, beginning some classes with a pop quiz or, better yet, peer accountability reading discussion groups) to come to class prepared. Students should read the text prior to the class, and as the professor, you should expand on the topic and provide examples and perhaps activities that demonstrate lessons in the text. Use the text as a guide for sequencing your

18 | Counseling Today | December 2008
Dear New Perspectives:
If I get an M.A. in school counseling, do I have to pass the state test, or do I only have to take that if I get the counseling endorsement? — Student, Michigan

Mary Rose Day: School counselors in Michigan must have either an NT endorsement on their teaching certificate or School Counselor Licensure. Both of these credentials require a master’s in counseling degree and passing Test 51 (for guidance counselors) of the Michigan Test for Teacher Certification (MTTC). Go to mttc.neinc.com for the test dates and to register online. The test is given four times a year at various locations throughout the state.

Shawn Bultsma: Your question provides an opportunity to clarify the difference between an earned degree and a granted credential. A master’s in school counseling is earned by following the requirements of the university issuing the degree. Once you earn that degree, it is yours; no one can take it away. Passing the state test (in your case, Subtest 51 of the MTTC) is not a requirement for the master’s degree.

However, passing this test is one of the Michigan Department of Education’s requirements to become eligible for a school counseling endorsement on a current teaching certificate (coded as “NT” in Michigan to differentiate it from the many other endorsements). This credential authorizes educational professionals to function in the role of professional school counselors in schools.

The school counseling license (SCL) is another credential that allows individuals to function in the role of professional school counselors in Michigan. The SCL is available to those without a teaching certificate in Michigan who earn a master’s degree in school counseling. These individuals must also pass the state test to receive their SCL. Unlike an earned degree, the NT endorsement as a school counselor on a teaching certificate and the SCL are credentials granted by the state and, as such, may be suspended or revoked by the superintendent of public instruction for conviction of a felony or certain enumerated misdemeanors.

Although several states have test requirements similar to Michigan’s, there are differences between states. If you have questions about the state tests in individual states, the American School Counselor Association, a division of ACA, provides an excellent resource on its website (schoolcounselor.org). Titled “State Certification Requirements,” it can be found under the “Career/Roles” section of the “School Counselors & Members” area of the website. You need not be a member of ASCA to access this information.

Donjanea L. Fletcher is the column editor for New Perspectives and a student affairs counselor at the University of West Georgia. If you are a student or new counseling professional who would like to submit a question for this column to address, e-mail dfletche@westga.edu.

Letters to the editor: ct@counseling.org

---

My Life, My Story

“My Life, My Story” profiles individuals who are new to the counseling profession and proving to be exceptional. If you would like to nominate a student or new professional to be featured, e-mail dfletche@westga.edu.

This month’s spotlight is on Brian M. Montalvo, a career counselor and a National Career Development Association representative to the 2009 ACA Conference & Exposition in Charlotte, N.C.

Age: 26
Hometown: Miami
Education: Obtained educational specialist degree in counseling and human systems with a specialization in career counseling, a master’s in counseling and human systems with a specialization in career counseling and a bachelor’s in psychology, all from Florida State University
Employment: Currently working at the Florida Atlantic University Career Development Center in Boca Raton, Fla.
Greatest accomplishments: I spent several semesters as a career counselor intern at Florida State University’s Career Center. Prior to my career counseling experience, I volunteered more than 250 hours at a crisis counseling hotline.
Keys to success: Working with outstanding professional mentors and having supportive family and friends
When I grow up, I want to: Have endless support and encouragement from my wife, family, supervisor and mentors, as well as have a curiosity that never subsides.
Buying office management software

Q: I took your seminar in 2004. I am now paneled by 11 insurance companies. I need to know which software gives the most bang for the buck in electronic filing. I've looked at (software programs) Practice Magic and NOTES 444. I want a package that keeps me organized and has all my notes on my computer. What do you suggest?

A: Nice job on getting paneled. Deciding to invest in an office management software package is a logical step and a good choice. It's much like buying a computer: A lot depends on what features you need and how much you want to spend. You also need to assess your computer skills (these packages are not that complicated) and devote the time necessary to take full advantage of the software. So it's good to know what you want before you buy.

Beyond ease of use, you'll want to consider the software package's features and functions, including scheduling; printing the CMS 1500 or filing electronically; printing client bills; allowing for fee adjustments or waivers; provision of aging reports; tracking bills pending (outstanding client and insurance claims); maintaining a database of all insurance and managed care companies as well as referral sources; tracking managed care authorizations and utilization; provision of tech support; working with CPT, diagnostic and ICD-9 codes; entering treatment plans and progress notes; tracking office expenses and deposits; tracking referral sources and client physicians; generating form letters; provision of a solo provider or group practice option; adding interest for past due accounts; making coffee and telling you when to go home (just kidding). The list could go on and on. A "bare bones" program should have client and insurance billing as well as some type of aging/bill pending reporting.

All major brands of office management software are HIPAA compliant. While paper claims are still acceptable, more insurance companies are requesting electronic filing of the CMS 1500. So make sure the program is compatible and determine any additional costs for electronic filing. Most software packages will have a demo version you can try before buying.

In terms of cost, you can spend thousands of dollars for a top-of-the-line, group practice program that has all the features listed above. Most professional counselors won't need that type of program. Therapist Helper (helper.com) will meet your demands for about $1,000, Ezclaim (ezclaim.com), ShrinkRapt (Shrinkrapt.com), Sumtime (sumtime.com) and others won't have all the bells and whistles but will provide most of the essential features for about half as much. Office Ally (officeally.com) will do electronic billing for free! We looked at Practice Magic (practicemagic.com), which you mentioned, and, judging by the dated website, it appears to be an older program.

Note to readers: Please help your fellow counselors! We are in the process of reviewing software packages for counselors. If you have an office management/billing program you love, let us know about it. We will share the reviews in an upcoming edition of Private Practice in Counseling.

Q: I have my LPC and am working in a counseling center that is changing my status from employee to contract labor. I would like some good resources to get ready for this change in terms of tax information, etc. My employer told me the only thing that is going to change is that I will be filing my own taxes. At this point, I understand that, as my employer, she is helping contribute to my Social Security. She is not addressing that change with me, except to say I am getting my "full amount" of pay instead of any taxes being taken out. This, of course, is a moot point because I plan to pay my taxes, just as she has been doing. It seems I am essentially going to be having a reduction in how much I make. I feel she is not being straightforward with me about all of this, and I would like to get enough information so I can talk with her with ease and confidence, without being unreasonably defensive. In other words, know the advantages and disadvantages of this change. Thank you for your response.

A: We are not accountants and can only answer from our own experience, so we would recommend that you check with your accountant. That being said, I (Bob Walsh) have worked under both of the situations you have outlined. Both have pluses and minuses, but working as a consultant was a better deal for me. I paid quarterly taxes and my own Social Security and unemployment, having filed as a corporation. Working as an employee was easier because the company handled withholding and paid the accountant.

As a contracted counselor, I did my own tax math early on but later paid an accountant because I am "numbers challenged"; that was where the cost increase came in. You may want to negotiate an increase in your contract to cover the additional cost of the accountant or your paperwork time. Hope this helps.

ALERT!

Some readers have contacted us to say that they have received “two-tiered” payments for counseling clients with certain managed care and insurance plans. They report that one tier is for “Non-Serious (i.e., Adjustment Disorder): $1,000 deductible, 60 percent of usual and customary charges, 30 visits per year.”

Another tier is for “Serious (i.e., Bipolar, OCD, Major Depression): No deductible, 100 percent of usual and customary, $30 copay, 60 visits per year.”
ACA members can e-mail their questions to Robert J. Walsh and Norman C. Dasenbrook at walshgasp@aol.com and access a series of “Private Practice Pointers” on the ACA website at counseling.org.

Letters to the editor: ctt@counseling.org

Please e-mail us at walshgasp@aol.com if you are being reimbursed by any managed care or insurance plans with this two-tiered payment or have experienced any changes in your reimbursements.

Find the newly updated American Counseling Association Managed Care and Insurance list on the “Private Practice Pointers” page of the ACA website at counseling.org/Counselors/PrivatePracticePointers.aspx.

We will be presenting the workshop “Starting, Building and Maintaining a Private Practice” for the Illinois Mental Health Counselors Association on Dec. 6. Additional information is available at imhca.org or 800.493.4424.

We will be presenting “Advanced Private Practice Toolbox: Nuts and Bolts Ideas for Increasing Referrals, Working With Managed Care and Other Tools” at the ACA Annual Conference & Exposition, cosponsored by the North Carolina Counseling Association, on March 20, 2009. We will also be presenting a 60-minute Education Session titled “Considering Starting a Private Practice? For Licensed Counselors in Agencies, Schools and Counselor Educators.”

In addition, we will once again be in the exhibit hall at the Walsh and Dasenbrook Consulting booth with copies of our book, The Complete Guide to Private Practice for Licensed Mental Health Professionals. The book will also be available at the ACA Book Store.

For the first time at the ACA Conference, we will be offering a limited number of free practice consultations. Contact Rebecca Daniel-Burke of ACA at RDanielBurke@counseling.org for more information. Stop by and say hi!

Study anywhere, anytime, at your own pace
Low-residency national or weekend options
Integrate theory with experience
Mix of traditional courses and self-study

Concentrations in:
Counseling Psychology, Clinical Mental Health Counseling, Educational Psychology, Developmental Psychology, Industrial/Organizational Psychology

A Different Approach

Union Institute & University
Brattleboro Center
Offering: B.A. • B.S. • M.A. • M.Ed. • Ph.D.
M.A. in Psychology • Psy.D.
Contact: 888.828.8575 • 802.257.9411
BrattleboroCenter@tui.edu • www.tui.edu

UI&U’s cohort-based Psy.D. program also welcomes applications for Fall 2009
Becoming a Professional Life Coach: Lessons From the Institute for Life Coach Training

The word “coaching” is now a buzzword among helping professionals, yet many may not fully comprehend this trend. “Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential,” according to the International Coach Federation, an organization that boasts more than 15,000 members worldwide.

Patrick Williams and Diane Menendez have written a seminal work on this subject with Becoming a Professional Life Coach. Williams, founder of the Institute for Life Coach training, is a Master Certified Coach as well as an author of the paradigm-shifting Therapist as Life Coach. Menendez works for two coaching organizations: Leadership Mastery Coaching and Convergys Global Talent Development. She, too, is a Master Certified Coach.

The question foremost on most readers’ minds is likely to be what, specifically, is the difference between therapy and coaching? One major difference is emphasis, the authors explain. While psychotherapy often focuses on the past, coaching directs clients to create and design their futures.

Critics and skeptics may relegate coaching to the realm of fads. These authors, however, argue that coaching is both a viable career and a bona fide profession in the 21st century. As they explain, “Coaches are now in schools, probation departments, churches, nonprofit corporations and other community agencies.”

Williams and Menendez structure the book in three parts. Part I covers the fundamentals of coaching, which include effective listening as well as skillful use of language. Part II, “Beyond the Basics,” tackles advanced skills such as identifying and surmounting obstacles. Finally, Part III walks through the process of helping clients create fulfilling, values-based lives.

Becoming a Professional Life Coach is replete with useful tools: exercises, self-assessments, worksheets, charts and dialogues. The bibliography contains a list of books for further perusal; in addition, it features assessment resources (and their respective websites): Myers-Briggs, DISC, People Map and Values in Action Signature Strengths Assessment.

In brief, Becoming a Professional Life Coach may just become a modern-day classic. It is recommended for seasoned counseling professionals as well as rookies. Career counselors in particular will want to add the book to their personal libraries. Graduate counseling students will also want to read Becoming a Professional Life Coach because it provides a broader perspective on the helping professions and also opens the door to new career possibilities for future graduates.

Reviewed by C. Brian Smith, a Licensed Professional Counselor from Lake in the Hills, Ill.

Girls’ and Women’s Wellness: Contemporary Counseling Issues and Interventions
By Laura Hensley Choate, 2008, American Counseling Association, 300 pages, $55.95 (ACA member price: $39.95, Order #72876), ISBN 978-1-55620-270-4

Due to relatively recent socioeconomic changes, today’s women have more opportunities than prior generations could ever have imagined. In the workplace, women are achieving top positions, and the income gap between women and men is beginning to narrow. In professional schools such as medicine and law where women once were a rarity, they now dominate. However, by and large, women are still considered primary caretakers of the family. In addition, women are expected to be thin and beautiful. This tug-of-war in socialization causes women and girls significant pressure and confusion.

In Girls’ and Women’s Wellness, Laura Hensley Choate tackles the issues that women and adolescent girls are facing and provides specific counseling interventions to address these issues. She rightly gives credit to instantly recognizable intellectuals who paved the way in the field of women’s issues, such as Carol Gilligan and Jean Baker Miller, while incorporating fresh ideas from a host of contributors. Choate and her contributing authors include data, cultural views and insights for counseling African Americans, Asian Americans, Latinas and a group often overlooked in the literature, American Indians.

The book is truly contemporary in that Choate illustrates her points with up-to-the-minute examples, such as college women’s blog entries, the film Mean Girls and excerpts from the book Queen Bees & Wannabees. Topics covered range from relational aggression to finding life balance at work, from dangerous relationships in adulthood to aging.

What the reader will notice is that each chapter is not a cookie-cutter image of the last. The chapters are formatted appropriately for various topics. Some chapters offer self-exploration exercises as a first step for dealing with issues such as sexual assault and aging. In Chapter 2, “Counseling Adolescent Girls for Body Image Resilience,” Choate provides a detailed sample outline for counselors who wish to host a workshop titled “Beyond
Recent books by ACA members

The following book descriptions are provided by the authors or their publishing houses. Inclusion of these books does not necessarily indicate an endorsement by Counseling Today, Resource Reviews or the American Counseling Association.

This leadership book helps professionals in all fields utilize recent brain science information related to gender as a practical success tool in working with both women and men. Counselors will find useful information for better understanding the men and women they are counseling and working with professionally.

A Social and Psychological Account of Gender Transition: The Diary of a Transsexual Academic by Gypsy Elaine Teague, Edwin Mellen Press
This book is essential to anyone who is planning on transitioning from male to female, is in the process of transitioning or has a family member who needs information on transitioning, either as a participant or as a supportive/questioning friend. This resource details the complete emotional and relational changes during a transsexual’s transition.

How to Shield Children From Alcohol and Other Drugs by Angela R. Betances, Tate Publishing & Enterprises
This book is an anti-drug/alcohol prevention text for parents, teachers and all others involved in the lives and welfare of children and young adults.

Disability, Society and the Individual, Second Edition, by Julie Smart, PRO-ED
This book discusses the major model of disability, the biomedical model, the functional model and the sociopolitical model. The experience of the individual with a disability is discussed, including solo status, overobservation, stereotyping and categorization, second-class citizenship, role entrapment, lack of privacy, infantilization and lowered expectations.

Counseling Military Families: What Mental Health Professionals Need to Know by Lynn K. Hall, Routledge/Taylor and Francis Group
This book is the first of its kind, bringing together writings and research to assist in the understanding of military culture and to provide new insight into the world of the military family. This is not only an invaluable guidebook for mental health professionals working with military families, but also a timely and revealing book into a culture unknown to so many on the outside.

Tengo un Bebé y Voy a la Universidad by María Rosa Bruno, edited by Ediciones Gaviota, Publicaciones Gaviota
The story of six college students who were teen mothers, this book describes their college transition and the issues they faced with motherhood. The book’s intended audience is teen mothers, counselors working in high schools or colleges and anyone wanting to help a teen mother get to college. While written in Spanish, the book is not limited to a Hispanic audience.

If you are an ACA member who has had a book published in the last six months, send an e-mail to Jonathan Rollins (jrollins@counseling.org) with the following information: author's/editor's name, ACA membership number, title of the book, publisher (no self-published titles please), date published and a one- to two-sentence description of the book’s focus, purpose or intended audience.

Each book will be listed only once. However, books listed in this section are still eligible for a full review in Resource Reviews if a copy is provided to column editor Ruth Harper. Due to the volume of books received, a full published review is not guaranteed.
Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling!

By Jeffrey S. Ashby, Terry Kottman, and Donald DeGraaf, 2008, American Counseling Association, 238 pages, $42.95 (ACA member price $29.95, Order #72875), ISBN 978-1-55620-256-8

The focus of adventure activities is offering a meaningful activity and helping students/clients process, at a developmentally appropriate level, what they learn. In the first chapter, the authors describe four categories of adventure therapy—icebreakers, deinhibitizers, trust activities and challenge/initiative activities—as well as a sequence for the activity categories and how one area helps “bridge” to the next.

Specific information regarding developmental appropriateness for the four categories and a description of how a counselor might adapt activities to each age level is provided in Chapter 2. For example, a school counselor might use an activity with students in the primary grades, then adapt it for use with older students by providing less structure or changing some of the processing questions. The activities have a recommended minimum age or grade based on previous implementation but do not have an age limit.

Chapter 3 outlines methods of leading an adventure group, including assessing the group, learning names and setting ground rules. The book’s remaining chapters contain 50 adventure group activities and provide information on processing techniques and adapting the activities, as well as further instructions for using the book.

The authors provide suggestions regarding developmental age groups (primary, intermediate, middle school/junior high, and high school), different types of groups (classrooms, topic-specific groups, one-on-one counseling sessions), settings in which the adventure occurs (school versus mental health agency) and how counselors can adapt activities to individual scenarios. In adventure therapy, emphasis is on action rather than the process.

This book provides school counselors with activities that will meet some goals and objectives of the American School Counselor Association National Model. It is well organized and provides appendixes to easily indicate which activities meet specific goals and objectives. This new book on adventure activities is a valuable resource for all counselors looking for activities that will add fun to counseling sessions and groups.

Reviewed by Janelle L. Stahl, school counselor, Fargo North High, and graduate student in counseling, North Dakota State University.

Ruth Harper is the column editor for Resource Reviews and a professor of counseling and human resource development at South Dakota State University. Submit reviews for consideration to Ruth.Harper@sdstate.edu.

Letters to the editor: ct@counseling.org
COUNSELING TO TYPE: MOTIVATING STUDENTS AND CLIENTS THROUGH INDIVIDUALIZED CAREER COUNSELING

<table>
<thead>
<tr>
<th>EDUCATION WORKSHOPS 2008 - 2009</th>
<th>DATE</th>
<th>FACILITATOR</th>
<th>LOCATION</th>
<th>WORKSHOP TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYU</td>
<td>12/19/2008</td>
<td>Catherine Rains</td>
<td>NYC, NY</td>
<td>Introduction to Strong</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>01/06/2009</td>
<td>Catherine Rains</td>
<td>Columbia, SC</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Stanford University</td>
<td>01/09/2009</td>
<td>Catherine Rains</td>
<td>Mountain View, CA</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Denver</td>
<td>01/28/2009</td>
<td>Catherine Rains</td>
<td>Denver, CO</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Emory University</td>
<td>01/30/2009</td>
<td>Catherine Rains</td>
<td>Atlanta, GA</td>
<td>Introduction to Strong</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>02/05/2009</td>
<td>Catherine Rains</td>
<td>Nashville, TN</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Johnson County Community College</td>
<td>02/12/2009</td>
<td>Catherine Rains</td>
<td>Overland Park, KS</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Austin Community College</td>
<td>02/18/2009</td>
<td>Catherine Rains</td>
<td>Austin, TX</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>IUPUI</td>
<td>02/24/2009</td>
<td>Catherine Rains</td>
<td>Indianapolis, IN</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Wisconsin Madison</td>
<td>03/04/2009</td>
<td>Catherine Rains</td>
<td>Madison, WI</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Portland</td>
<td>03/06/2009</td>
<td>Judith Grutter</td>
<td>Portland, OR</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Wesleyan University</td>
<td>03/12/2009</td>
<td>Catherine Rains</td>
<td>Middleton, CT</td>
<td>Introduction to Strong</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>03/26/2009</td>
<td>Catherine Rains</td>
<td>Ann Arbor, MI</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>04/02/2009</td>
<td>Catherine Rains</td>
<td>Dallas, TX</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Utah</td>
<td>04/08/2009</td>
<td>Catherine Rains</td>
<td>Salt Lake City, UT</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Cornell University</td>
<td>04/15/2009</td>
<td>Catherine Rains</td>
<td>Ithaca, NY</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Carnegie Mellon</td>
<td>04/23/2009</td>
<td>Catherine Rains</td>
<td>Pittsburgh, PA</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>04/23/2009</td>
<td>Sherrie Haynie</td>
<td>Columbus, OH</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>UCLA</td>
<td>04/29/2009</td>
<td>Catherine Rains</td>
<td>Los Angeles, CA</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Brown University</td>
<td>04/30/2009</td>
<td>Sherrie Haynie</td>
<td>Providence, RI</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>05/01/2009</td>
<td>Catherine Rains</td>
<td>College Park, MD</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>05/08/2009</td>
<td>Catherine Rains</td>
<td>St. Louis, MO</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>05/12/2009</td>
<td>Catherine Rains</td>
<td>Notre Dame, IN</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Loyola University</td>
<td>05/14/2009</td>
<td>Catherine Rains</td>
<td>Chicago, IL</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>NYU</td>
<td>05/20/2009</td>
<td>Catherine Rains</td>
<td>NYC, NY</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>MIT</td>
<td>05/28/2009</td>
<td>Catherine Rains</td>
<td>Boston, MA</td>
<td>Introduction to Strong</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>06/03/2009</td>
<td>Catherine Rains</td>
<td>Minneapolis, MN</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>06/26/2009</td>
<td>Catherine Rains</td>
<td>Baltimore, MD</td>
<td>Counseling to Type</td>
</tr>
<tr>
<td>University of NC – Chapel Hill</td>
<td>08/07/2009</td>
<td>Catherine Rains</td>
<td>Chapel Hill, NC</td>
<td>Counseling to Type</td>
</tr>
</tbody>
</table>

The six-hour workshops are facilitated by either Catherine Rains, (formerly Catherine Holmes), M.S.; Sherrie Haynie, M.Ed., or Judith Grutter, M.S., NCC, MCC.

CPP’s Counseling to Type workshop will help you learn to increase your students’ and clients’ motivation by adapting counseling strategies to type preferences.

CPP’s Intro to Strong workshop will provide you with an overview of the enhancements to the revised Strong, and strategies and techniques for interpretation of the instrument.

Register for workshops online at www.cpp.com/Workshops
Register by phone: Please call CPP Customer Relations at 800.624.1765
Cost: $85 per person, in advance

The six-hour workshops are designed for career counselors and academic advisors who support college and high school students, as well as all practitioners who help adults with career decisions. This program has been approved for the National Board for Certified Counselors (NBCC) CEUs.

* This is not a Strong Interest Inventory® or Myers-Briggs® qualifying course. If you are not associated with an accredited school, or have not taken a course in tests and measurements, completion of a qualification course would still be a prerequisite to purchasing the Strong and Myers-Briggs assessments, even if you attend this workshop. For more information on qualification courses, please visit www.cpp.com/qual.
Across the country, schools have become more aware that many of their students are dealing with depression and may be at risk for suicidal behavior. Yet despite such growing awareness, many schools, and many middle and high school counselors, are not adequately prepared to recognize and deal with the problems and challenges such adolescents present.

In this second edition of Suicide Prevention in the Schools, David Capuzzi draws on his many years of experience working with at-risk youth to provide school counselors with specific advice and guidelines for dealing with the youth suicide problem. While the book has a strong focus on screening and prevention issues, it also presents practical information related to crisis management and “postvention” after an adolescent suicide or attempt.

Capuzzi currently serves as an affiliate professor of counselor education, counseling psychology, and rehabilitation services at the Pennsylvania State University. He is professor emeritus at Portland State University and served for three years as scholar in residence at Johns Hopkins University. A past president of the American Counseling Association, he has authored numerous books, book chapters and monographs on the topic of preventing adolescent suicide. A noted speaker at professional conferences and institutes, he has facilitated the development of suicide prevention programs in communities across the nation. He was inducted as an ACA fellow in 2008 and is a recipient of the Leona Tyler Award in Oregon.

Counseling Today: Do you think school counselors should become more proactive in addressing the problem of adolescent suicide?

David Capuzzi: I really do feel that school counselors should be as proactive as possible in addressing this problem. Most of the articles I read rank adolescent suicide as either the second or third leading cause of teenage deaths. The ranking depends on what agency has collected the data. The only two causes of death that outrank suicide are homicide and automobile accidents. However, we’re also aware that often automobile accidents are intentional and the cause of death could be listed as suicide if the victim provided any evidence such as a suicide note or disclosures to friends.

CT: Are counselor education programs adequately training future school counselors in suicide-related issues?

DC: While it certainly is an issue that’s addressed in most counselor education programs, I think there’s a great deal of variation from program to program. Too often it depends on whether a particular member of a counselor education faculty includes the topic as a unit in a required course or offers a special seminar on the topic. I believe every master’s and doctoral student should be prepared to work with suicidal adolescents. Depression and suicide go together, and many clients present with or identify depression as the reason they are seeking assistance.

CT: Whom do you see as the primary audience for this book?

DC: Middle and high school counselors are certainly its primary target audience, but I also feel it has a great deal to offer to many school administrators. Some parents might also appreciate the content and read the book to assess whether a son or daughter is potentially suicidal.

CT: What does this book do differently in addressing the problem of middle and high school suicide prevention?

DC: I’ve tried to recognize that school counselors are extremely busy and usually overworked. I’ve tried to present the information in a clear, step-by-step manner. I’ve developed PowerPoints to accompany each chapter that can be used by counselors when making presentations to school staff, administrators and parent groups. And I’ve included some sample materials that counselors can use for reaching out to parents and staff. In other words, I’ve made a strong effort to make this a very practical and easy-to-use guide.

CT: What are some of the practical guidelines that this book offers?

DC: This book has guidelines for initiating a suicide prevention program, conducting faculty and staff in-service programs, assessing suicidal risk, working with survivors and conducting parent education sessions. In addition, I’ve provided clear guidelines on how to identify risk, and protective factors are also addressed.

CT: How does this book help a school counselor not only in improving his or her own work with potentially suicidal students, but also in working with teachers, administrators and parents on this issue?

DC: This book provides school counselors with both the knowledge and skills base for practical and effective approaches to prevention and crisis management when working with potentially suicidal adolescents. It also covers the essential elements of doing good work with teachers, administrators and parents so that everyone connected with a vulnerable youth knows what to say and do — and what not to say and do — when talking.
with adolescents. The goal is to make it easier to facilitate early intervention and, if necessary, crisis management. I feel it is essential that adults are prepared for the possibility of encountering a suicidal adolescent in advance of ever having to do so. Stress escalates, along with risk, when adults are connected with schools that do not know what to do when young people turn to them for assistance.

CT: What is the most important piece of advice or direction you feel this book has to offer the average school counselor?

DC: Know the facts about adolescent suicide and the principles to follow when working with an adolescent who may be thinking of self-harm. It is essential to follow best practices and to be proactive in your building and in your school district so that adults are prepared before they ever have to address this problem. You can't stabilize a situation if you are grasping for guidelines to follow in the midst of a crisis.

CT: What are the major legal considerations that a school counselor must consider in suicide prevention?

DC: Counselors need to understand the law of malpractice and the elements of malpractice related to working with potentially suicidal clients. Ted Remley, who is renowned for his writing on legal and ethical issues related to school counseling, authored the book's chapter on legal challenges with suicidal students. It's something that should be read by every school counselor in the country.

CT: How open are most school systems to counselors instituting suicide prevention or awareness programs?

DC: This is something that varies across the country. I have worked with schools and school districts that were vitally concerned about this issue and wanted to do everything possible to prepare in advance of a suicide attempt or completion. On the other hand, I was once contacted by a school district that had experienced 17 suicides in one school year but was not really sure it needed my or anyone's assistance in training counselors, teachers, administrators and staff so that all the adults would know what to look for and how to facilitate referral to the school counselor or member of the school's crisis management team when the necessity arose. Part of what I hope is that a practical guidebook such as this will help make administrators, counselors, teachers and parents more aware of how much really can be done to address this problem.

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings, Second Edition (Order #72884, PowerPoint Instructor CD Order #78214), can be ordered directly through the ACA online bookstore at counseling.org/Publications or by calling the ACA order line at 800.422.2648 ext. 222. The price is $24.95 for ACA members and $29.95 for nonmembers.

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

Letters to the editor: ct@counseling.org

IF YOU WANT TO BE A GREAT COUNSELOR, LEARN FROM ONE.

At Argosy University, our faculty are not only scholars—they’re practicing professionals. They bring their mastery and real-world experience into our graduate level classrooms. This gives our graduates an edge when they enter the job market. Because knowledge is one thing, experience quite another.

You can earn the following Counseling degrees:

• MA in Community Counseling
• MA and Doctorate in Marriage & Family Therapy
• MA in Mental Health Counseling
• MA or EdS in School Counseling
• EdD in Counselor Education & Supervision

In addition, Argosy University’s American School of Professional Psychology offers Bachelor’s, Master’s, and Doctoral degree programs in psychology at 19 campuses across the country.*

Argosy University.

Learn more today at argosy.edu or call 800.377.0617
Argosy University Administration | 205 North Michigan Avenue | Suite 1300 | Chicago, IL 60601

*Program names vary by location. Not all programs or degree levels are available at every location. ©2008 Argosy University® 08-AU-3012 – 10/08
Software on a counselor’s budget

Sitting in class recently, a student approached us with a technology problem. Her word processing software was not working, and she could not print out the assignment using the layout she wanted. Much like logophiles drawn to The New York Times crossword puzzle, we jump at the opportunity to solve a technology problem. When the student described what was occurring with her software, we realized the problem could be resolved by upgrading her trial license to the complete and expensive commercial version. Knowing how tight student budgets are, however, we suggested the free “open source” alternative to the high-priced market leader. Her face lit up with the joyous discovery of technology’s “secret Santa” — open source.

Open source software started as the free software movement in the 1980s. Open source is public domain software that has been developed over the years with improvements and additions by programmers who volunteer their time to add functions that rival what you see in commercial software. Open source software is written for and by people, with the express wish that others add to or alter it, just as long as the new software is not sold for profit and the new version is made available for public domain use. Those who use the software without developing it can support open source software development by making donations of their choice to the developer’s group and by reporting any software errors.

The average user of word processing software taps only a small percentage of the functionality of these expensive commercial products. Faced with tight budgets, many students, counselors and counselor educators are paying a premium for product functionality they will never use. This is where open source options can be a money saver.

Office productivity
Looking to cut the cost of software for your counseling practice? Tightening your educational budget as a student? Perhaps a client or nonprofit organization needs to have some document productivity software? The leading open source software suites, OpenOffice (Windows or Mac-based) or NeoOffice (Mac-based), capture all the basic document functions you would want from commercial software.

OpenOffice (openoffice.org) has separate programs in its suite for a variety of productivity needs: Writer for word processing, Calc for spreadsheets, Impress for presentation software, Draw for design and drawing, Math for creating mathematical equations and Base for developing databases.

NeoOffice (neoffice.org) has all the document production options built into one menu. Selecting “New” will present you with options to create a text document, a presentation, a spreadsheet, a drawn object or a database.

Even if you have current commercial software for your productivity needs, whether for your counseling practice, personal use or school assignments, take a look at the open source alternatives. You may find that you prefer their simplicity to all the unnecessary clutter of commercial programs.

Graphics editor
Designing a flier and need to edit graphics? Maybe you have some photographs that need cropping or touching up for a presentation or workshop you are giving. GNU Image Manipulation Program, or GIMP, is a graphics editor that has been in open source development since 1995. GIMP (gimp.org) is used for resizing and cropping photos, creating graphics and logos, combining multiple images and removing unwanted image features. GIMP is cross-platform, in both Windows and Mac formats.

Statistical analysis
Your office or clinic may need to create statistical reports of service. If you are using Excel software for spreadsheets, EZAnalyze is a plug-in for Excel that establishes functions to allow you to do statistical analysis. Developed as part of counselor educator Tim Poynton’s dissertation research, EZAnalyze does basic descriptive statistics as well as advanced statistics such as correlations, t tests, chi-squares, analyses of variance and regressions.

The EZAnalyze website (ezanalyze.com) has instruction videos that you can view prior to setting up the software. It also features videos on how to perform common data analysis procedures using EZAnalyze.

Online applications
Instead of running software from your computer with a connection to the Internet, you can run the productivity software on a provider. Google took the idea of publicly available software and integrated it directly into its server software as Google Apps. Google Apps (google.com/intl/en/options) contains a variety of productivity applications helpful to students, practicing counselors and counselor educators, including a calendar, mailing list, instant messaging, wikis, website development and photo and video editing.
The diamond of Google Apps is the online office word processing, presentation and spreadsheet suite Google Docs. When creating documents via Google Docs, information is automatically saved on Google’s server, preventing data loss. However, users also have the option of saving to their personal computers. When using Google Docs, individuals can create new documents, upload existing documents and share, move, hide, delete and publish documents. The software automatically registers any changes by authors to the document and creates a history file for future reference.

The function that sets Google Docs apart from other free software is how it integrates the connectivity of the Internet into a collaborative function for document creation. Students can work simultaneously on the same document, presentation or spreadsheet as long as they are both logged on to the Internet, working in Google Docs and have permission to access the document. You can collaborate simultaneously on the same document or work on the document at separate times, and a history of changes will be logged as you edit.

To collaborate online, both parties must have a free Google e-mail account that gives them access to all the Google Apps. The original document creator is called the “owner” and will begin the initial process of inviting other Google users to either participate as collaborators or viewers. Collaborators are able to make changes to the documents, while viewers can only see the documents and the revisions. Once documents have been created, they can be published to the Internet, where a unique URL is created on google.com. After the document is published, anyone can view it via the Internet by using the assigned URL. As users make changes to the published document on the Internet, Google Docs has an automatic feature that updates them on the web.

Along with open source, we are beginning to see innovations with Web 2.0. Web 2.0 is the same old Internet you sign onto every day but with the richness of publicly available software to use while you are connected. Future Digital Psyway columns will cover some of the tools that are Web 2.0 (for example, wikis, blogs, social networks, photo and video sharing sites, 3-D virtual worlds) and discuss how counselors and counselor educators can use them.

Have you discovered some great software or websites for counselors that you think The Digital Psyway should feature? Post them on our companion blog at digitalpsyway.typepad.com.

Marty Jencius is the column editor for The Digital Psyway and an associate professor of counseling and human development services at Kent State University. Contact him at mjencius@kent.edu.

Kelly Most regularly teaches courses online and is a doctoral student in counseling and human development services at Kent State University.

Letters to the editor: ct@counseling.org

Hers was a lifelong goal—a doctoral degree. A high-speed connection helped her reach it.

Anita Phillips, M.A.
Student, Doctoral Program in Counselor Education & Supervision

“I have been looking forward to pursuing this degree practically my entire life. This program has proven to be about God finishing the good work he began in me years ago!”

Anita Phillips, M.A.
Student, Doctoral Program in Counselor Education & Supervision

Visit us online at www.regent.edu/ct/phillips or call 800.373.5504.
Because I live and work in the Southwest, Mexican Americans are a cultural group of particular salience for me. Also, my work in training future school counselors involves preparing graduates to work with diverse groups and to be advocates for all students. Thus, I found the article by Lizette Ojeda and Lisa Y. Flores, “The Influence of Gender, Generation Level, Parents’ Education Level and Perceived Barriers on the Educational Aspirations of Mexican American High School Students” in the September 2008 issue of Career Development Quarterly to be very relevant.

Latinos/as have been found to have the lowest college aspirations of all groups of students, so a better understanding of the factors that influence these aspirations is essential. The sample included 186 Mexican American students in schools close to the Mexican border. Information was obtained on age, gender, grade level, race and generation level. Education levels of adult heads of household were also assessed, as were student perceptions of barriers to obtaining a college education.

The hierarchical regression analysis found that combined gender, generation level, parental educational attainment and perceived barriers to further education explained about 18 percent of the total variance in educational aspirations. Parental education contributed 10 percent of variance, and perceived educational barriers accounted for an additional 4 percent. My initial reaction is that although this study added to our understanding of educational aspirations of Mexican American students, the total variance explained by the variables studied is only 32 percent. That is, we have yet to identify many of the factors that play into this population’s college aspirations.

Ojeda and Flores cited a study that found teachers and peers of Latino/a secondary students had lower aspirations for them than for White or African American classmates. This suggests that systemic interventions are needed. Are students with low aspirations reflecting those of their teachers? Have these students internalized the perceptions of teachers about their potential? It is important to acknowledge the many concerned educators and counselors who are designing interventions to increase the educational aspirations of Mexican American students. Until we understand all the factors that impact those aspirations, however, such interventions may miss the target.

Ethnic identity development

In “Using Personal Growth Groups in Multicultural Counseling Courses to Foster Students’ Ethnic Identity Development” (Counselor Education and Supervision, September 2008), P. Clay Rowell and James M. Benshoff examined personal growth groups (PGGs) to determine whether this component of training has an effect on students’ ethnic identity development. Participants were recruited from 13 CACREP-accredited master’s programs around the country and included 85 students whose courses featured PGGs and 98 whose courses did not. The sample was largely White (79 percent); all other groups were combined into Other.

The analysis found that students who participated in PGGs had significant increases in their MEIM (Multigroup Ethnic Identity Measure) scores, although the effect size was small. It is interesting that student ethnicity and gender did not predict gains in MEIM scores, while age and previous counseling courses completed were related to larger gains. The study included a measure of helpful impacts (Group Counseling Helpful Impact Scale) in an effort to understand what factors about the group dynamics and processes were related to growth in ethnic identity. None of the factors was related to increased scores.

Although the findings were far from sensational, I think this study addressed important aspects of counselor training. First, the consensus is that didactic components alone are insufficient to generate the awareness, knowledge and skills that counselors must have in today’s multicultural world. However, insufficient evidence exists concerning what kinds of experiential components are effective, for whom and in what ways. This study is a valiant attempt to obtain that evidence.

Perfection, acculturation and stress

International students are often represented in our graduate programs, and their ability to adapt to a new culture, language and educational system while undertaking rigorous academic challenges — absent their family and peer support systems — has always amazed me. “The Relationships Among Perfectionism, Acculturation and Stress in Asian International Students” by Johanna...
E. Nilsson, Jenay Butler, Sarah Shouse and Chetan Joshi (Journal of College Counseling, Fall 2008) shed light on the needs of this group.

The study used a model of acculturation that proposes three factors: social customs, language and perceived prejudice. This study focused on Asian students, who constitute more than 50 percent of international students studying in the United States. I was intrigued by the concept of two kinds of perfectionism: healthy and neurotic. I confess that I was relieved to learn that not all perfectionism is neurotic or psychologically damaging.

The authors point out that Asian international students generally come from collectivist cultural backgrounds with attendant familial and community obligations. In addition, these cultures value and emphasize the importance of very high academic achievement, which creates significant pressure on students to perform at high levels, despite any adjustment difficulties they may experience.

The sample included 76 Asian international students (86 percent of whom were graduate students) who completed measures of acculturation (the American-Internal Relations Scale), stress (the College Stress Inventory) and perfectionism (the Frost Multidimensional Perfectionism Scale). Results indicated that perfectionism predicted stress, and that perceived prejudice was the only acculturation variable that was a unique and significant predictor of stress.

These findings have important implications for counselors. The authors note that Asian international students typically do not seek individual counseling, so programs must be provided in another format. The authors suggest psychoeducational workshops in settings likely to attract international students (for example, residence halls, international student offices and new international student orientations). These workshops could offer information about acculturation challenges (normalizing the experience), suggest ways international students might become more familiar with U.S. culture in their communities and prepare these students for experiences with prejudice. An additional component might be enlisting international students with longer periods of residence in the United States to participate in these workshops and provide social support for the newly arrived students. Finally, educating U.S. students and faculty about Asian cultures and providing training to increase the multicultural sensitivity of the American host campuses and communities are important advocacy activities for college counselors.

More on international students

A related article appeared in the Fall 2008 issue of the Journal of Counseling & Development. In this study by Seda Sümer, Senel Poyrazli and Kamini Grahame (“Predictors of Depression and Anxiety Among International Students”), depression and anxiety, which were considered to be symptomatic of stress, were the outcome variables. The sample included 440 students of diverse national origins. Similar to the study described above, 78 percent of participants were graduate students, and although 68 percent were from Asian countries, 16 percent were White, 4 percent Latino/a, 3 percent Middle Eastern, 2 percent Black and 1 percent Other.

In this study, the researchers were interested in social support, which previous research has found to improve adjustment in international students. Findings revealed that higher levels of depression were detected in students with lower levels of social support and less proficiency in English, as well as among Latino/a students. Lower levels of social support and less English proficiency, along with age, also predicted anxiety. Older students had higher levels of anxiety. It is interesting that gender, length of time in the United States and national origin were not predictors of anxiety.

This study highlights the importance of social support, which was not measured directly in the study by Nilsson et al. but was recognized as important in the discussion. Recommendations for counselors include providing social support groups for international students, mentoring by more acculturated international students and programs that match American student mentors/supporters with newly arrived international students. It is of interest that findings did not differ across countries of origin, suggesting perhaps that recommended services could be offered more broadly to international students.

Sheri Bauman is an associate professor and director of the school counseling program in the University of Arizona Department of Educational Psychology. She is the editor of the Journal for Specialists in Group Work and the author of Essential Topics for the Helping Professional and is currently working on a book on cyberbullying to be published by ACA. Contact her at sherib@u.arizona.edu.

To subscribe to any of the journals mentioned in this article, call 800.633.4931.

Letters to the editor: ct@counseling.org
Counseling vs. life coaching

The relationship between professional counselors and life coaches is sometimes akin to that of stepsiblings. They are loosely connected because they share the same family name — “helping professional.” And because of that name, those outside the “family” sometimes link the two (like it or not).

However, like stereotypical stepsiblings, although counselors and life coaches are familiar with each other and even share some similar traits, they are sometimes prone to less positive feelings of competition and, at times, distrust.

According to interviews conducted for this article, many professional counselors and life coaches agree that they can coexist — even flourish — and that clients will be better off if both services are available from well-trained practitioners. They generally agree that coaches should be certified through a strong, formal process that requires ample amounts of study and experience. And it is broadly believed that there are limits to what life coaches can and should do with clients, with both sides agreeing that coaches should refer clients to a therapist if a significant psychological problem is discovered.

There is, however, often a larger divide when the discussion turns to how coaching and counseling are defined and what each profession offers.

Coaching advocates say they provide a distinct service that helps clients work on their goals for the future and create a new life path. They say counselors spend more time examining the past, looking for solutions to emotional concerns and seeking a diagnosis required by insurance companies. Coaches suggest that the relationships they establish with clients are also more collegial in nature. Coaches and clients work in a less structured environment as a team rather than setting up a “doctor-patient” relationship.

Lynn Mitchell, a business executive and management consultant for nearly 20 years, is working on a master’s degree in counseling in Chicago but wants to be a life coach. She compares coaching with services provided by personal trainers, nutritionists or massage therapists, who help people with health concerns. “There are a lot of people trying to cope with life adjustments, anxieties and personal challenges,” says Mitchell, a member of the American Counseling Association. “Coaching can help, and there is something positive and preventative about it. Wellness is a trend, and coaching is part of it.”

Not all professional counselors, however, necessarily see the distinction. Although acknowledging the value of what properly trained life coaches offer to clients, many counselors maintain that coaches are simply utilizing theories and techniques taught to every counselor as a matter of course.

“We can do anything a coach can do. It is part of our training, and it is part of how we work with clients,” says Sue Pressman, president-elect of the National Employment Counseling Association, president of Pressman Consulting in Arlington, Va., and a longtime member of ACA. “There are coaches who go through good training programs. I’m sure they are skilled and effective, but that is not to say that counselors aren’t, nor that we don’t offer these services.”

Pressman believes professional counselors need to better market the services they are already qualified to provide that allow them to help individuals in the same way as coaches. “Good coaches should come out and make it clear they are not counselors and refer people for the proper
services,” she says. “And it is also only fair that good counselors be encouraged to say that they do coaching.”

Larry Pfaff, an ACA member and associate professor at Spring Arbor University in Spring Arbor, Mich., was in private practice as a counselor for 20 years. He has been vigorous in raising concerns about the coaching profession, particularly when he served on the Michigan Board of Counseling. Based on his study of different websites for coach training and services, Pfaff believes many coaches are not adequately trained and might essentially be practicing counseling without a license.

“There are some good training programs out there, and coaches are often doing some good stuff and meeting important needs,” he says. “But there are also a lot of programs that don’t require much more than a few weeks of training.” Pfaff adds that he is also often cynical about the success some life coaches proclaim to have. “I think a lot of it is a placebo effect,” he says. “Clients pay money — and often a lot of money — to coaches, so they think they must be better.”

Despite these differences of opinion, most of the individuals contacted by Counseling Today agreed on one thing: A future in which life coaches and professional counselors can learn to coexist and collaborate is best for both professions — and their clients.

What is coaching?

The International Coach Federation (ICF), which claims to be the largest coaching credentialing and support organization in the world, defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. Coaches help improve their performances and enhance the quality of their lives. Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach’s job is to provide support to enhance the skills, resources and creativity that the client already has.”

Patrick Williams, a psychologist for 28 years who moved into the coaching profession in 1990, helped to found ICF in 1995. He sees coaching as an “evolutionary step” among the helping professions and believes coaching’s definition and boundaries will become clearer with time. He further says that coaching is “the hottest trend to hit the self-improvement business” and regards coaching as being clearly rooted in well-accepted theory.

“Adler and Jung saw individuals as the creators and artists of their lives and frequently involved their clients in goal setting, life planning and inventing their future — all tenets and approaches in today’s coaching,” says Williams, who also points to Carl Rogers’ work with client-centered therapy as a “significant precursor to coaching.” He says coaching was born of advances in the helping professions that were then blended with consulting practices and organizational and personal development training trends. Coaching takes the best of all those approaches, he contends, to provide a new type of assistance.

An ACA member, Williams is likewise a strong supporter of counseling and does not believe that the emergence of coaching poses a threat. “Traditional therapy will not become extinct but will increasingly offer help primarily to those who need clinical services,” he says. “Therapy is about uncovering and recovering, while coaching is about discovering.”

Edward Colozzi, a career development expert and author of the book Creating Careers With Confidence, says although coaching has its limitations, its practice harkens back to times in many cultures when spiritual leaders, shamans, mentors or others in the community offered informal guidance. “It is, in a way, a back-to-the-future paradigm shift,” Colozzi says. “A life coach is like a mentor — a person who joins us on a journey. Many people have performed that role in the past. But in a society such as ours that starts to have rules and regulations … that may be where counseling was born. Now, perhaps, we are seeing a return to something more basic.”

In the early 1970s, Colozzi says that he, along with others, pioneered “career life” counseling, which may have been the precursor to coaching. Today, the distinction between the two is often described as a difference in thinking about the significance of the past.

“Coaching is more focused on the present and the future,” says Paula Padget Baylor, a graduate student adviser in Eastern University’s Counseling Psychology Department in St. Davids, Pa. A trained counselor and coach who works in both areas and trains professional counselors to use their coaching skills, Baylor is an ACA member who has been in private practice for 10 years.
Brief perspectives

Coaching can take many forms, dealing with everything from financial or job concerns to issues with partners or unruly teens. Counseling Today contacted several professionals whose counseling experiences have informed their perspectives of coaching (or vice versa).

- Peter Moskowitz, executive director of the Center for Professional and Personal Renewal in Palo Alto, Calif., coaches health care professionals, particularly in managing stress and “burn-out issues” and making career changes. A physician and clinical professor of radiology at the Stanford University School of Medicine, Moskowitz is also a counselor. He is a member of both ACA and the Professional Coaches and Mentors Association and has a coaching certification from the Hudson Institute in Santa Barbara, Calif.

- Marit D. Weikel was a licensed counselor and ACA member in Durham, N.C. But when she began coaching at a weight loss center, she felt she needed to be thoroughly trained in coaching techniques to work with “highly motivated clients who want additional support and accountability.” She eventually became a health coach. “Coaching is based on the belief that the client has the answers,” she says. “My job is to listen and to ask the right question.”

- Robert Yourell, a San Diego-based ACA member trained in counseling psychology, provides coaching and consulting on a range of issues and has written and spoken broadly on self-help concerns. He contends that coaching can soothe a wide range of problems, including family issues, attention deficit disorder, preparation for anxiety-filled events, neurological problems, brain injury and excessive stress (in which he offers a program of stress-relieving sounds). Yourell also says that coaching can be critical to the process of recovering from mental illness.

- Martha Atkins provided grief and loss counseling and founded and directed the Children’s Bereavement Center of South Texas, which now serves 300 children a month. An ACA member who has nearly completed her doctorate in counselor education, Atkins also recently finished coaching course work through the Martha Beck Life Coach Training program and began working with people who want to start a business in human services, which is her forte. “My clients got great things from counseling and wanted to do something that would help them move forward in a different way. They are delighted and elated with their progress, as am I. I’m having a blast,” she says.

- Leslie Griffen, head of the Griffen Group in Lee’s Summit, Mo., is a veteran business executive who, after losing her job 15 years ago, decided to assist outsourced executives and others as they attempted to re-enter the workforce, helping them to find their fit and use personal benchmarks to move forward. A member of ACA who considers herself a coach, she believes she is qualified and experienced and wishes the counseling community would recognize professionals such as her for the work they do. “I am life qualified. I am experientially qualified,” she says. “I have helped hundreds of individuals to successfully move to new chapters of their lives.”

- ACA member Nancy Duffee, a counselor in Columbus, Ohio, was trained as a coach and received coaching personally, but she returned to school to get her master’s degree in counseling. “I found early in my coaching career that many clients clearly had issues I felt unqualified to address, and I realized that my lack of foundational counseling and development concepts could potentially harm a client,” she says.

— Jim Paterson

(Web exclusive: Read even more ACA member perspectives on counseling vs. life coaching in the CT Online section of the ACA website at counseling.org)
She explains that coaches generally work on four areas with clients:

- Defining goals
- Formulating a plan that will use the client’s skills
- Holding the client accountable for progress
- Providing structure, encouragement and support

“Through coaching, clients can learn how to use healthy and helpful ways of navigating through life,” she says.

**What’s the difference?**

Both professional counselors and coaches see similarities between the two fields, but also draw sharp distinctions. “There is a spectrum of need,” Mitchell says. “Currently, counseling focuses on moving people from a state of dysfunction to one of being functional. But there are many people who are very functional, yet maybe not highly functional or achieving their full potential. The only place they could turn is the self-help section of the bookstore. Coaching provides an alternative.”

“Coaching has a role, a narrower focus than counseling,” says ACA member April Summers, a counselor at a maximum-security prison in McLoud, Okla. Summers has herself used a coach and believes coaching is an important helping profession, although one with a limited reach. “It helps clients set manageable goals and reach them, especially someone who doesn’t know where to start or how to tackle a big change in their life,” she says.

Most counselors who contacted Counseling Today for this article said they see some similarities between coaching and popular counseling theory. Coaching’s emphasis on setting goals and focusing on the future reminds some of solution-focused counseling. Others see the work of Carl Rogers in coaching’s suggestion that clients themselves have the capability to find solutions to the issues that confront them.

But other counselors, such as Summers, are concerned by the prospect of coaches overreaching. “I think good coaching should start with the disclaimer that coaching is limited and that more serious, deeper issues may need therapy,” she says.
Peter Moskowitz, an ACA member who coaches health care professionals and is the executive director of the Center for Professional and Personal Renewal in Palo Alto, Calif., concurs that coaches need to understand the difference between the services they provide and counseling. “I do not take on clients who, in my judgment, have serious mental/emotional problems — problems such as substance abuse, major depression and personality disorders,” he says. “When I suspect any of those issues, I refer the client to an appropriate mental health professional for a thorough evaluation and resume work once the client is emotionally stable.”

Stephanie Baffone, an ACA member and Licensed Mental Health Counselor with her own practice in Newark, Del., has worked with a coach personally and says she found the process helpful “but only in regard to setting life goals and working on some of the more superficial challenges I run into while working on those goals. From my limited experience, the opportunity for psychological exploration is not inherent in the life coaching process.”

Williams wholeheartedly agrees that coaches should steer clear of certain areas and be quick to refer clients to the appropriate mental health professional. And he doesn’t view the client bases for coaching and counseling as being interchangeable. Coaches work with healthy clients who are striving to improve their circumstances, he says, and counselors work with persons needing help and hoping to identify dysfunction or trauma to heal and resolve old pain.

“Counselors assume emotions are a symptom of something wrong; coaches assume they are natural and can be normalized,” Williams contends. “Therapists diagnose and provide professional expertise and guidelines, and coaches help clients identify the challenges, then work in partnership with clients to obtain their goals.”

Another difference? Progress is often slow and painful in counseling, but it is typically “rapid and usually enjoyable” in coaching, according to Williams. Again, he attributes this to the differences between the client base of each profession. “(Clients who seek coaching) aren’t usually coming with a dysfunction or because they are in pain,” he says.

That distinction is what drew Mitchell to coaching, where she hopes to provide “wellness counseling and personal coaching.” She draws the boundary line as such: “If you are ill, see a counselor. If you are focused on prevention and maximizing your emotional health, see a coach.”

Michael Walsh, president of the Counseling Association for Humanistic Education and Development, a division of ACA, says the boundaries may not be that clear. “Like many things in life, rarely are things so simple. Clearly, there are counselors who focus on prevention, maximizing emotional health and achieving peak performance,” he says. “The difference is that counselors also have the additional training to help clients when things are not going so well.”

“I think that both coaching and counseling can be an incredibly beneficial process for folks,” Walsh continues. “The key here is the training of the counselor or coach and the personal fit between the client and the counselor or coach. I would encourage folks to first be sure that any professional has the requisite training and credentials in order to ensure the quality of the services provided. This is especially important in fields in which there is limited regulation and oversight, such as coaching. Then, I would encourage folks to look for a good personal fit with the style, approach and training of the provider. We know, based on the literature in both peak performance work and in counseling, that personal connections often foster the greatest motivation toward success.”

**Straddling the line**

Not every counselor would say they are focused on “dysfunction.” Many ACA members take a “wellness” perspective with clients and see their main purpose as helping individuals to reach their full potential. But as Williams points out, many people are reluctant to see professional counselors for any reason because there is still a prevailing notion that only individuals with serious problems seek out counseling or “therapy.” Young people, in particular, are much more likely to want to see a coach, he says.

Diane Bast, who received her counseling degree after 22 years in human resources and now practices coaching in Elm Grove, Wis., says professional counselors are often faced with a “mental health” label and an insurance reimbursement process that requires assignment of a diagnosis. “I see a lot of people in my practice who really want coaching and more direction, and they balk at having to fill out all kinds of paperwork implying mental problems,” says Bast, a member of ACA. “They want to talk about their careers and what is holding them back or causing them problems on the job.”

Joey Harman was a teacher before getting her master’s in counseling. She was working in a community mental health agency and in private practice when she decided to get her coaching certification through the MentorCoach program based in Bethesda, Md. Like Williams, she believes coaches have a unique role to play as helping professionals, primarily working with people who are generally healthy but still need support. Harman, an ACA member, says her understanding of basic counseling techniques makes her a better coach, and she still practices in both fields, although she keeps them entirely separate.

Pfaff believes most professional counselors are already qualified to also coach clients without additional train-
ing. “Counselors can use parts of what they had in training — some cognitive therapy and solution-focused work and a little Carl Rogers. Most counselors with very little other work can do (coaching). Eighty percent already are.” He says counselors simply need to do a better job of defining their expertise, highlighting their coachlike services and marketing themselves to the public.

But professional counselors who offer coaching services should understand that, legally, they are still practicing counselors. “Be aware that licensing boards do not necessarily differentiate between counseling and coaching activities,” says ACA Chief Professional Officer David Kaplan. “Your licensing board may well view your coaching as falling under their scope of practice. Therefore, you should fulfill all mandated state licensing requirements — for example, obtaining informed consent, reporting child or elder abuse, etc. — with your coaching clients just as you do with your counseling clients.”

Because of the lack of differentiation, professional counselors who conduct “coaching” can have complaints lodged against them by their coaching clients with state counseling licensing boards. In addition, coaching clients can sue counselors for malpractice and attempt to hold them to the standards of Licensed Professional Counselors, even if the counselor was providing services as a “coach.” The bottom line, Kaplan says, is that counselors who identify themselves as “coaches” to clients must still maintain the same standards as professional counselors.

**Coach training**

Some professional counselors are using their high level of training and skill to also dip their toes in the coaching pool; others are concerned that too many unqualified or underqualified “coaches” are diluting the professionalism and true value of the helping professions. Pfaff, for one, complains that coaches charge considerably more than most counselors — $200 to $300 an hour — even though they don’t necessarily have the same level of training or experience. He suggests strict certification laws should be established for the coaching profession and that some coaches should be investigated for practicing without a counseling license.

Jason Newsome, director of clinical services for Family Counseling Connect in Charleston, W.Va., agrees. He claims there are no repercussions for ethical breaches in the coaching profession, no standards of practice and no guarantee of competence. “Life coaches are permitted to practice without a license,” says Newsome, a member of ACA and president of the West Virginia Association for Spiritual, Ethical and Religious Values in Counseling.

Newsome also believes that counselors have allowed “too many ad hoc services to be provided under the guise of counseling, diluting the value of the services we provide. As a profession, we have to be able and willing to stand up for ourselves.”

In the past, ACA has not addressed the issue of coaching, but President Colleen Logan says she believes it is now an issue to which the association should pay attention. “We’ll need to study it,” she says. “Certainly, coaching is a valuable service when offered by well-trained, caring people, but the public should be protected from those who aren’t qualified or those who offer counseling services they aren’t trained for.”

Williams and other coaches say the coaching phenomenon is market driven — that the public wants and needs this type of service. Coaching proponents also say that most legitimate training programs describe the boundaries of the coaching profession and make it clear that coaches should not offer counseling services. The ICF has three levels of accreditation:

- **Associate Certified Coach** — Requires 60 hours of coach-specific training and 100 hours of coaching experience with at least eight clients
- **Professional Certified Coach** — Requires 120 hours of coach-specific training and 750 hours of coaching experience with at least 25 clients
- **Master Certified Coach** — Requires 200 hours of coach-specific training and 2,500 hours of coaching experience with at least 35 clients

The ICF also sets objectives for ethical and professional behavior.

One program whose requirements for certification meet those set by ICF is Martha Beck’s Life Coach Training, which takes 39 weeks and costs about $6,000 for those wishing to be certified. Beck’s training for life coaches includes a prework homework packet that must first be completed, followed by six 90-minute classes, nine 60-minute classes and 15 75-minute classes, all taught by Beck, who holds a doctorate in sociology from Harvard University, has written and lectured broadly on coaching and is a contributor to Oprah Winfrey’s O magazine. All classes require completion of homework and include 25 students. Certification requires completion of 20 paid hours of coaching and passing a written test, in addition to being interviewed by Beck.

Williams’ program, the Institute for Life Coach Training, requires students to pass a 40-hour foundational course as well as a written exam. Other requirements include 50 hours of coaching, along with two 20-hour practicums with coaching sessions, an ethics class and 42 hours of elective courses.

Other coaching programs, however, require far less training. Pfaff and other professional counselors urge that something be implemented to ensure that coaches receive a set amount of minimum training. “My bigger concern here is that the next step might be a state legislature passing a coaching license law,” Pfaff says. “What’s to stop them from getting a 10-hour training program that would qualify them for a license? Then we will wish we had done something about it.”

Some counselors contacted for this article also said that, given some of the overlapping characteristics of coaching and counseling, they would like to see ACA play a guiding role in coaching’s future development, perhaps by stepping in to offer certification to coaches or by giving its blessing to some set of minimum standards. The main concern expressed by professional counselors, however, was that coaches need to be more closely regulated so they will not be tempted to cross the line and offer counseling services unless properly trained and certified. ●

**Jim Paterson is a school counselor in Maryland and a frequent contributor to Counseling Today. Contact him at jamespaterson7@gmail.com.**

**Letters to the editor:**

counseling.org
When only a few months old, Joey was taken from his birth parents. For the next 16 years, he was moved from house to house, physically abused and isolated in the dark for days on end. Today, in a stable home, his overall health has improved, but he will suddenly fly into a rage, scream and frantically tear at his chest until it bleeds. Because various therapeutic approaches have failed, psychopharmaceuticals are now prescribed.

Matty also grew up in a physically abusive home. Like his father, he joined the military and subsequently made a seven-month tour on the USS Eisenhower. Upon returning to civilian life, he developed a drug and alcohol dependence and was jailed for assault. He enrolled in a rehabilitation program for veterans but continued to have aggressive outbursts and depression and was unable to establish positive relationships. He was diagnosed with 70 percent disability for post-traumatic stress disorder (PTSD) and prescribed a regimen of nine psychopharmaceutical agents.

Two case studies with similar etiologies and therapeutic challenges. Two individuals struggling with recovery from violence. Little did they know they would end up together and change each other’s lives. As Matty recounts, “Joey didn’t just change my life, he saved my life.” By walking into each other’s worlds, the two have embarked on a whole new journey together. Or, to be more precise, Matty walked into Joey’s life; Joey flew into Matty’s.

Yes, “flew” is right. Joey is an 18-year-old parrot and Matty a 35-year-old man. They are part of a new program that partners veterans and birds to help each other transition from uncertain, violent pasts to futures with hope and meaning. There is more here than meets the eye, however. This isn’t just a new therapeutic fad. Joey and Matty are part of a radical new paradigm that is taking hold in counseling.

The brainchild of clinical psychologist Lorin Lindner, director of the Association for Parrot C.A.R.E., the parrot-veteran program is located at the Serenity Park Sanctuary on the grounds of the Greater Los Angeles Veterans Administration Hospital. More than 50 parrots like Joey have been rescued and brought to the sanctuary. They tend to and are tended by military veterans who are also in need of a home and quality care. Administrators describe the program as unconventional but also say that it works. After two months, Matty was no longer taking medications. Instead, he was prescribed “parrot therapy.” Joey also experienced relief from symptoms of PTSD, a condition that is now being identified in many animal species.

Serenity Park is an example of the greening of psychotherapy — known as ecotherapy — that is bringing counselors and their clients back to nature.

At Serenity Park, veterans and parrots establish a therapeutic alliance.
Attachment theory says relationships, along with genes, shape how we think, feel and act. Evolutionary psychology includes our early interactions with nature as part of this relational hard-wiring, or what biologist E.O. Wilson terms biophilia. Knowing how to relate with the ecological surround was essential. Our closest genetic relative, the chimpanzee, and our not-so-distant predecessors had to rely on their knowledge of flora and fauna in the ancestral “hood” to survive. However, modern life involves very few encounters with nature. Such acquired indifference comes with a price.

Richard Louv’s Last Child in the Woods asserts that children suffer from widespread “nature deficit disorder” — a profound alienation from nature — and blames lifestyles that take us far away from the restorative rhythms of forest and stream. Ecotherapist Linda Buzzell, founder of the International Association for Ecotherapy and coeditor of Ecotherapy, concedes: “Many current epidemic mental health afflictions such as anxiety, depression and family dysfunction may be directly attributable to unhealthy and unnatural conditions of modern industrial society and not merely the result of chemical imbalance or childhood trauma.” Ecotherapy’s call to reawaken evolutionary inclinations to bond with creatures great and small provides a “powerful healing methodology” and explains why Joey and Matty’s paired treatment has proved so successful. But there is another reason.

Of common minds

For decades, neuroscience has known that brain structures and mechanisms governing affect, empathy, judgment, memory, culture and cognition are found across species. Now neuroimaging confirms theory and observation — all vertebrates, including animals as diverse as dolphins, cats, chimpanzees and parrots, share socio-affective patterns and homologous neural networks responsible for psychological disorders and suffering. This means that Joey and Matty share a common psychobiology and a mutual vulnerability to stress. In other words, trauma affects both man and parrot.

Trauma diagnosis is unsurprisingly similar across species. PTSD has been diagnosed in free-ranging African elephants that, like their human compatriots, suffer from the wages of war and genocide. The pit bulls recovered in the infamous Michael Vick case that were severely abused and forced to fight exhibit symptoms akin to soldiers in recovery from battle. Chimpanzees recovering from brutal lives as biomedical subjects face the profound task described by psychiatrist and Holocaust survivor Viktor Frankl as “meaning making.” What they and Joey the parrot have experienced — social isolation, shock trauma, prolonged incarceration — is analogous to what human political prisoners endure. Not surprisingly, both parrots and people have been diagnosed with what traumatologist Judith Herman calls “Complex PTSD.”

What holds for symptoms, holds for treatment. Parrot therapy conforms to what we know about psychotherapeutic approaches used to facilitate trauma recovery. For example, psychiatrist Jonathan Shay notes that in addition to contending with adaptations acquired to survive battles that carry over into civilian life, many veterans must deal with the loss of their capacity for social trust. Parrot-veteran therapy provides the medium for rebuilding this capacity in both species.

---

**Become a Credentialed Forensic Mental Health Evaluator**

The National Board of Forensic Evaluators (NBFE) is the only forensic mental health counselors credentialing body recognized and endorsed by the American Mental Health Counselors Association (AMHCA).

NBFE offers two-day workshops that provide specialized psycho/legal certification training focusing on becoming an expert court witness, and preparing forensic mental health evaluations. Course locations will be posted on our website. AMHCA & ACA members will receive a 15% discount for Homestudy courses. CFMHE’s will receive a 25% discount on all Homestudy courses. You will be professionally recognized and nationally credentialed with NBFE certification.

**Special Event:** Child Custody Evaluators Certification on April 10, 2009 via LiveMeeting.
As Matty finds out what makes Joey tick — what Joey likes to eat, what he likes to do, how he expresses himself when he is happy, scared or aggressive — and, in parallel, as Joey finds out who Matty is, the two are establishing a therapeutic alliance. Bit by bit, each learns how to modulate his own behavior through the processes of feeding, communicating and grooming to match his partner. “You have to be real with a parrot,” Matty says. “And when you aren’t, the feedback is immediate. They can pick up every little emotion and feeling. Being with Joey, I had to be real. I had to be honest. And I could do it because I trusted him. I knew that no matter what, he would always be there to always try and be my friend.” Joey offers unconditionality, a quality often sought but, sadly, not so easily found in the company of humans.

Similar to a human therapist, Joey offers Matty an opportunity to try out new ways of relating in “session.” The results are transformative. “After spending time with Joey, and getting to understand what he’s feeling, I became a completely different person,” Matty told his human therapist. “I changed the way I was with people and how I interacted with them. Now, instead of seeing someone as an immediate threat, I try and see who that person really is and why they are doing and saying what they do. I am a lot more open to other people.”

Nature as social facilitator is a theme encountered in other ecotherapeutic settings. Numerous programs include wilderness or adventure therapies as core interventions. Horticultural therapy’s (HT) long history stems directly from the institutional farms of the 19th and 20th centuries. As practiced at a retirement facility near Portland, Ore., HT helps revitalize human-to-human bonds among elderly residents while it sharpens cognitive skills. “Something as simple as planting seeds and picking flowers can reap the most amazing bounties,” says Melissa Richmond, the facility’s HT specialist. “Gardening simply builds community.”

Going green not always rosy
Psychology’s greening raises some unique ethical challenges involving the natural world. Lori Marino, a neuroscientist at Emory University, has extensively researched dolphin-assisted therapy...
(DAT), part of the broader project of animal-assisted therapies (AAT) in which animals serve as therapeutic mediums. Marino and others warn that such programs are far from benign. “These programs not only constitute an increasing threat to wild dolphins who are often captured for these programs, but there is no solid evidence that DAT is effective as advertised,” she says. Complications can develop when facilitators of animal therapy aren’t thoroughly educated in their responsibilities to care for their animal therapists. Evidence indicates that animal therapists are, like human therapists, vulnerable to compassion fatigue and other hazards of the trade. Because animals do not sign consent forms, AAT can turn into exploitation or even abuse. This has happened in the DAT industry as well as many other AAT programs that use horses, elephants, dogs, cats and others.

The parrot-veteran program differs from most AAT settings because its first and primary goal is to support animal well-being. Human healing and transformation are not ignored, but they take place in the process of being in service to animals. Eileen McCarthy, director and founder of the Midwest Avian Adoption & Rescue Services, has developed what is essentially an emerging parrot counseling center, where volunteers, trained in principles of trauma recovery, work in service for the feathered residents.

A kinder, gentler green world

Ethical concern for nature’s well-being lies at the core of ecotherapy, but it also reflects broader social forces of which the new green awareness is a part. This is perhaps best illustrated by one of the oldest ecopsychological institutions, The Animas Institute in Durango, Colo., founded by Bill Plotkin. The organization’s teaching is “nature-based soul-initiation, whose central goal is the descent to soul for the purpose of maturing or deepening the ego, rather than healing it.” Echoing Louv, Plotkin says, “My clients’ discontents are often rooted in an unmet long for wildness, mystery and a meaningful engagement” — an engagement that seeks to embrace “radical cultural change.”

As an agent of cultural change, ecopsychology extends therapy beyond the personal to the deeper “whys” and “hows” of existence, thereby embodying an implicit critique. Craig Chalquist, ecopsychologist and coeditor with Buzzell, argues that clients are tackling questions “core to postmodern survival such as ‘What does it mean that I live in the middle of the greatest environmental crisis in history? What can I do about it?’” According to Chalquist, ecopsychology offers a way to “heal the cultural split between self and world that underlies the environmental crisis … and bring psychology into the environmental crisis discussion, diagnose the crisis and offer sustainable alternatives.”

Obviously, there is more than meets the eye when “eco” is added to psychology, with much still to be explored and studied with caution. But with reports on global warming and the ever-increasing list of species extinctions, it is clear that the welfare of nature and human psyche are interdependent. Species reconciliation is long overdue and the need for healing even more urgent. A 2007 Department of Veterans Affairs survey conservatively estimated that nearly 14,000 veterans in the Greater Los Angeles area were homeless. Nationwide, the National Alliance to End Homelessness collated figures showing that between 23 percent and 40 percent of homeless adults are veterans. And as Iraq and Afghanistan War veterans return, numbers are expected to rise significantly. As for parrots, there is a nearly $1 billion industry that continues to drain wild populations, pushing the demand for bird rescue and sanctuary.

In the words of Buzzell, ecotherapy emerges as “the reinvention of psychotherapy as if nature mattered.” Clearly, a minding of things green brings a greening of minds. Nature and human nature are indelibly linked in a single web of life that is as much mental as physical. The greening of psychology represents a radically different perspective on healing humans and other animals. Counselors everywhere are challenged to become part of this larger project and explore new methods of diagnosis and treatment that include healing of the natural world from which we have become so estranged, thus embarking on the creation of a kinder, gentler green world.

Jeffrey G. Borchers, a member of the American Counseling Association, provides nature-based counseling as part of his private practice (commensa.org). He is director of People Programs at Sanctuary One, a nonprofit animal sanctuary, and cofounder of the Oregon Coalition for Consumer Mental Health Protection and Choice (oregonmentalhealth.info). Contact him at borchers@commensa.org.

G. A. Bradshaw is founder and executive director of The Kerulos Center (kerulos.org), a nonprofit organization that studies trans-species psychology and trauma recovery, and cofounder of the International Association for Animal Trauma Recovery. Contact her at Bradshaw@kerulos.org.

Letters to the editor: cct@counseling.org
A stockpile of counselor educator knowledge

ACA, ACES roll out valuable new resource for counselor educators and their students

By Jenny Christenson

The new ACA-ACES Counselor Syllabus Clearinghouse seeks to collect syllabi from counselor educators nationwide, creating an online library in which educators can share resources to create the most effective courses in counseling. The ultimate goal of the syllabus clearinghouse is to help provide exceptional educational resources to graduate counseling students so that they, in turn, can provide the best possible services to clients upon becoming professional counselors.

The syllabus clearinghouse is a joint project of the American Counseling Association and the Association for Counselor Education and Supervision. The clearinghouse had its beginnings in November 2007, when ACA and ACES realized the need for counseling faculty to have easy access to model syllabi. “It all goes back to our clients,” says ACA Chief Professional Officer David Kaplan. “In order to provide the best possible services to them, we need to train the best students that we can. Providing the clearinghouse is really all about being the best teachers we can be to train the best students, who can then provide the optimal service to our clients.”

Becoming a better counselor educator can often mean learning from other faculty who have walked the same path in the same specialty. That’s why the ACA-ACES Counselor Syllabus Clearinghouse is accepting syllabi in a wide array of categories, including school counseling, professional orientation, counseling theories, child/adolescent counseling and spiritual/religious values, among about 25 other categories, to suit the varied needs of counselor educators. None of the categories is deemed more important than the others because, as Kaplan points out, “The most important syllabus is the one on the topic you’re putting together right now.”

The syllabus clearinghouse will be an active depository of syllabi that serves both first-time counselor educators and seasoned faculty members. New professors can get detailed information about developing their own syllabi from the samples available in the clearinghouse, while experienced educators will have an abundance of new resources to help them infuse creativity and variety into their existing class plans.

Counselor educators who submit syllabi to the clearinghouse will be recognized for their contributions, gaining professional recognition as well as widespread acknowledgment of their graduate schools’ counselor education programs. In addition, counselor educators responsible for the first wave of submissions through the end of 2008 will be recognized as charter contributors in venues such as the ACA and ACES websites, Counseling Today, ACAeNews and Spectrum.

The benefits of the syllabus clearinghouse to counselor educators will be twofold. They will be able to share tangible examples of their best work, gaining recognition and a wider network of counselor colleagues in the process. In turn, other counselor educators will be able to learn from these examples, improve their own curriculums and produce counseling graduates who are better equipped to meet the needs of people in today’s society. In the end, “the benefits trickle down to clients,” Kaplan says.

“This is really a very unique project,” says Vikki Cooper, ACA’s librarian and a key organizer for the clearinghouse. “It provides material that is not readily available to counselor educators.”

ACA handled the technical aspects of the project, which include housing the syllabi and making the webpage functional. But as Kaplan points out, “ACA is indebted to ACES for its professional expertise in delineating topics and areas for this project. They helped us choose topics, areas and rules for submitting syllabi.”

“The ACA-ACES Syllabus Clearinghouse is just one more way in which our organizations are looking at how best to help the counseling profession and, in this
case, those who are entrusted with educating tomorrow’s professional counselor,” adds ACA Executive Director Richard Yep. “I appreciate the forward thinking of the ACES leadership who worked with us on moving this project forward.”

The syllabus clearinghouse is scheduled to be available online by early December.

Submitting syllabi

The ACA-ACES leadership has provided several guidelines for syllabus submissions. While submissions are open to all counselor educators, only ACA and ACES members will be able to search the clearinghouse, which will reside on the online library section of the ACA website. Submitted syllabi do not have to meet CACREP requirements or follow any particular format. Clearinghouse managers will periodically review the site’s content and contact syllabus authors to see if they would like to provide updated versions.

Syllabi will be searchable by author name, college/university name, syllabus title, key words and category. While counselor educators are not required to provide their phone numbers, it is recommended that they include their e-mail addresses so fellow educators can contact them with questions. There is no remuneration for the submission of syllabi.

“We have gotten a wonderful response so far (nearly 200 syllabi had been submitted as of early November),” Cooper says. “I think we will continue to get more syllabi every year as professors add new syllabi. And it will be a wonderful benefit for our members.”

In discussing the goals of the ACA-ACES Syllabus Clearinghouse, Kaplan paraphrased a quote from Alfred Adler:

“The road to mental health is helping others.”

“Adler felt it was really important to contribute to the common good,” Kaplan says. “The clearinghouse is a prime example of how counselors can fulfill the Adlerian mandate to help their colleagues.”

Jenny Christenson is a staff writer for Counseling Today. Contact her at jchristenson@counseling.org.

Letters to the editor: ct@counseling.org

To submit a syllabus to the clearinghouse

- Send an e-mail to syllabus@counseling.org and attach your syllabus in either Word or Rich Text Document format.
- Include your name, institution, office e-mail address and office phone number.
- Delete any contact information that you do not wish to be made public.

Incomplete information may delay the posting of your syllabus. Direct all questions, comments and feedback to ACA librarian Vikki Cooper at syllabus@counseling.org or 800.347.6647 ext. 281.

Become the Healing Professional You’ve Dreamed of Being . . .

with Heart-Centered Hypnotherapy®

Course offers

60 hours of Approved CE
- NBCC provider #5460
- NASW provider #886422919

Author -
Breaking Free from the Victim Trap

Diane Zimberoff, Licensed MFT, Founder of the Institute
For 25 years as therapist and teacher, Diane has travelled the world learning to combine physical healing, emotional psychotherapy, and spiritual growth. Her Heart-Centered Hypnotherapy is the powerful synthesis.

NBCC & NASW APPROVED Distance CE
Selected Journal articles = 5 hrs

To register or for a catalog
425-391-9716 or 800-326-4418

online at www.wellness-institute.org

Certification course in Six Days
• Experiential training with ready-to-use skills
• Begin using the methods with your clients immediately

Dramatically grow your practice
• Be a specialist, receive referrals from other professionals
• Benefit from more word-of-mouth referrals

Help clients make rapid progress with:
• compulsions/addictions
• codependency
• stress-related illness
• sexual abuse

Holistic approach to healing, combining:
• developmental psychology
• hypnotherapy
• humanistic psychology
• behavior modification

THE WELLNESS INSTITUTE

2009

Seattle
Jan 22-27
Honolulu
Feb 11-16
Ft Lauderdale
Mar 19-24
Chicago
Apr 16-21
Seattle
May 14-19
Denver
June 25-30
Washington DC
July 30-Aug 4
At age 48, I have been fortunate to return to school. After much reflection, I decided to return to the study of psychology, which I loved as an undergraduate almost 30 years ago, by entering a mental health counseling program.

It’s not unusual for people around my age to make such a major change these days. We are living longer, more productive lives and are frequently dissatisfied with the traditional “grandparent” roles and behaviors that are sometimes expected of us.

Adults in midlife often experience changes in attitude as well as biology. These changes can cause us to re-examine our lives, relationships, goals and commitment to community. In addition, many people suddenly find themselves in a different life circumstance. This may be because of financial changes resulting from downsizing or corporate pension raiding; we may lose a life partner due to death or divorce; our employers may decide that we need more training to stay competitive and retain our jobs; now that our kids have left home, we may suddenly find ourselves with time to do something for ourselves. Whatever our reason for making such a change, the experience can be unsettling.

My first semester back at school was no exception. One class required a research paper that included a literature review. The last time I had done work like this, I had used a card catalog. I’m fairly computer literate, yet it took hours to learn how to use the database searches and digital interlibrary loan available to me. I fully researched one topic only to find that a population was not available for measurement, so I started all over again.

By this time, I was in such a spin that I thought I needed to investigate what was going on with me. I’ve always been pretty successful in school, particularly when the topic interests me. I was doing fine academically in my counseling program, and yet, I felt like I had my skin on inside out. I was out of balance, and the least little thing was almost more than I could handle. So I decided to examine the experience of returning to school at midlife as the topic of my research paper.

The paper was for my adult development class, and I was fortunate to have a wonderful professor who knew when to let me struggle and when to offer help. As one classmate put it, there is a difference between flailing and failing. I was flailing, and it helped a great deal to be reminded that flailing is often part of the learning experience and not the failing I had perceived it to be. I began looking at my experience through the lens of Erik Erikson, George Vaillant, Mary Field Belenky and others. Their well-known theories and work on adult development helped inform my analysis of the experience of returning to school.

Then a fellow student and nursing educator told me about the wealth of research being done in the nursing field on a wide range of topics. She referred me to an article in the Journal of Nursing Education written by Queen Utley-Smith, Beth Phillips and Kathleen Turner that described the “Returning to School Syndrome” developed by Donea Shane. This model describes three stages through which returning students pass at varying speeds and with varying success. Although designed to describe nursing students, the model can be generalized to all students.

The first stage is the Honeymoon, in which returning students are filled with enthusiasm and optimism for their educational experience. They see how their current education relates to their lives, and the experience reinforces their previous role identity. This stage can last for hours or for months, but it usually ends with an intensive class experience.

Stage 2 is Conflict, in which negative, turbulent emotions surface. Returning students may start to feel inadequate in handling school demands and realize that they cannot trust old experiences to assist them in choosing appropriate responses in their new field. This creates dissonance and can cause depression, academic difficulties, insecurity, lethargy and sadness.

Stage 3 is Reintegration, described as “multifaceted ... (providing) an opportunity for students to achieve integration through...
or positive resolution.” At the beginning, students tend to place blame for their difficulties on sources other than themselves. They can become hostile, and some even leave their programs. Individuals will move through this hostility at a rate dependent on their resiliency and the guidance offered. This stage concludes when the student is able to integrate his or her previous experiences into the new culture. Positive resolution results in biculturalism.

I believe I experienced all three stages of this model in my first semester. I started out in a cloud of optimistic enthusiasm. Despite previous work and school experience, I looked forward to an idyllic time of stimulating discussions and studies. I soon realized I was unaccustomed to the sheer volume of reading required and became frustrated by my difficulties with electronic research. I got angry when I began feeling that more was being asked of me than I could successfully perform. After a period of adjustment and reeducation, I now have a better idea of what I am capable of and what is expected of me. It simply took some time to figure out how to be a student again.

I think these stages were easier for me to move through as an older adult than they would have been when I was in my 20s or 30s. Maturity enables me to know myself better than I once did. I also know now that my academic success or failure does not define my whole being. I have little concern with grades; rather, I am more interested in what I have learned. Likewise, I have enough experience in life to know that career does not define a healthy individual. We are much more than what we do.

This experience has underscored for me that we all move through stages and phases in each area of endeavor in our lives. Looking back, I recognize this progression in my marriage, my last career, my relationships and my areas of study.

Can this model be modified to help us understand other positive life transitions? In a new marriage, for instance, we certainly go through a honeymoon phase during which we are filled with enthusiasm and optimism. But when life together falls into daily routines and the division of labor, family pressures and finances take the shine off the marriage vows, many marriages begin to experience some form of conflict. The old ways of doing things by and for ourselves as individuals no longer work for the new “us” as a couple. Many people at this time experience some form of depression, insecurity and anxiety; they may seek to place blame on their partner for the dissonance they are experiencing. We could call it buyer’s remorse.

The rate that people move through this phase varies depending on many factors, including their ability to communicate, their resiliency and empathy and the support and role models they have outside of the marriage. Those couples who are able to learn to work and live together move into Stage 3, in which they reintegegrate their lives together, resolve the dissonance, resistance and anger they have been experiencing and transition into true partnership. They create a new culture as a couple and become bicultural individuals.

How can this model help us as counselors to look at and understand both our reactions and our clients’ reactions to retirement, promotion, change of career, geographic moves or a first child? Positive life transitions are stressful in different but no less powerful ways than negative experiences and trauma. If we understand this progression of development, these transitions can be made with greater ease, both in our own lives and in the lives of our clients and students.

Robin Sturis is a graduate student in mental health counseling at the University of Southern Maine, although the research described in this article was performed as course work at the University of New Hampshire. Robin has had several careers, including certified public accountant, teacher and artist, and is looking forward to the next stage of her life. Contact her at robin.sturis@maine.edu.

Letters to the editor: ct@counseling.org

Smart Marriages
13th Annual Conference
July 8 - 11 • Orlando
60 hrs CE

TRAIN & CERTIFY to teach dozens of marriage-strengthening, practice-expanding programs. Study with the master /founders.

My practice is transformed! I offer PAIRS, PREP, 7 Stages, Stepfamily Journey, and PREPARE - and plan to add more. R. DeMaria, PhD
This is THE place to sharpen couple skills! A. Pembleton, LHMC

200 top experts • LIVE and In-person, including:
Howard Markman & Scott Stanley • PREP • Sue Johnson • EFT: Hold Me Tight:
• John Gray - Mars/Venus • Esther Perel - Mating in Captivity • Maggie Scarf - September Songs • Pat Love & Steven Stosny - Without Talking About It • Michele Weiner-Davis - Divorce Busting • Harville Hendrix - IMAGO • Bill Doherty - Marriage-Friendly Therapy • Cloe Madanes - Ultimate Relationships • Willard Harley - His Needs/Her Needs • David Olson • PREPARE • Barry McCarthy - Couple Sexual Styles • Blaine Fowers - Shared Goals • Beach & Fincham - Prayer & Marriage • Terry Hargrave - Essential Humility • Janis Spring - Forgive You? • Terry Real - New Rules • John Carlson • Love Education • Step Together for Stepfamilies • Life Coaching • Gottman’s Bringing Baby Home • Black Marriage Curriculum • Learning Sobriety Together • Controlled Separation • Porn Addiction • Avoid Marrying a Jerk • Etc! See web for complete line up.

$365 includes: 15 keynotes, 140 wrkshps, 3 lunches, reception, exhibits Shingle Creek Resort $115 S/D!!
60 hrs CE: MFT, APA, LPC, SW • Group, couple, student discounts
202-362-3332 • www.smartmarriages.com • download brochure

December 2008 | Counseling Today | 45
CounselingToday Quiz – December 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.

“Counseling vs. Life Coaching”
1. Pressman believes that coaches can do things that counselors can't. 
   - a. True 
   - b. False
2. Williams sees coaching as ___ among the helping professions. 
   - a. a stepping stone 
   - b. an evolutionary step 
   - c. filling an important niche 
   - d. an ancient model of mentorship

“How Green Is My Valley— and Mind”
3. Serenity Park is a place where veterans: 
   - a. cultivate a garden. 
   - b. take care of parrots. 
   - c. learn meditation forms like Tai Chi outdoors. 
   - d. All of the above
4. Plotkin’s clients’ discontents are often rooted in an unmet longing for: 
   - a. wildness. 
   - b. mystery. 
   - c. meaningful engagement. 
   - d. All of the above

“Two Syllabi Are Better Than One”
5. The syllabus clearinghouse will do “Two Syllabi Are Better Than One”
   - a. serve both first-time counselor educators and seasoned faculty members. 
   - b. provide detailed information about developing one’s own syllabi. 
   - c. offer syllabi in a structured hierarchy of categories. 
   - d. be a means of gaining professional recognition.

“Reader Viewpoint”
6. Positive resolution of “Returning to School Syndrome” results in: 
   - a. biculturalism. 
   - b. transformation. 
   - c. realistic expectations. 
   - d. deeper maturity.

7. The author uses the “Returning to School Syndrome” model to better understand: 
   - a. marriage. 
   - b. teaching. 
   - c. a new job. 
   - d. her own students.

“Behind the Book”
8. The most important piece of advice or direction Capuzzi feels his book has to offer the average school counselor is: 
   - a. know the facts about adolescent suicide. 
   - b. know the principles to follow when working with an adolescent who may be thinking of self-harm. 
   - c. be proactive in your building and in your school district so that adults are prepared before they ever have to address this problem. 
   - d. All of the above

“The Top Five”
9. All of the following statements about ADHD are true EXCEPT: 
   - a. it is highly genetic. 
   - b. Symptoms must have been present before the age of seven. 
   - c. People may “outgrow” the disorder. 
   - d. People with ADHD are more prone to having comorbid disorders.

“Spotlight on Journals”
10. The study on depression and anxiety in adolescents with ADHD revealed that these students revealed higher levels of depression in students with lower levels of social support, less proficiency in English, and: 
   - a. older age. 
   - b. being female. 
   - c. less time in the U.S. 
   - d. being Latino/a.

Think of it: Every issue you could be eligible for one hour of credit through this program which is approved by the National Board for Certified Counselors and now, also, the Florida Board of Mental Health Counseling. That means you may be able to earn up to 12 credits per year and up to 60 credits in 5 years. That's potentially more than half the total requirements you currently need to recerify as an NCC— for a remarkably low price! And NBCC approved home-study credits are often acceptable to State Licensing Boards. Check your local rules.

This is an extraordinary offer. Take advantage of this affordable Continuing Ed for reading CounselingToday any or every month. But do it now! Take a few minutes to answer these questions while reading each article. That way you'll be able to answer the questions quickly and easily.

*Price subject to change in future issues.
YOUR PROFESSIONAL DEVELOPMENT FOR 2009 STARTS HERE.

ACACONFERENCE & EXPOSITION
Co-sponsored by the North Carolina Counseling Association
Charlotte, NC • March 19 – 23, 2009

REGISTER BY
FEB.15, 2009
To receive your registration materials in advance!

Pre-Conference Learning Institutes
Thursday, March 19 – Friday, March 20

Education Sessions
Saturday, March 21 – Monday, March 23

Exposition
Friday, March 20 – Sunday, March 22

Register Now!
It’s Easy:

Online: www.counseling.org/conference
Phone: 800-347-6647 X222
(M-F, 8 am to 7 pm ET)

<table>
<thead>
<tr>
<th>ACA/NCCA Member Type</th>
<th>Advance By Feb.15</th>
<th>Onsite Feb.16 and after</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Regular</td>
<td>$350</td>
<td>$395</td>
</tr>
<tr>
<td>Student/New Prof./Retiree</td>
<td>$240</td>
<td>$265</td>
</tr>
<tr>
<td>Non-Member</td>
<td>$530</td>
<td>$560</td>
</tr>
<tr>
<td>General Attendee</td>
<td>$440</td>
<td>$460</td>
</tr>
</tbody>
</table>

1-Day Registration ($225) / 2-Day Registration ($360)
Plan now to attend the largest conference in the world dedicated to the profession of counseling and all of its specialty areas.

Here are 12 more reasons why you should join your colleagues in Charlotte, NC:

1. More than 500 Education Sessions were selected for you by a special peer-review panel
2. 41 Pre-Conference Learning Institutes will give you an intensive learning experience on a single topic
3. You can earn up to 38 CE credits, 20 of them free!
4. More than 200 Advanced Level programs
5. The largest Exposition (more than 100 exhibitors!) in the world dedicated to counseling
6. The ACA Career Center, where you can interview for jobs and obtain advice
7. Free private consultations on ethics, licensure, and private practice
8. Take home one or more ACA Academy Certificates offered in 16 different specialties—free!
9. Relax and mingle at the ACA Opening Night Social and Celebration—the social event of the year!
10. Meet authors and discuss your publishing ideas at the ACA Bookstore
11. Network, socialize, and share stories and ideas with thousands of your colleagues, including our international guests
12. See why everyone is talking about Charlotte these days!

Keynote speakers who are seeking change:

C. Adolfo Bermeo
Developing a climate of access, equity, and excellence in education for all students is the topic of this presentation by a Senior Scholar for the Pell Institute.

Judy Shepard
Her powerful story and advice about hate crimes will inspire and motivate you to help make our communities and schools safer.

For Graduate Students

Education Sessions for Grad Students:

Changing More Than Diapers: How Counselor Training Changes Student Parents
Relationship Between Wellness and Age, Matriculation, and Relationship Status of Counselor Education Doctoral Students
Student Counselors and Community Engagement: Collaboration through Service Learning
Managing Power in the Therapy Relationship (Advanced level)
You, Me and Your Degree Makes 3: An In-depth Analysis of the Relational Challenge Women Face in Pursuit of an Advanced Degree (Advanced level)

And there’s more....
Back by popular demand is the For Graduate Students and New Professionals Only special series:

Gerald Corey
Finding a Meaningful Life After Graduate School
Jane Myers
Wellness and Self-Care for Graduate Students and New Professionals
Courtland Lee
Let Your Degree Be Your Passport: International Opportunities for Graduate Students and New Professionals
Chris Moll
From Backpacks to Briefcases: Making the Transition from Graduate Student to Professional Counselor

More than 700 graduate students now attend the ACA Conference each year to build their network.
Already registered for the conference?
You can still add an LI to your registration.
Simply call 800-347-6647, x222 or add to your registration online at www.counseling.org/conference

Daytime sessions: 6 CE hours
Evening sessions: 3 CE hours

For complete session descriptions and presenter information, visit www.counseling.org/conference

NOTE: A separate registration fee applies for Learning Institutes. Register by February 15 for lowest rates.

Thursday, March 19, 2009
Advanced Level
◆ Photovoice: Mental Health Consumer Advocacy and Participatory Action Research Through the Lens
◆ The Family Journey: An Experiential Approach for Multi-Family Group Treatment
◆ Critical Issues in Working with Parents of Young Children in Counseling
◆ Narrative Approaches in Sand Therapy: Transformative Journeys for Counselor and Client
◆ Advanced Skills for Leading a Mutual Aid Support Group: Difficult Members and Other Challenges
◆ Counseling Teens: Cognitive, Emotional, and Constructivist Change Techniques
◆ Training for Culturally Competent Disaster Response
◆ Career Counseling for Social Justice
◆ Integrative Family Therapy and Counseling: Advanced Practices Across Multiple Theoretical Models
◆ Retirement: A Diverse Menu of Options
◆ Providing Effective Internship Site Supervision: Strategies and Suggestions for Counseling Practitioners
◆ Adlerian Early Recollections, Second Order Change, and Therapeutic Abreaction
◆ Using Interpersonal Forgiveness to Bring Healing to Relational Hurt and Pain
◆ Advanced Skills in the Spiritual Dimensions of Counseling: Experiential Techniques for Enhancing Counseling Practice

Introductory Level
◆ The CRAWL Program: Addressing College Substance Use on Campus
◆ Telling Your Grief Story: Bereavement Interventions That Heal the Loss
◆ Challenges Facing Group Leaders: Understanding and Working with Difficult Group Members
◆ Suicide Assessment, Prevention, and Intervention: Practical Information for Counselors
◆ Cultural Competency and Creative Interventions with Traumatized Children
◆ Who Really Are Your Transgender Clients: A Basic Primer on the Transgender Community

Friday, March 20, 2009
Advanced Level
◆ Play Therapy: A Universal Language for Understanding and Helping Children from Diverse Cultures with Diverse Needs
♦ Tear in the Desert: Bowen Theory: Healing and Ministering to Combat Veterans of All Faiths, Their Families and Friends

♦ The Transformed School Counselor in Action

♦ Kick It Up a Notch: How to Use Theories and Creative Techniques to Make Sessions More Interesting and Meaningful

♦ Compulsive Gambling: You Bet Your Life

♦ Training the Trainers: Preparing to Be a Diversity Trainer

♦ Extending the Basics: Advanced Skills and Issues in Counseling Young Children

♦ Advanced Private Practice Toolbox: Nuts and Bolts Ideas for Increasing Referrals, Working With Managed Care, and Other Tools

♦ Advancing and Integrating Reality Therapy Skills with Clients Feeling Oppressed, Resistant, Disengaged or Disenfranchised

♦ Advanced Techniques in Brief Solution-Focused Counseling With Children, Adolescents,

♦ Thriving in Counseling Management: Strategies to Sharpen Leadership Skills and Improve Organizational Performance

♦ The Other Side of 55: Life/Career Challenges and New Options

♦ Day After Day the Price You Pay: Managing Your Second Hand Shock

**Introductory Level**

♦ Children and Psychotropic Medication: An Integral Overview

♦ Teaching Addictions Across the Educational Continuum

♦ “Crash”: Using Movies to Explore Post-Modern Implications for Counseling

♦ Cut It Out: Eating Disorders and Associated Self-Injurious Behaviors

♦ Grief in the Workplace: Helping Employees Cope with End-of-Life and Other Loss Issues

♦ Are We Having Fun Yet? Using Cooperative Physical Activity to Enhance Children’s Social Skills and Self-Image

♦ Animal-Assisted Play Therapy: Canines as Co-Therapists

♦ The Power of Sandtray Therapy: Expressive Techniques for Therapeutic Disclosure, Trauma Counseling, and Healing

---

**Visit The Exposition—March 20–22**

More than 100 exhibitors will showcase the latest products and services for counseling professionals

**Hours:**

**Friday, March 20**
Exposition Grand Opening & Welcome Reception
5:00 pm – 7:00 pm

**Saturday, March 21**
10:30 am – 6:00 pm

**Sunday, March 22**
10:30 am – 6:00 pm

And there’s much more happening in the Expo:

Food • Computer stations • Poster sessions • ACA Membership Resource Center • Graduate Student Center • ACA Bookstore
ALREADY REGISTERED FOR THE CONFERENCE?
Make your hotel reservations by February 16!

IMPORTANT: All ACA Conference hotel reservations must be made thru the ACA Housing Bureau. Please do not call the conference hotels to make your reservations. The ACA Housing Bureau will accept reservations via online, fax or mail. Please refer to the official housing form on page 30 of your Advance Registration Brochure or go to www.counseling.org/conference and click on Housing.

The Westin Charlotte
(ACA Headquarters hotel)
601 South College Street
Charlotte, NC 28202

$172 Single/Double
In the heart of the city’s financial district, this 700-room hotel has a premiere Center City location. A convenient trolley stop whisks guests to the city’s hottest dining and cultural riches. A number of attractions are within minutes of the hotel including the shops and restaurants of Historic South End, the new Charlotte Bobcats Arena and Bank of America Stadium, home of the NBA Charlotte Bobcats and NFL Carolina Panthers respectively. Fully nonsmoking.

Across the street from Convention Center

Hilton Charlotte Center City
(ACA Co-Headquarters hotel)
222 East Third Street
Charlotte, NC 28202

$168 Single/$178 Double
AAA four–diamond hotel located in Charlotte’s center city and attached by the Overstreet Mall to both Wachovia Corporation & Bank of America’s World Headquarters. The hotel features 24-hour room service, Wireless High speed internet service throughout the hotel and an extensive health club with an indoor pool and running track. All sleeping rooms are nonsmoking.

Across the street from Convention Center

Omni Charlotte Hotel
132 East Trade Street
Charlotte, NC 28202

$163 Single/Double
Like its glass enclosed sidewalks, The Omni Hotel connects guests with the finest of luxuries. This AAA four-diamond hotel sparkles in the heart of Charlotte’s financial district, near many of the city’s restaurants, cultural facilities, and entertainment highlights. Limited number of smoking rooms available.

3 blocks to Convention Center

Holiday Inn Charlotte Center City
230 North College Street
Charlotte, NC 28202

$153 Single/Double
Stay in the heart of the Queen City at this elegant hotel. Enjoy luxurious accommodations, spectacular views, a rooftop pool, full-service fitness facility and personalized service. The hotel is within walking distance of the city’s most popular businesses, restaurants and attractions. Limited number of smoking rooms available.

5 blocks to Convention Center
See the beauty of the Queen City and its surroundings with these specially arranged tours!

**YADKIN VALLEY WINERY TOUR – THE HEART OF NORTH CAROLINA WINE COUNTRY**
Thursday, March 19, 2009, 11:00 am – 5:00 pm
See beautiful vineyards, enjoy award-winning wines, magnificent mountain views, quiet country life and friendly wine people. Visit 5 wineries. $58

**A VISIT WITH THE “QUEEN”**
Thursday, March 19, 2009, 1:00 pm – 5:00 pm
Explore “the Queen City,” including stops at the Billy Graham Library, Uptown Charlotte, the financial district, Independence Square, and the Levine Museum of the New South. Drive through the historic Fourth Ward area filled with restored Victorian and Colonial Revival homes. $63

**A TOUCH OF CHARLOTTE DISCOVERY & CULTURE**
Friday, March 20, 2009, 1:00 pm – 5:00 pm
From the frontiers of space to the depths of the sea, Discovery Place has invented the formula for fun! Next visit the Mint Museum of Craft + Design. Stop at the Mint Museum of Art. $78

Visit www.counseling.org/conference and click on Tours for descriptions of more tours and to sign up online:

**NASCAR VALLEY** $55
Friday, March 20, 2009, 1:30 pm – 5:30 pm

**DANIEL STOWE BOTANICAL GARDEN TOUR** $47
Sunday, March 22, 2009, 1:00 pm – 5:00 pm

**U.S. NATIONAL WHITewater CENTER** $102
Sunday, March 22, 2009, 1:00 pm – 6:00 pm

**BILTMORE ESTATE** $113
Monday, March 23, 2009, 9:00 am – 7:00 pm

As the conference co-sponsor, NCCA will not hold its own annual conference and will incorporate some of its regular meetings and programs within the national conference. NCCA committee meetings will be held on the same days as ACA committee meetings.
Marcheta P. Evans
Department Chair and Associate Professor, University of Texas at San Antonio, San Antonio, TX

Education
Ph.D., Counselor Education & Supervision; M.Ed., Elementary Education; M.A., Rehabilitation Counseling; B.S., Psychology

Certification and Licensure
NCC, DCC, LPC-S, Texas

Recent Professional Experience
Department Chair and Associate Professor, University of Texas at San Antonio; Consultant and Licensed Private Practitioner

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACC, IAMFC, AMCD, Chi Sigma Iota, TCA, Texas AMCD, TACES, TASCA, STCA

Association Experience
President, ACC; Past Chair, ACA-SR; Past Secretary/Treasurer, ACA Southern Region; ACA Human Rights Committee; Past Chair, ACA-SR Emerging Leaders & Government Relations; Committee Member, ACA-SR Social Action & Research, Leadership and Evaluation; Past Southern Region Representative, AMCD; Member, AMCD Professional Standards Committee; Parliamentarian, Texas Counseling Association; Past President, Alabama Counseling Association; Past President, Alabama Association for Multicultural Counseling & Development; Director of Programs, TCA; Chair/Member, Membership, Strategic Planning, & Communication; Member, CSI Awards Committee

Awards and Honors
2006 Counselor Educator of the Year, TCA; President’s Distinguished Service Award, UTSA; Outstanding Public Relations Award, STCA

Publications and Presentations
Fifty-plus referred and non-referred publications, more than 55 referred presentations and 37 invited presentations/workshops

Community Service
Continued involvement in supervising counselors through consultations and in-service trainings

Goals Statement
When I thought about how to respond to the question of why I am the best-qualified candidate for the position of ACA president-elect, I reflected on my diversity of professional and personal experiences as being critical to my response. I represent a great majority of the membership and have been actively engaged for years in a myriad of operations in our professional association as a member and in a leadership capacity at the local, branch, region and national levels. Whether I was working as a committee member or president of a branch or division, the incorporation of all vested voices was critical to my success as I worked with a diverse membership.

Being an educator from elementary school to doctoral programs in counselor education, department chair, licensed private practitioner and supervisor, rehabilitation counselor, Chi Sigma Iota, CACREP team member, distance credentialed counselor and a national divisional leader, these experiences have all aided in my knowing that I am the best-qualified person for this job. I have prided myself on my ability to be a voice/advocate for all based on my myriad of professional and personal experiences. I relate to a majority of the experiences of the membership because of the roads I have walked, not the one I have assumed. These experiences have afforded me the ability to form personal and professional identification with varied members’ experiences, joys, triumphs and struggles.

In closing, one of the final reasons I know I would make the best-qualified candidate is my belief in the profession. I love my professional life. I know that I make a difference in the lives I touch, thereby being changed myself. I know that I can be the representative for the profession who will do us all proud to be engaged in our daily professions wherever or whatever we may engage.

Candidate Questions
What types of public awareness strategies can be used to strengthen the identity of professional counseling?

I would see my job as president of ACA as building on the wonderful work and resources already developed and helping make members aware of these resources, revising them if no longer effective, adding new ideas as generated and operationalizing them to their fullest potential.

For example, the Public Awareness and Support Committee in 2006-2007 developed a 56-page document addressing public awareness strategies. Ideas for celebrating Counseling Awareness Month and additional activities for the calendar...
year, such as stressing the importance of how participating in our professional organizations is a powerful statement in recruiting, were included. Also included were how our group participation in civic and charitable activities allows the community to see professional counselors in action as concerned citizens and active participants in the community. Additionally, templates were included for delivering speeches and presentations, and how-tos on working effectively with the media and legislative representatives. I could go on and on about this wonderful resource.

Of course, information needs to be updated and technology incorporated, but when I recently conducted leadership training, very few of the attendees who were ACA members actually knew of this resource. These and other strategies would promote the wellness philosophy the counseling profession embodies.

What do you foresee in the next five years as the greatest challenges for counseling and ACA? How would you address the issues?

I recently reviewed the document generated by the delegates of 20/20: A Vision for the Future of Counseling, who were charged with addressing our future. Seven principles were embraced: sharing a common professional identity, presenting ourselves as a unified profession, working on our public perception and advocacy, creating a portability system for licensure, expanding and promoting our research base, focusing on students and prospective students, and promoting client welfare and advocating for populations served. These are all powerful principles that pose a challenge for us over the next five years and beyond.

The most pressing issues I see involve being a unified profession versus being one profession. Much debate continues within ACA as we present ourselves publicly with a unified voice. Declining membership is an issue we must address by offering various membership options so that members feel as if the value is there for the investment of their money and time. Also, a huge deficit I have seen involves the lack of attention in our profession for working with refugee and immigrant populations. As we become more of a refuge for the world, we must take more of an active role in working on the counseling needs of these individuals.

One aspect of ACA’s mission involves “using the profession and practice of counseling to promote respect for human dignity and diversity.” Considering that there are often social issues topics that create debate within our profession, how would you approach handling such discussions within ACA, especially as they relate to issues of counseling practice, counseling ethics and the teaching of counseling?

Debate is a good thing in any healthy organization or system. New ideas are generated and developed. Without it, there is no growth! Within this debate, we still have to promote respect for human dignity and diversity as we discuss social issues. During the height of the civil rights movement, I witnessed times when the debate went to a level of disrespect and anger. Passion for a topic can cause blindness in reaching our desired goal, and we could lose sight of our purpose. Somehow this can become lost in the fray.

The key is in finding balance where there is debate and positive growth as an outcome while retaining our passion. It involves not allowing tolerance for disrespect to raise its ugly head. As an educator, I provide guidelines for healthy exchanges and speaking from personal experiences or “I” statements. Our code of ethics reflects our recognition of diversity and our support of the worth, dignity, potential and uniqueness of all people within their social and cultural contexts. As an organization, we cannot bury our heads in the sand and ignore these critical social issues, and we must set the standard on how these discussions can optimally occur.

One of the areas within the profession of counseling that ACA has struggled with is the recruitment and retention of private practitioners, who often find themselves not represented well within the organization. How might you go about creating an ACA that is more attractive to these practitioners?

My first step would be to ask the private practitioners about what we could do to make their membership more attractive. Many private practitioners belong to all of our ACA divisions, and AMHCA in particular was established to address many of their needs. I would consult members to consider such issues as scheduling of the conferences and how time away impacts their livelihood.

Again, the issue seems to be, is membership and participation worth my investment of time and finances? Will this aid in my effectiveness as a practitioner, and can I afford this investment? I would let them know that their input is valued and modifications will be made if needed in what we offer as an association. I would not assume I had all the answers.

I believe one of my greatest assets includes getting vested parties to come together and developing a realistic plan based on a shared goal. Members have more investment in their success if they are a part of a solution versus it being seen as someone else’s idea. Having stated their inclusion, I would recommend a low-cost, online CEU program based on current issues or topics relevant to practitioners.

Bradley T. Erford
Professor, School Counseling Program, Loyola University, Timonium, MD

Education
Ph.D., Counselor Education (UVA); M.A. (Bucknell University)

Certification and Licensure
NCC, LCPC, LPC, LSP, LP

Recent Professional Experience
Professor, School Counseling Program, Loyola University Education Specialties Department (1993-present)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AACE, ACES, NARACES, SACES, ACA Southern Region, Maryland ACD, Chi Sigma Iota

Association Experience
ACA Governing Council Representative;
AACE President; AACE Treasurer; Chair, ACA Southern Region; Chair, ACA Task Force on High-Stakes Testing; Chair, ACA Interprofessional Committee; Chair, ACA Task Force on Test User Qualifications; Cochair, ACA Public Awareness and Support Committee; Past President, Maryland ACD, MAME, MACES and MAMHC

Awards and Honors
ACA Fellows Award; ACA Arthur Hitchcock Distinguished Professional Service Award; ACA Research Award; ACA Professional Development Award; ACA Carl D. Perkins Government Relations Award; ACES Stripling Excellence in Standards Award; Maryland’s Counselor of the Year, Counselor Advocacy, Professional Development and Counselor Visibility awards

Publications and Presentations
Eight books (including Transforming the School Counseling Profession, Professional School Counseling Handbook, Assessment for Counselors, Research and Evaluation in Counseling), numerous refereed articles and presentations

Goals Statement
I am honored to be nominated for the position of ACA president-elect. As president, I will work tirelessly to unify our professional identity, increase membership services, advocate for social justice and strengthen the professional image and visibility of counselors. Currently, ACA is confronted with a number of significant challenges: organizational, financial and legislative. But my experience as a grassroots member and in leadership at the national, regional and state levels has taught me that these challenges can be overcome through teamwork and collaborative leadership.

Over the years, I have held leadership positions at every association level: ACA Governing Council representative, regional chair, division president, division treasurer, state branch president, state division president and ACA committee and task force chair. I am also a counselor educator and advised my university’s Chi Sigma Iota chapter for more than 10 years. Serving in these capacities has given me a firsthand look and intuitive feel for our students’ and professional members’ needs and aspirations at all levels. As president, I will draw upon these experiences and insights and harness the passion and energy of our members and leaders. I will focus our association activities on the principled and strategic goals that will move the entire profession to a higher level of practice, advocacy and professionalism.

I will work collaboratively with members, leaders and staff to achieve our critically important mission to help others grow and develop. I firmly believe I have the vision, passion, skills and knowledge to accomplish our professional and association goals and would be honored to serve as your president.

Candidate Questions
What types of public awareness strategies can be used to strengthen the identity of professional counseling?

Public awareness and professional identity are enhanced through greater visibility of the quality professional counseling services we provide to the public. I view public awareness as concentric circles proceeding inside out from national to state to local issues — as politicians say, “All politics are local.” To be successful in advocating for our clients and on behalf of all citizens, professional counselors need to recognize that we all have to be involved at all levels simultaneously, using grassroots and strategic, targeted initiatives. A concerted effort on many levels will strengthen our professional identity far more effectively than focusing on any single level, but the effort must be coordinated, and ACA is in the best position to do so.

I have long advocated for a concerted media campaign that will accomplish this goal. ACA needs to develop a marketing campaign to increase name recognition and visibility. When state and national legislators hear “… Counseling Association,” they need to get the message that we all stand as one. ACA must reach out and partner with other helping organizations. Daily in schools and communities, throughout ordinary times and unfortunate tragedies, opportunities to communicate the important work of professional counselors are created. Finally, ACA needs to develop support materials and media kits to help counselors at the local level communicate important accomplishments.

What do you foresee in the next five years as the greatest challenges for counseling and ACA? How would you address the issues?

Identity, identity, identity! As a profession, counseling is in its adolescence. It is growing and developing by leaps and bounds; so much promise, so many challenges yet to overcome.

As Erikson pointed out, the premier challenge of adolescence is Identity versus Role Confusion. Over the next decade or so, the counseling profession will either become more unified or more diffuse. ACA is the only professional counseling association in a position to unite all professional counselors with a unified and enduring professional identity, much as APA has done for psychologists and NASW has done for social workers. The alternative, role confusion, presages groups splintering off to pursue goals of autonomy and establish niches that serve subpopulations of clientele. Such a future would seriously weaken our profession, especially our voice in legislative affairs.

Entities within ACA have always had disagreements, but we must marshal the diversity of our perspectives and strategies to move forward as a unified voice for the good of the public and profession we serve. I have always been a strong advocate for a unified profession and will dedicate all of my energy to help the association emerge from the adolescent stage stronger and more mature than ever.

One aspect of ACA’s mission involves “using the profession and practice of counseling to promote respect for human dignity and diversity.” Considering that there are often social issues topics that create debate within our profession, how would you approach handling such discussions within ACA, especially as they relate to issues of counseling practice, counseling ethics and the teaching of counseling?

A rich diversity of thought and opinion strengthens our understanding of the human condition and gives us insights into how we can best advocate for the diverse clientele we serve. The counseling profession is steeped in the traditions of developmental and prevention approaches, multicultural counseling and, most recently, advocacy counseling. Each of these traditions has enriched our train-
ing of counselors and ethical counseling practices.

During my many years of experience throughout the association, I have participated in and moderated a number of debates over social issues but have always tried to balance the more controversial issues with the overriding association mission of respect for the dignity and diversity of all humans. I would use the ACA website, Counseling Today and discussions at conferences as opportunities to promote advocacy initiatives and develop materials for dissemination to students to help them think critically about emerging social issues important to the profession. I welcome and will promote conversations of diverse perspectives within the association but would conduct such debates so that the result is a strengthening, rather than weakening, of our professional identity!

One of the areas within the profession of counseling that ACA has struggled with is the recruitment and retention of private practitioners, who often find themselves not represented well within the organization. How might you go about creating an ACA that is more attractive to these practitioners?

This problem goes beyond just private practitioners; ACA is failing to effectively retain members in all categories. And it starts with students — who graduate and become our future practicing professionals. Practitioners join ACA for two primary reasons: identity and value.

Of all doctors, 90 percent belong to the AMA. Of all psychologists, 70 percent belong to the APA. Their profession is their identity. Of all professional counselors, less than 15 percent belong to ACA; this is an identity crisis. We are failing to orient students to the counseling profession. Students should receive free liability insurance with ACA membership to invite them into the profession. Then it is up to us to make sure their counselor identity is solidified and the valuable services available so practitioners stay!

Practitioners want time- and cost-effective professional development opportunities; great value for their money and time away from the office. We need more practitioner-friendly presentations at conferences and a flexible, menu-driven dues program that will allow members to pick and choose the services (e.g., liability insurance, division membership) they want. Giving practitioners choices in selecting desired services will increase practitioner membership.

A. Michael Hutchins
Licensed Professional Counselor, Tucson, AZ

Education
Ph.D., University of Idaho, Guidance/Counseling; M.A., Assumption College, Psychology/Guidance; B.S., College of the Holy Cross, Sociology/Psychology

Certification and Licensure
Arizona Licensed Professional Counselor

Recent Professional Experience
Counselor, private practice; consultant, Cottonwood de Tucson Treatment Center

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, ALGBTIC, AMCD, ASGW, AzCA, CSJ, International Association for Counselling

Association Experience

Awards and Honors
AMCD: Advocacy Award; ACA: Kitty Cole Human Rights Award; ALGBTIC: Joe Norton Award, Heritage Fellow; CSJ: ‘Ohana Award; ASGW: Fellow, Professional Advancement Award, Professional Development Award

Publications and Presentations
Extensive publication focusing on social justice, advocacy, multicultural/experiential group work, sexual/gender identity development

Community Service
Tucson GLBT Commission, Safe Schools Coalition

Goals Statement
We live in complex times. As counselors, we are privileged and have a moral and ethical responsibility to work for peace. Building on our past, we face the challenge of taking bold steps to enhance the future of the profession, the identity of counselors and our role in our community.

Under my leadership, ACA will take active, concrete steps to become identified with a counseling-related humanitarian cause, collaborating with like-minded associations around the globe to create an ecology of peace. By training and supporting counselors as advocates, providing opportunities for counseling practitioners to enhance their skills in diverse settings, challenging students and counselors to explore alternative approaches, developing diverse research and collaborating with colleagues from around the world, we will confront the dynamics of fear, trauma, poverty, discrimination and oppression. We will engage effectively in difficult dialogue with respect and dignity.

I encourage balancing advocacy for the profession, our clients and our community.

- Collaborating with training and credentialing bodies, I commit to enhancing student and counselor competency in advocacy, cultural diversity and ethics while providing counselors with the skills we need for licensure renewal and portability.
By building a framework that integrates the advocacy, multicultural and divisional competencies, the 2005 socially responsive initiatives and revised ethical standards, we will enhance our professional identity, committing ourselves to moving forward as agents of peace.

Building on our public policy and legislative agenda, I encourage expanding training for counselors to address local, state, regional, national and international concerns.

By bringing our training to counselors and those who employ us on the local, branch and regional levels, we create incentives for member involvement and retention.

I commit to building broad coalitions and relationships, creating a more inclusive world, promoting human dignity and development and becoming advocates for a caring community.

**Candidate Questions**

**What types of public awareness strategies can be used to strengthen the identity of professional counseling?**

Using our relationship and organizational skills, ACA will develop closer connections with the press on local, state and national levels. Through our scholarship and leadership, we will become the “go-to” organization for the media on counseling-related concerns.

Working with branches, regions and divisions, we will develop resources who can serve as our spokespersons on specific issues affecting our communities. We will have a presence when issues arise.

We will increase our presence on the Internet, creating blogs and social networking sites to engage in discussion and training in significant areas related to advocacy and mental health in our community.

ACA will create a networking map and, using emerging technology, expand dialogue with groups that have common concerns and passions, sharing expertise, vision and strategies. As ACA president, I will actively explore our emerging relationships with worldwide colleagues. As a part of this effort, ACA will become an NPR sponsor.

Counselors must be seen as advocates for the underserved and oppressed. Under my leadership, ACA will become associated with a counseling-related humanitarian cause and will build a framework integrating the advocacy, multicultural and divisional competencies, 2005 socially responsive initiatives and revised ethical standards, thereby enhancing our professional identity and reputation.

**What do you foresee in the next five years as the greatest challenges for counseling and ACA? How would you address the issues?**

The greatest challenge facing our profession is the proliferation of a culture of fear in our world and within our profession. This fear manifests itself as personal, cultural and environmental trauma, poverty, economic inequality, discrimination and other forms of oppression. We have a moral and ethical responsibility to be voices of hope and healing.

Under my leadership, ACA will develop a concrete action plan integrating the multicultural and advocacy competencies, revised ethical standards, socially responsive initiatives and divisional competencies.

We will actively and aggressively confront issues of discrimination, oppression, poverty and trauma on individual, community and professional levels.

We will explore how our own worldviews contribute to the culture of fear and collaboratively engage in actions to change.

ACA will support Counselors Without Borders, providing specific training for counselors to become more proficient in diverse, culturally appropriate interventions.

ACA will enlist state certification boards to join us in providing cultural competence training, supporting such competency as a requirement for continued licensure and certification.

Through such actions, we commit ourselves to projects that increase our revenues and visibility. We will build coalitions on all levels to create a peaceful community and weave threads of hope.

One aspect of ACA’s mission involves “using the profession and practice of counseling to promote respect for human dignity and diversity.” Considering that there are often social issues topics that create debate within our profession, how would you approach handling such discussions within ACA, especially as they relate to issues of counseling practice, counseling ethics and the teaching of counseling?

Historically, our profession is grounded in social justice advocacy. As educated professionals, we are privileged and have a moral and ethical responsibility to be advocates for human dignity and diversity.

Under my leadership, ACA will integrate the revised ethical code, multicultural, advocacy and divisional competencies; and the socially responsive initiatives to create a specific action plan to work for an ecology of peace by:

- Providing opportunities for counselors to become involved in respectful discussions addressing the diversity of worldviews while maintaining an awareness of those approaches that have been deemed ineffective and unethical
- Actively supporting a body of research reflecting respect for qualitative and quantitative approaches and the growing diversity in research methodology
- Working with training and credentialing bodies to integrate experiential diversity training into our programs for counselor preparation and licensure
- Encouraging our graduate students and emerging professionals to collaboratively develop Internet blogs and social networking sites specifically addressing social justice concerns
- Creating branch and regional training opportunities for all counselors addressing ethical practice across cultures and addressing the impact of discrimination, exclusion, marginalization and oppression
- Examining how our worldviews contribute to a culture of fear and exploring ways to create hope
One of the areas within the profession of counseling that ACA has struggled with is the recruitment and retention of private practitioners, who often find themselves not represented well within the organization. How might you go about creating an ACA that is more attractive to these practitioners?

I have been a counselor in full-time private practice since 1987. I belong to ACA because it provides the opportunity to share worldviews and creative ideas, approaches and practices with others in my profession on a more personal, yet global, level. Much of what currently occurs in leadership on the surface has little meaning for me as a practitioner. If we are to increase the involvement of our private practitioner peers, we must collaborate to create meaning and opportunity.

ACA will actively become involved in a counseling-related humanitarian project extending an opportunity for those of us in private practice to use our skills in this cause. Working with branches, regions, state boards and divisions, we will create opportunities to have skilled practitioners share their expertise with those in their areas and learn from each other by developing a series of workshops, colloquia and supervision opportunities. Additionally, I will form a task force of practitioners from across the professional life span to design supervision, training, collaboration and referral opportunities, integrating technological advances into the paradigm and building upon the integration of the ethical standards and competencies. We will prioritize the needs of practicing counselors, thus greatly increasing our recruitment and retention.

Education
Ph.D., Career Counseling; M.A., Student Personnel Services; B.A., Sociology

Certification and Licensure
LPC, NCC, NCCC, GCDFI, ACINET Certified

Recent Professional Experience
One Stop Career Center manager past eight years; extensive staff training and development; revitalized and developed a job club for dislocated professionals; delivered numerous job-seeking skills workshops; counseled unemployed and underemployed people

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Have been a member of every division at one time or another

Association Experience
Member since 1975, ACA Governing Council, NECA president, ASERVIC Board, C-AHEAD wellness presenter, NJ State president, state division president: NCDA, NECA, ASERVIC; NJACC executive director, delegate to North Atlantic Region

Awards and Honors
State of NJ Professional Achievement; NECA, NJCA, NJECA, NJASERVIC Distinguished Professional Service; NECA & NJECA Employment Counselor of the Year; NJCA Licensed Professional Counselor Award for Outstanding Dedication in the Advancement of the Counseling Profession; NECA Professional Development for Creating & Developing the Website

Publications and Presentations
Recent ACA Conference Presentations:

Goals Statement
Fresh out of graduate school, my first counseling job was serving women on welfare in Atlantic City Special Programs. It was before casino gambling, in the dying queen of resorts. I sent them to adult basic education, GED class, skills training, counseled them through the process, prepared them for interviews and helped my fair share actually get jobs. We had resources. Gambling brought world-class social problems to our little island city, and I transferred to the local employment office. I was the only counselor, and anyone not suitable for job referral was deposited at my door. It was a shock, but a great place to learn.

I encountered AIDS before it was a worldwide epidemic. Prostitutes, battered in the streets, with limited skills, asked for escape. There were people who relocated to start a business but lost their life savings to the glamour of gambling. Mental health issues and substance abuse were common. Unfortunately, management had little understanding of counseling. I was isolated and in over my head. I did build a network with community-based organizations, but it was the American Counseling Association that saved me.

I attended state and national conventions, attended workshops and met the most active and most successful counselors on the planet. I conversed long distance, renewed relationships each year, got into governance and, in time, was making presentations. I love our association and, 30 years later, I really know a lot about how we operate.

The counselors I know teetering on burnout are inevitably the nonparticipators. This association rejuvenates. We are abundant with resources and expertise. My goal is to have an incredible impact and show you how this association is a strong beacon of light on a planet that can use our healing energy.

Michael C. Lazarchick
Workforce Development Manager, Atlantic County One Stop Career Center, Pleasantville, NJ; private practice, primarily delivering training presentations
Candidate Questions

What types of public awareness strategies can be used to strengthen the identity of professional counseling?

Psychiatry is the domain of medical doctors. They treat the body. Psychologists focus on the mind and its relationship to behavior. Social workers focus on environment and social relationships. All may use counseling as they practice their trade. We, however, call ourselves counselors. We focus on communicating with those we serve and providing counselors to help them deal with the obstacles they face. We may consider physiological, psychological or social problems in our practice, but counseling is our primary focus. Our Governing Council adopted a definition: “The application of mental health, psychological or human development principles through cognitive, affective, behavioral or systematic intervention strategies that address wellness, personal growth or career development, as well as pathology.”

I deliver presentations on wellness and personal growth. Career development is my primary trade. The pathology is perhaps better left to the mental health counselors.

Every member must know who we are, how we differ from other trades and what all counselors have in common.

We need to publish counseling stories in publications external to our association.

More of us need to support our lobbyists.

And we must continue to respond to crises where counseling is the answer to trauma.

What do you foresee in the next five years as the greatest challenges for counseling and ACA? How would you address the issues?

Five years from now, the world will look very different as technology continues to move at an accelerating pace. I will ensure that ACA meets the challenge of using its member resources to stay at the forefront of innovation. We will explore the communication and media efforts of the most successful organizations on this planet. We are already faced with challenges from “new entities” with formidable websites, self-regulating “certifications” and marketing packages that suggest opportunities for individuals with far less formal education than our average counselor.

We must also meet the challenge of delivering a world-class product. Information and competition are only a Google away. We’ll deliver better customer service to our members, divisions, state branches and regions because membership growth is a financial and political necessity. I would like to move further in the direction of profit sharing and increase the benefits of being involved with our association.

Perhaps the greatest challenge is individual, each of us assuming a position of confidence now that counseling has come of age as a profession. Collectively, we all need to shift our mind-set and embrace this noble profession that is clearly the epitome of helping and healing.

One aspect of ACA’s mission involves “using the profession and practice of counseling to promote respect for human dignity and diversity.” Considering that there are often social issues topics that create debate within our profession, how would you approach handling such discussions within ACA, especially as they relate to issues of counseling practice, counseling ethics and the teaching of counseling?

Each of us is a unique human being. Even identical twins raised in the same environment will have differences in how they interpret and interact with the universe. Diversity is a fact of human existence. We feel uncomfortable with humans who hold values that are very different from ours or people who look or act very different than we do. Even with our most sacred truths, we can be assured that there is probably another human on this planet who has a nearly opposite point of view.

The great value of this association is that we allow diverse opinions to be voiced. I want all the opinions on the table. Counseling Today has done this well. Certainly we learn when we read with an open mind opinions that differ from our own. They add to our perceptions.

To be an effective association or counselor, I think it is necessary to understand the universe, as much as possible, from other points of view. To help another person change, we have to start from their understanding of the universe. Listening is the art in communication, and healthy change happens when we foster communication person to person, straight across, heart to heart.

One of the areas within the profession of counseling that ACA has struggled with is the recruitment and retention of private practitioners, who often find themselves not represented well within the organization. How might you go about creating an ACA that is more attractive to these practitioners?

Counselor educators have been the majority in all our leadership positions. I am not sure I remember a counselor who was solely a private practitioner elected to the presidency. Perhaps we ought to elect one and send a message. Michael Hutchins is running for office.

Regardless, we have a golden opportunity now to grow our ranks of private practitioners. Private practice is a growth area. Institutions are getting smaller everywhere and disillusionment with management is not uncommon. We are being asked to do more with fewer people, and technology has opened a lot of doors of creativity. Unfortunately, some questionable rules, regulations and policies are dictated, which many of us see as clearly not for our customer’s best interest. Early exits are increasing.

Also, the baby boom has reached retirement age. Increasing numbers of people will retire, but stay active. Already significant numbers continue working part time, searching for new methods to supplement their income. A little private practice or consulting just might be the perfect fit. As a professional employment counselor, facilitating this option has increasingly become a focus of my practice. When we work and stay active, we live longer. And this is the age of the entrepreneur.
Joshua C. Watson
Assistant Professor, Mississippi State University-Meridian, Division of Education

Education
Ph.D., Counseling and Counselor Education, University of North Carolina at Greensboro; M.Ed., Counseling and Guidance Services, Clemson University; B.A., Psychology, University of Connecticut

Certification and Licensure
National Certified Counselor, Licensed Professional Counselor, Approved Clinical Supervisor

Recent Professional Experience
Assistant Professor, Mississippi State University-Meridian, 2003-Present; Director, MidState Behavioral Health Services LLC, 2006-Present; Behavioral Health Assessment Specialist, High Point Regional Health Systems, High Point, NC, 2000-2003

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AACE, ACES, ACCA, Chi Sigma Iota, Mississippi Counseling Association

Association Experience
Member-at-Large for Awards; Editor, NewsNotes; Webmaster; Past Editor, Newsbytes electronic newsletter; Past member, Position Statements and Standards Committee

Awards and Honors
Lucinda Rose Teaching Award, Mississippi State University, 2008; Faculty Research Award, College of Education, Mississippi State University, 2008; Distinguished Research Award, Mississippi Counseling Association, 2006; Outstanding Research Award, ACCA, 2005; Fellow, Chi Sigma Iota, 1999

Publications and Presentations
Thirteen refereed journal articles, 14 book chapters and monographs, and more than 40 professional presentations at state, regional and national conferences

Goals Statement
As a graduate student, AACE was one of the first professional organizations that made me feel welcome and encouraged me to get involved. In the past seven years, I have had the opportunity to meet and work with several talented members in varying capacities. Having the opportunity to now serve as president of this great organization would truly be an honor and privilege.

Since joining AACE in 2001, I have helped contribute to the growth of the division in many ways. I coauthored the inaugural edition of Newsbytes, AACE’s first electronic newsletter, and continued in this position for almost three years. In 2005, I was elected to my current position on the AACE Executive Council as member-at-large for awards. Through this position, I was able to work with a dedicated Awards Committee to author several successful nominations for both division and ACA national awards. In addition, I created and maintain the new division website, and for the past two years, I have served as editor for the division newsletter, NewsNotes.

If elected, I would like to focus on three main goals. The first would be to increase division membership. I believe that the future success of our organization depends on a strong member base. This can be accomplished by broadening professional perceptions of assessment and increasing the visibility of our organization and its activities. My second goal would be to further strengthen AACE’s position as an industry leader in assessment and evaluation. As the demand for evidence-based practice grows, AACE should be leading the charge in both developing and advocating for higher standards of practice. And third, I want to continue working toward expanding member benefits and opportunities for involvement for all division members so that they can experience both the personal and professional satisfaction that I have since joining AACE.

Bradley T. Erford
Professor, School Counseling Program, Loyola University, Timonium, MD

Education
Ph.D., Counselor Education (UVA); M.A. (Bucknell University)

Certification and Licensure
NCC, LCPC, LPC, LSP, LP

Recent Professional Experience
Professor, School Counseling Program, Loyola University Education Specialties Department (1993-present)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AACE, ACES, NARACES, SACES, ACA Southern Region, Maryland ACD, Chi Sigma Iota

Association Experience
ACA Governing Council Representative; AACE President; AACE Treasurer; Chair, ACA Southern Region; Chair, ACA Task Force on High-Stakes Testing; Chair, ACA Interprofessional Committee; Chair, ACA Task Force on Test User Qualifications; Cochair, ACA Public Awareness and Support Committee; Past President, Maryland ACD, MAME, MACES and MAMHC

Awards and Honors
ACA Fellows Award; ACA Arthur Hitchcock Distinguished Professional Service Award; ACA Research Award; ACA Professional Development Award; ACA Carl D. Perkins Government Relations Award; ACES Stripling Excellence in Standards Award; Maryland’s Counselor of the Year,

Maryland’s Counselor of the Year, Excellence in Standards Award; ACES Stripling Excellence in Assessment and Education Award; ACA Carl D. Perkins Government Relations Award; ACA Arthur Hitchcock Distinguished Professional Service Award; ACA Research Award; ACA Professional Development Award; ACA Carl D. Perkins Government Relations Award; ACES Stripling Excellence in Standards Award; Maryland’s Counselor of the Year,
Counselor Advocacy, Professional Development and Counselor Visibility awards

Publications and Presentations
Eight books (including Transforming the School Counseling Profession, Professional School Counseling Handbook, Assessment for Counselors, Research and Evaluation in Counseling), numerous refereed articles and presentations

Goals Statement
Our American Counseling Association is confronted with a number of significant challenges: organizational, financial and legislative. I have been an ACA Governing Council representative, AACE’s president and treasurer, a region chair, a state branch and division president and an ACA committee and task force chair. I am passionate, energetic, focused and principled. As ACA Governing Council representative for AACE, I will draw upon these leadership experiences to:

- Stress strategic and financial planning, including fiscally responsible budgeting and building financial reserves. Key to this goal is to increase nondues revenue by expanding cost-effective membership services, such as conference planning, continuing education and publication initiatives.
- Lead by example! I have already volunteered thousands of hours to AACE and ACA. I am the general editor of the ACA Encyclopedia of Counseling, have donated a counseling game series to the ACA Foundation and am collaborating on an ACA NCE/CPCE Study Guide for ACA members and students. These projects are the types of nondues revenues needed by the association.
- Foster a greater appreciation of and celebrate cultural and lifestyle diversity, an essential cornerstone of our profession!
- Empower and give voice to professional counselors and those we serve by strengthening the public’s and Legislature’s understanding of what professional counselors do through a focused public relations campaign, social justice initiatives and encouragement and dissemination of outcomes research.
- Increase support for our outstanding headquarters staff to do their jobs even more efficiently and effectively!
- Focus on leadership development, cooperation and collaboration among all counseling organizations to build and enhance partnerships and networks. These are the pillars of an efficient and vibrant organization!

As AACE’s ACA Governing Council representative, I will work with ACA colleagues and staff to achieve our critically important mission to help others grow and develop.

F. Robert Wilson
Professor, CECH Human Services, University of Cincinnati

Education
Ph.D., Counseling and Personnel Services (Michigan State University, 1976); postgraduate training, Cincinnati Gestalt Institute (1990-1993)

Certification and Licensure
LPCC (OH, KY), NCC, ACS

Recent Professional Experience
Professor, Coordinator for Mental Health Counseling Training, University of Cincinnati (1978-present)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA (life), OCA, GCCA, AMHCA, OMHCA (board member), ACES, OACES

Association Experience
Treasurer, AACE (1992-1995); CACREP Board (1994-1997, Vice Chair, one year); President, AACE (1996-1999); ACA Governing Council (2003-2006); OMHCA Board (2003-present); OCA PAC Board (2005-present); MECD Editorial Board (1982-present)

Awards and Honors
ACA Fellow (2008), AMHCA Public/Community Service Award (2006), AACE President’s Special Merit Award (2005), OCA Counselor of the Year (2004), ASGW Fellow (1997)

Publications and Presentations
Scholarly work includes seven books and book chapters, 35 publications in refereed journals, 26 publications in other outlets and more than 100 scholarly presentations

Community Service
Counselor-Supervisor (pro bono), Health Resource Center (a clinic for homeless individuals with mental illness), Cincinnati, OH (1999-present); Governing Board, Mental Health Services East, Cincinnati, OH (1995-2000; Financial Officer, two years); Governing Board, Family Services, Butler County, OH (1985-1992; President, three years)

Goals Statement
I am honored to stand for election to the Governing Council of ACA. My experience as a former member of the ACA Governing Council, treasurer and president of AACE and vice chair of CACREP provides me with a broad background for this governance position. If elected as AACE’s representative to the ACA Governing Council, I will keep AACE’s divisional interests in mind while honoring my responsibility to act in the best interest of ACA and its members. My goals are to:

- Promote organizational strength. Organizational security rests on its membership. I will promote outreach efforts to attract counselors to join the ACA family, regardless of their clientele, work setting or preferred counseling approach.
- Promote association values. The values of an association are its compass. I will urge ACA to continue as a socially responsible advocate for clients, community and the counseling profession and will promote policies and procedures that enhance respect for diversity in its broadest sense.
- Promote collaboration. Key to effective governance is consensus building through collaboration. I will promote collaborative problem solving
to respond to issues important to the membership of ACA. I will also foster stronger links between ACA and AACE, seeking ways to enhance mutual benefit.

- Promote scientific study. Professionalization relies on expansion and solidification of our knowledge base. I will nurture current efforts and advocate for expansion of the scientific study of matters affecting clients, communities and the practice of counseling.

- Promote enhanced member benefits. To attract and maintain membership, ACA must provide tangible benefits for its members. I will encourage enhancement of current member benefits such as Counseling Today, JCD, training workshops and the ACA Conference. I will also promote ACA’s active involvement in studying and improving counselors’ conditions of employment in all employment settings.

Treasurer

Savita Abrahams
Adjunct faculty member in the Clinical Psychology and Counselor Education Programs at Argosy University Dallas

Education
I received my Ph.D. in Counseling from Texas A&M University-Commerce. I have an M.A. in Counseling from Amberton University and a BBA from the University of Texas at Arlington.

Certification and Licensure
I am licensed as an LPC and a board-approved supervisor for counseling interns in Texas. I also hold the credential of a Nationally Certified Counselor.

Recent Professional Experience
I have been an ad interim assistant professor in the Department of Counseling at Texas A&M University-Commerce. I provide pro bono counseling services as a volunteer through ACA and Trauma Support Services of North Texas. Additionally, I am a private practitioner and regularly see children, teenagers and adults in my counseling office.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
I hold memberships in AACE and the Texas Counseling Association.

Association Experience
I have presented at the 2005 and 2007 AACE Conferences. I am the chair of the Diversity Issues in Assessment and Research Committee.

Member-at-Large for Awards

Andrew M. Burck
Department of Counselor Education, Adams State College, Alamosa, CO

Education
Ph.D., Counselor Education and Supervision, the University of Toledo; M.Ed., Community Counseling, Kent State University; B.A., Psychology, Mercyhurst College

Certification and Licensure
Licensed Professional Counselor, Colorado; Professional Counselor, Ohio

Recent Professional Experience
Assistant Professor in the Department of Counselor Education at Adams State College; Counselor at SLV Family and Addiction Counseling, Alamosa, CO; Counselor at Rescue Mental Health, Toledo, Ohio; Counselor at Unison Behavioral Health Group Inc., Toledo, Ohio

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ACES, AACE, Chi Sigma Iota, RMACES, Society of Personality Assessment

Publications and Presentations

Susan H. Eaves
Behavioral Specialist/Outcomes Researcher, Weems Children and Youth, Meridian, MS

Education
Ph.D. & M.S. in Counselor Education, Mississippi State University; B.S., Mississippi University for Women

Certification and Licensure
LPC, NCC, ACS

Recent Professional Experience
Behavioral specialist, grant writer, outcomes researcher; taught personality, practicum, internship, sexuality, advanced human growth and group techniques; acted as university laboratory coordinator and clinical supervisor

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AACE, ACA, ACES, SACES, AMHCA, MCA, CSI

Association Experience
President, Chi Sigma Iota, Mu Sigma Upsilon chapter (2003-2004)

Awards and Honors
ACA Glen E. Hubele National Graduate Student Award (2007); International Association of Marriage and Family Graduate Student Research Award (2007); College of Education Graduate Student Research Award (2007); MCA’s Janie Rugg Award (2006); CSI, MSU chapter, Presidential Excellence Award (2006); Faculty and Professional Women’s Association Award (2005); SACES Emerging Leader Award (2004); Mississippi State University Women’s Award (2004)

Publications and Presentations
I have 16 publications, including eight chapters, five book contributions and three journal articles. I am a coauthor of 30-Some Techniques Every Counselor Should Know, currently under contract and review. I have 14 conference presentations at the national, regional and state levels.
Jane E. Rheineck
Assistant Professor, Northern Illinois University, DeKalb, IL

Education
Ph.D., Counselor Education & Supervision, University of Arkansas, 2004

Certification and Licensure
Licensed Clinical Professional Counselor (Illinois), Licensed Professional Counselor (Arkansas), National Certified Counselor (NBCC)

Recent Professional Experience
Assistant professor in counseling at Northern Illinois University

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, AGLBTIC

Association Experience
Treasurer (July 2006 to the present)

Awards and Honors
Journal Award for Distinguished Scholarship, Association for Adult Development and Aging, March 2006; Emerging Leaders Training, American Counseling Association National Conference, Anaheim, CA, March 2003

Publications and Presentations

Goals Statement
Dr. Jane E. Rheineck is an assistant professor in counseling at Northern Illinois University. Dr. Rheineck has also worked as a mental health counselor in a variety of settings that include inpatient residential treatment, outpatient and in the schools. She is a Licensed Clinical Professional Counselor in Illinois as well as a National Certified Counselor. Her publications and presentations reflect her research and practice with developmental issues across the life span in regards to career, gender, counselor identity and sexual identity development.

Dr. Rheineck currently serves as the treasurer of the Association for Adult Development and Aging and would like to further that service as president. In addition to continuing the mission of AADA through (a) improving the skills, competence and standards for counselors and (b) promoting the lifelong development and well-being of adults, Dr. Rheineck would like to develop and strengthen AADA as a viable and accessible resource for educators and practitioners working with adult developmental issues.

Fundamental to the strength of AADA is membership. Currently, AADA has undertaken a plan to increase membership. Strategic planning is currently ongoing, and Dr. Rheineck would like to see the AADA Membership Committee’s plans put into practice and successfully executed.

Benefits to members are instrumental in maintaining and recruiting new members. In addition to overseeing the continued growth of AADA’s Adultspan Journal, newsletter and annual mini-conferences, Dr. Rheineck would like to see continued growth of workshops that focus on life span development and the aging population. Communication with members is instrumental in growth and success. Utilizing an AADA ListServ would enhance communication on current research, educational opportunities, advocacy and best practice for clinicians working with adult developmental issues. Dr. Rheineck’s belief is that providing a venue for networking, resources and advocating for adult developmental issues should be the core foundation of AADA.

Treasurer

Patricia Goodspeed Grant
Associate Professor, Counselor Education, SUNY, College at Brockport, Brockport, NY

Education
M.S., Organizational Psychology, Springfield College; Ed.D., Counseling & Human Development, University of Rochester

Certification and Licensure
NCC, LMHC (New York)

Recent Professional Experience
Associate Professor, Counselor Education; Private Practice; 2006 Research Fellow, University of Hertfortshire, England

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AADA, NYMHCA

Awards and Honors
2006 NYMHCA Outstanding Counselor Educator of the Year; 2007 Chi Sigma Iota, Nu Chapter, Outstanding Supervisor

Publications and Presentations

Community Service
Secretary, Greater Rochester Area Chapter of NYMHCA; Chair, Strategic Planning Committee, NYMHCA
**Member-at-Large**

**Radha Horton-Parker**  
Associate Professor, Department of Counseling and Human Services, Old Dominion University, Norfolk, VA

**Education**  
Ph.D., Counselor Education, M.Ed., Counselor Education and M.A., Religious Studies, University of Virginia; B.A., Philosophy, Christopher Newport College

**Certification and Licensure**  
NCC, NCSC

**Recent Professional Experience**  
Associate Professor, Old Dominion University

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
ACA, AADA, ACES, ASERVIC, AMHCA, ASCA, ACC, C-AHEAD, SACES, VCA

**Association Experience**  
Chair, AADA Awards Committee; Editorial Board, Adultspan Journal; Editorial Board, Counseling & Values; Editorial Board, Elementary School Guidance & Counseling; Editor, VCA Journal; Past President, VA ASERVIC

**Awards and Honors**  
Editor, VCA Journal – 1996 ACA Best Journal Award; VCA Distinguished Service Award

**Publications and Presentations**  
Coauthor, The Unfolding Life: Counseling Across the Lifespan; coauthor, FACE-SPRIT: Practical Strategies for Integrating Spirituality Into Counseling and Psychotherapy; currently under contract and review; multiple publications in peer-reviewed journals; multiple presentations at ACA, AMHCA, SACES and VCA

**Pamela E. Monk**  
Assistant Professor, Lamar University, Beaumont, Texas

**Education**  
Ph.D. in Counselor Education from Sam Houston State University (2006); M.Ed. in Educational Leadership from Stephen F. Austin State University (2002); M.Ed. in Counseling and Development from Lamar University (1994); BAAS from Lamar University (1988)

**Certification and Licensure**  
Licensed Professional Counselor (1996); Licensed Professional Counselor-Supervisor (2004); National Certified Counselor (1997); Certified Forensic Mental Health Evaluator (2007); Mediator (2007)

**Recent Professional Experience**  
Counselor Educator (Assistant Professor) at Lamar University (two years); private practice (one year)

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
ACA, ACES, AADA, AMHCA, SACES, ASCA, TCA (Membership Committee), TACES (Treasurer), TAADA, NBFE, NSSA, Chi Sigma Iota, Delta Kappa Gamma (Delta Epsilon)

**Association Experience**  
AADA newsletter editor for the past two years

**Awards and Honors**  
Counseling Education Doctoral Scholarship, 2003-2004

**Publications and Presentations**  

**Community Service**  
Mediator

**Goals Statement**  
As the newest division within the American Counseling Association, the Association for Creativity in Counseling has embarked on an amazing journey, one in which the founding leadership has worked steadfastly to establish a strong foundation and structure. We are at an exciting time in our development, and I am committed to the future growth and development of ACC. In particular, I am excited about and invested in ACC’s commitment to reaching out to our membership and continuing to get more people involved in both committee work as well as leadership.

Having worked closely with both the Membership and Graduate Student committees, I am confident of and familiar with the resources, energies and ideas of our membership. Our members come from diverse backgrounds and can bring these new ideas and projects to the table. I am particularly invested in continuing
to build the Graduate Student Committee and providing resources and connections for our student members. I have also been a part of the leadership team that has been working on the relational competencies, helping to define the capabilities that serve creative practice. I hope that the division will continue this work and broaden the impact that these competencies can have on the larger field of counseling.

Creativity is a powerful concept. If elected, I will be proud to serve the division and bring us closer to the goals we have established ... because creativity matters!

Trustee 3

Victoria White Kress
Associate Professor, Youngstown State University, Youngstown, OH

Education
Ph.D., Counselor Education, University of Akron

Certification and Licensure
Licensed Professional Clinical Counselor (Ohio)

Recent Professional Experience
Counseling Program Coordinator, Youngstown State University

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ACES, ACC, OCA, Chi Sigma Iota

Association Experience
ACC Research Grant Review Committee; ACC conference proposal reviewer; Associate Editor, Journal of Mental Health Counseling

Awards and Honors
Distinguished Mentor Award, Association for Counselor Education and Supervision, 2008; Distinguished Public Service Award, Youngstown State University, 2006-2007; Distinguished Scholar Award, Youngstown State University, 2002-2003; Research and Writing Award, Ohio Counseling Association, 2003

Publications and Presentations
Letters from the future: The use of therapeutic letter writing in counseling sexual abuse survivors. Journal of

Creativity in Mental Health; Empowering adolescent sexual abuse survivors: Application of a Solution-Focused, Ericksonian counseling group. Journal of Humanistic Counseling, Education and Development.

Community Service
Volunteer counselor, Community Counseling Clinic, Youngstown, Ohio; Advisory Board member, Prevention Partners Plus/PANDA Program; disaster services volunteer (in process), American Red Cross

Angie Waliski
Adjunct Professor, Graduate School, Henderson State University, Arkadelphia, AR

Education
Ph.D., Counselor Education, University of Arkansas; M.Ed., Counselor Education, Hammond, LA; B.A., Criminal Justice, Hammond, LA

Certification and Licensure
LPC, NCC

Recent Professional Experience
Adjunct Professor, Henderson, 2008; Ozark Guidance Mental Health Agency, 2001-2007; Adjunct Professor, University of Arkansas, 2003-2007

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACCA, ACC, ACES, ASCA, NCDA; MCA, MGSCA; MJACC, MACES; ACPA, NASPA

Association Experience
Chair, ACCA Professional Advocacy and Public Awareness Committee, 2005-Present; ACCA representative at the 2006 ACA Legislative Institute

Awards and Honors
2005 Ralph F. Berdie Memorial Research Award, ACA; Director, Graduate Student Department, Career Developments, NCDA; Member, Research Committee, NCDA; 2008-2009 MCA President; 2004-2005 MCA Counselor Educator of Year; Past President of MACES; 2004 MCA Emerging Leader

Publications and Presentations
My work has been published in professional books and journals. I
have presented at ACCA, ACA, ACES and NCDA conferences and at other international, national and state conferences.

Community Service
East Central Health Network Board of Directors; Executive Director, Wellness Therapy Institute; Adviser, Mississippi Graduate Student Counseling Association

Goals Statement
During the last 17 years, ACCA has gained recognition as a growing, energetic division of ACA. My goals for ACCA are to continue building on our strong foundation.

- Increase the number of ACCA members who participate in advocacy efforts. Having worked with at-risk university freshmen for 10 years and now working with counselor education graduate students for nine years, I am an active advocate for college students. As chair of the ACCA PAPA Committee, I am also an active advocate for the counseling profession and have lobbied at the state and national levels.

- Continue to build collaborative partnerships to accomplish ACCA’s goals. ACCA has established collaborative partnerships with organizations that share similar or complementary purposes with ACCA, such as NASPA. I have experience creating successful collaborative partnerships for grant projects and for education initiatives.

- Provide leadership development by increasing student membership. As a counselor educator, I encourage students to get involved in professional organizations and to develop their leadership skills. They are our tomorrows in the counseling field.

- Build on the excellent ACCA member services already available through the Journal of College Counseling, Visions, the ACCA Listerv and conferences. After I became president-elect of the Mississippi Counseling Association, a past president gave me some good advice: “The No. 1 reason people join a professional organization is for the member services the organization provides. Focus on how you can benefit members.”

- Develop ACCA research projects to provide data on the effectiveness of college counseling practices. Research data is needed to show the effectiveness of college counseling practices and their impact on student retention and completion rates.

ACCA already has the key components of a healthy professional organization. The challenge for the ACCA president-elect will be to continue building on and to enhance those components.

Brian Van Brunt
Director of Counseling and Testing, Western Kentucky University, Bowling Green, KY

Education
University of Sarasota, Ed.D., Counseling Psychology; Salem State College, M.S., Counseling; Gordon College, B.A., Psychology

Certification and Licensure
LPC, Kentucky, LMHC, New Hampshire, Certified Forensic Counselor #F19951

Recent Professional Experience

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Current: ACA, ACCA; Past: ACES, AMHCA

Publications and Presentations
In press: “Mental Status Exam,” “Validity Scales,” “Key Figures in Research and Evaluation” in ACA Encyclopedia of Counseling; 2008: Resident Advisor Training: Best Practices and Essential Tools (Magna Publications); Practical Suggestion for Improving Your Counseling Website (Magna Publications); The Ethics of Mandated Assessment, Treatment and Programming in College Counseling (ACCA Convention); “Retention and College Counseling Centers,” Recruitment & Retention in Higher Education, 22(5); 2007: The Use of the TAT in Treatment Planning, Differential Diagnosis and Forensic Assessment (National Association of Forensic Counselors Conference); “How to Make the Most of Your Depression Screening,” Student Affairs Leader, 35(23); “The Thematic Apperception Test (TAT): Administration and Interpretation” (Borrego Publishing); 2006: Ethical practice in using assessment and evaluations in a college setting (ACCA Convention)

Goals Statement
I have worked in the counseling field for over 14 years. I served as director of counseling at New England College from 2001-2007 and currently serve as director of counseling and testing at Western Kentucky University. My counseling style draws from a variety of approaches, though primarily from the humanistic/person-centered style of treatment with its emphasis on warmth, compassion, empathy, unconditional positive regard, individual choice and personal responsibility. I am a certified QPR suicide prevention trainer and have recently completed BASICS training.

I have presented nationally on counseling ethics, mandated assessment, and testing and assessment for ACCA, the Association of College and University Counseling Center Directors and the National Association of Forensic Counselors. I presented on website design at the GCCA conference in 2007 and was awarded the American College Health Association Innovation Grant for my work on New England College’s website. I have taught graduate classes in counseling theory, ethics, testing and assessment and program evaluation. I have taught undergraduate classes in adjustment and personal growth, deviance and counseling theory.

I am interested in becoming the ACCA president to give back to the clinical professionals in our field. I am excited to bring the knowledge and abilities obtained from my years of service through counseling college students, administra-
tion activities, developing professional trainings and professional advocacy. As the ACCA president, I would work hard to develop a clearinghouse of practical, online resources for college counselors and help ACCA develop a faster advocacy response to issues impacting counselors on the national front, such as school shootings, suicide prevention, counseling center cuts and confidentiality within HIPPA/FERPA. I will also push for college counseling advocacy, particularly focusing on increasing counseling center staff-to-student ratios and promoting increased counseling department funding.

**Treasure**

Cynthia Bing  
Director of Counseling Services,  
University of Texas at Arlington

**Education**  
M.A., Counselor Education, St. Louis University

**Certification and Licensure**  
Texas Licensed Professional Counselor  
#14356, Texas LPC–Supervisor, National Certified Counselor #42526

**Recent Professional Experience**  
Director of Counseling Services at the University of Texas at Arlington since October 2006; Associate Director of Counseling Services, September 2000-October 2006

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
American Counseling Association, Texas Counseling Association, Texas College Counseling Association, Texas University and College Counseling Centers Directors Association

**Association Experience**  
ACCA Membership Chair, July 2007-current; Past ACCA Treasurer 2005-2007

Janelle C. Johnson  
MA, LPCC, Senior Counselor,  
Counseling and Special Services, School of Business and Applied Technologies,  
Santa Fe Community College, Santa Fe, NM, Adjunct Faculty member

**Education**  
Master of Arts, Counseling, University of New Mexico

**Certification and Licensure**  
Clinical Mental Health Counselor

**Recent Professional Experience**  
Current job responsibilities include overseeing the counseling budget and selection and implementation of a computer tracking program for counselors

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
American Counseling Association,  
American College Counseling Association,  
National Career Development Association, New Mexico Career Development Association, New Mexico Academic Advising Association

**Association Experience**  
New Mexico Career Development Association: Past President, Current Government Relations Chair/Member at Large, Conference Planning Committee member; Conference presenter: National Career Development Association conference, New Mexico Counseling Association statewide conference and New Mexico Career Development Association workshops

**Awards and Honors**  
Staff and Faculty Excellence Award nominee, 2008

**Publications and Presentations**  
National and state presentations on designing and teaching career development courses for college students

**Community Service**  
AFS exchange student program volunteer and past host parent

**Member-at-Large**

Edward Derr  
Director of Counseling and Testing,  
Drury University, Springfield, MO

**Education**  
B.A., Journalism and Public Relations,  
University of Northern Iowa, 1989; M.S., Guidance and Counseling, Missouri State University, 1991

**Certification and Licensure**  
LPC, NCC

**Recent Professional Experience**  
Director of Counseling and Testing,  
Drury University (2004-present);  
Instructor, Upper Iowa University  
Extended University (1999-current);  
Director of Counseling/Assistant Dean of Students, Upper Iowa University (1997-2004);  
Director of Counseling and Student Retention, University of Dubuque;  
Family Therapist, Arizona Children’s Home Association, Tucson, AZ

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
ACCA, Association on Higher Education and Disability, Missouri Association on Higher Education and Disability, ACPA College Student Educators International

**Association Experience**  
ACCA member since 1995

**Publications and Presentations**  
“Job Search Etiquette: Don’t Forget the Little Things,” published 2003 and 2004 *National Job Search Handbook for Educators*;  

**Community Service**  
Ozarks Fighting Back board member (regional advocacy board addressing drug abuse and violence prevention);  
Springfield Underage Drinking Task Force member;  
Springfield Sister City organization committee member (Tlaquepaque, Mexico/Iseasaki, Japan);  
Bingham Elementary PTA;  
Muscular Dystrophy Association volunteer

Janice Taylor Heard  
Cuyahoga Community College,  
Parma, OH

**Education**  
B.A., Psychology, Kent State University;  
M.Ed., Higher Education Administration, Kent State University;  
Ph.D., Counseling and Human Development Services, University of Georgia

**Recent Professional Experience**  
Director, Counseling and Psychological Services, Western Campus

December 2008 | Counseling Today | 67
ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACCA, ACPA, NASPA

Association Experience
ACA Member

Awards and Honors

Publications and Presentations
Authored several articles, conducted research and made several presentations on student retention, minority students, learning communities, self-esteem, cultural mistrust, racial identity, learning styles, perfectionism, organizational and program intervention assessment issues

Monica Kintigh
Staff Counselor, Texas Christian University Counseling, Testing & Mental Health, Fort Worth, TX

Education
Ph.D., Counseling, University of North Texas; M.S., School Psychology, University of Dayton; B.A., English/Drama/Education, Trinity University

Certification and Licensure
LPC, LPC supervisor

Recent Professional Experience
Licensed Professional Counselor, TCU, 13 yrs; Adjunct Professor, University of North Texas and TCU, occasional

Association Experience
Participated/presented at ACCA conference, ACCA Advocacy Committee member, coordinated advocacy DVD to promote the role of the professional college counselor

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Member of ACA, ACCA, ACES, TCA, TCCA; TCCA past president; TCA Strategic Planning Committee

Awards and Honors
ACCA Advocacy in Counseling Award; Outstanding Involvement in the Profession, TCU; Outstanding Program Award, TCU, ASIST

Publications and Presentations

Community Service
Kids Who Care Inc. and Habitat for Humanity

ASSOCIATION FOR COUNSELORS AND EDUCATORS IN GOVERNMENT

President-Elect

Donald D. Hill
Chief of Testing/Supervisory Education Services Specialist, U.S. Military Entrance Processing Command, North Chicago, IL

Education
M.S., Adult Education

Recent Professional Experience
Worked as an education services specialist with Military Entrance Processing Command for seven years

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACSA 2003 to present

Awards and Honors
ACSA member, TCA Strategic Planning Committee

Publications and Presentations
Conducted ASVAB Career Exploration Program presentation at the ACEG PDI during the 2006 ACA Convention

Community Service
Boy Scout leader, 1996 to present; troop scoutmaster, 2003 to present

Goals Statement
I see the need for a continued voice for government counselors and educators. ACEG will be the conduit for the membership to voice their desires and opinions as well as provide developmental training opportunities. As government restructures and goes through dynamic changes, ACEG can be a means for the sharing of ideas and lessons learned, allowing a smoother transition. Members can share their transition experience and offer ideas to members just starting to change. Additionally, as the government workforce ages and retires, ACEG will give new workers a structure for professional learning and networking to better perform their jobs. Lastly, ACEG is the forum to learn of the outstanding job opportunities available in all levels of government. I look forward to moving ACEG into the next stage as an organization and providing for its membership.

Director

Elizabeth Tyler Foley
Social Advocacy Clinical Counselor, Fleet and Family Support Center, NAS Lemoore, CA

Education
Master’s of Social Work

Certification and Licensure
Licensed Clinical Social Worker

Recent Professional Experience
Eight years as a clinical social worker with the last one and a half years working with general counseling and domestic violence in the military; time also spent working in child protective services, rape crisis center, domestic violence shelter, as case manager for chronically mentally ill and
providing mental health services to elderly, chronically physically ill, college students and developmentally delayed in agency, client’s home and private practice settings

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
Two years in ACEG and one year in ACCA

**Association Experience**
Member 2003-present

**Community Service**
Outreach to service members and their families

---

**Laura Goodson**
Charlotte, NC

**Education**
M.A., English; currently pursuing M.A. in Counseling

**Recent Professional Experience**
Founder, Words for Warriors; veterans advocate for three years; worked in theater for 20 years

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
ACA and ACEG student member

**Association Experience**
Joined ACA/ACEG in 2008

**Publications and Presentations**
Presented “Words for Warriors: Using Writing to Treat Trauma & Addiction” at 2008 ACA Conference

**Community Service**
Founded nonprofit advocacy organization for wounded OEF/OIF soldiers

---

**John Wesley Stine**
Education Services Specialist, San Diego Military Entrance Processing Station, San Diego, CA

**Education**
B.B.A. and M.A.

**Certification and Licensure**
Certified facilitator of Covey’s “Seven Habits of Highly Effective People”

**Recent Professional Experience**
Presenter at the ACA/ACEG Conference in Honolulu, Hawaii (March 2008)

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
ACEG, ACTE

**Community Service**
Outreach to returning OEF/OIF veterans

---

**Deryl Flynn Bailey**
Associate Professor, Department of Counseling and Human Development Services, University of Georgia, Athens, GA

**Education**
Ph.D., Counselor Education, University of Virginia, 1999

**Certification and Licensure**
None

**Recent Professional Experience**
1999-Present: Counselor Educator, University of Georgia

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
IAC, ACA, ACES, SACES, GACES, CSJ, ASCA, ASGW

**Association Experience**

**Awards and Honors**
University System of Georgia Best Practices Award (2007); CSJ Anti-Oppression Award (2007); Georgia-National Organization of Black Law Enforcement Executives Community Service Award (2007); CSJ ‘Ohana Honors Award (2004); Georgia-NAME (2004); NAME Program of the Year (2004); ASGW Practice Award (2001)

**Publications and Presentations**
Ten refereed journal articles, nine book chapters, ACA online course development, Basic Attending Skills Videotape (fourth edition) collaboration and more than 70 national, international, regional and state presentations

**Community Service**
Since 1989, my service has specifically focused on my nationally recognized enrichment programs for children and adolescents. In addition, my service is also reflected in my work with ACA, ACES, SACES, GACES, ASCA, AHEAD, CSJ, ASGW and IAC as an officer, reviewer for scholarly journals, committee member and/or task force chair or cochair.

**Goals Statement**
For the past 24 years, I have experienced many facets of the counseling profession. I have been a student and counselor-in-training at the master’s, Ed.S. and doctoral levels; a counselor
supervisee, counselor supervisor and professional school counselor; and, most recently, a counselor educator for the past nine years. I have experienced the counseling profession and its associations as both a consumer and a provider. This range of experience has aided in my development of a solid understanding of the role of education/training, research and service as it relates to the counseling profession. As a result, I have been able to contribute to the counseling profession through refereed publications, workshops, conference presentations and service to professional organizations. I have been extremely fortunate to have been mentored by some of the most influential counselors and counselor educators in the profession, many of whom have been leaders in ACA, ACES, SACES, ASCA, ASGW and CSJ. All of the aforementioned experiences give me confidence that I can continue to lead ACES in a direction that benefits all members.

As the president-elect of ACES, my goals would include an emphasis on increasing membership and weaving our diverse gifts into a tapestry representing a single strong and powerful voice of counselor education. I would expect for my years of service in ACES leadership to contribute to the production of counselors, counselor educators and counselor supervisors who are not only able but willing and excited about bridging the achievement and opportunity gaps through a solid agenda based on scholarship, service and social justice.

**Tarrell Awe Agahe Portman**  
Associate Professor, University of Iowa

**Education**  
Ph.D., University of Arkansas-Fayetteville

**Certification and Licensure**  
ncc, LMHC, Licensed School Counselor

**Recent Professional Experience**  
Counselor Educator, Coordinator of School Counseling and Counselor Education Programs, Director of the Office of Graduate Ethnic Inclusion

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
ACES, AMCD, ASCA, CSJ, ASGW, CAHEAD, NAHSA

**Association Experience**  
ACES Governing Council, Past President NCACES, Graduate Student Emerging Leader in SACES, CES Editorial Board, ACA Research and Knowledge Committee Chair, ACA Human Rights Committee, ASCA National Standards Trainer, PSC Editorial Board, AMCD VP Native American Concerns, AMCD Editorial Board

**Awards and Honors**  
Mary Smith Arnold Anti-Oppression CSJ Award 2000, National Indian Fellow, Holmes Scholar, NCACES Research Award

**Community Service**  
Red Cross DMH, CASA, Foster Parent

**Goals Statement**  
As ACES president, my goal would be to support and serve the ACES membership by refocusing ACES initiatives on teaching, research and service endeavors primarily dedicated to meeting the needs of people living in an increasingly interdependent global community. I believe it is necessary for counselor educators and supervisors to address sustainability issues in the counseling profession. How will our students and supervisees provide services to citizens of the future? What organizational responsibilities do we need to address to ensure participation of diverse global perspectives? What partnerships can be maintained or established to recognize ACES members as being foundational to building a sustainable professional identity for counselors? These questions may be answered by seeking input from the general ACES membership, dialoguing with ACA division associations and establishing global connections with international counselor educators and supervisors.

Ultimately, I would strive to be a servant leader who brings counselor education and supervision back to focusing on training counselors in various specialty areas who will help individuals and groups around the world cope with natural, manmade and self-created dilemmas. I would do this by initiating data collection on counselor educators’ and supervisors’ beliefs about their roles in sustaining counselor professional identity. I would also seek to promote the important role of ACES members in the ACA and divisional organizations.

**Secretary**

**Jelane A. Kennedy**  
Associate Professor, Counseling and College Student Services Administration, The College of Saint Rose, Albany, NY

**Education**  
B.A., Alma College; M.A., Ohio State University; Ed.S., College of William and Mary; Ed.D., College of William and Mary

**Certification and Licensure**  
NBCC; LPC, Virginia; LMHC, New York

**Recent Professional Experience**  
Associate Professor, Counseling and College Student Services (1995-present); Educational Consultant (1991-present)

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  

**Association Experience**  
ACES member and conference participant, 1998-present; program

Awards and Honors
Fulbright Scholarship, 2004; Thomas Manion Distinguished Faculty Award, Alumni Association of The College of Saint Rose, 2003; Carmen Applewaite Multicultural Counselor Award, NYCA Inc., 2000; Ruth Strang Research Award, National Association for Women in Education (NAWE), 1995; Leadership for a New Century Award, NAWE, 1994

Publications and Presentations
More than 35 presentations at regional and national conferences (1984–present); three published articles and two currently under review

Robin Wilbourn Lee
Associate Professor, Psychology Department, Middle Tennessee State University, Murfreesboro, TN

Education
Ph.D., Counselor Education and Supervision, Mississippi State University; M.Ed., Community Counseling; B.A., Psychology, Delta State University

Certification and Licensure
LPC-Tennessee

Recent Professional Experience
Counselor educator and supervisor for 11 years, four years of community agency experience

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, ACES, SACES, TCA, TACES, MTCA, TLPCA

Association Experience
ACES Executive Council, Membership Committee, By-Laws Committee, Ethical Guidelines Review Task Force, Co-Chair, 2002 Conference Program Selection Reviewer, Ethics and Professional Issues Interest Network, Chair/Co-Chair, Research Awards Committee, 1999 Conference Planning Committee, ACA 2005 conference program reviewer, Awards Committee, Professional Development Committee; SACES President, Secretary, Membership Chair, 2003 Conference Site Coordinator (Chattanooga, TN), Ethics and Professional Issues Interest Network–Chair/Cochair; TCA Governing Council, Licensure Committee Chair, 2006 Conference Steering Committee–Interest Sessions/Proposals, TCA Journal Editor; TACES President, Treasurer, Webmaster; TLPCA Founding Member, Membership Chair, 2007 Conference Registration Chair

Publications and Presentations
Regular presenter at ACA, ACES, SACES since 1997; various state and local presentations since 1995; numerous invited presentations, workshops, commencement addresses; publications in various national and state counseling journals; entries in ACA Encyclopedia of Counseling

Community Service
Volunteer work with sexual assault crisis centers, domestic violence community programs

ASSOCIATION FOR LESBIAN, GAY, BISEXUAL AND TRANSGENDER ISSUES IN COUNSELING

President-Elect

Edward P. Cannon
Assistant Professor, Department of Counseling, Marymount University, Arlington, VA

Education
Ph.D., Counselor Education, College of William and Mary; M.Ed., Community & Addictions Counseling

Certification and Licensure
LPC (#0701003509) and LMFT (#0717001083), Virginia

Recent Professional Experience
Assistant Professor, Marymount University, Arlington, VA; Private Practice, LPC and LMFT

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ALGBTIC, ACES, SACES, VCA

Association Experience
ALGBTIC Trustee and Cochair, Branch Chapter Committee; President, Virginia Clinical Counselors Alliance; Member, ACA Bylaws and Policies Committee; Chair, ACES Community Counseling Interest Network; Cochair, SACES Community Counseling Interest Network; Reviewer, ACA Conference Program Selection Committee; Treasurer, VACES; Chair, VCA Advocacy Relations Committee

Publications and Presentations
I have presented scholarship at more than 30 national, regional and state conferences and written articles on topics ranging from LGBT family and parenting issues, LGBT substance abuse and couples therapy with gay men. I have written a book chapter for counselor trainees on gender and sexual orientation, and I am currently writing a chapter on the coming out experiences of gay boys in the Internet age.

Community Service
My community service has included Food and Friends, AIDS Ride Philadelphia-DC and the Capital Hospice Point of Hope Summer Camp.

Goals Statement
It is an honor and a privilege to be nominated for president-elect of ALGBTIC. I have been involved with the organization since 2000 when I was a graduate student and have served on the board for the past few years as a trustee and as cochair of the branch chapter committee. I have attended board meetings and contributed to the division’s growth by encouraging state branch involvement through dialogue between ALGBTIC and its state branches. In this capacity, I have been inspired by the depth of commitment I have witnessed in our leadership. I promise to continue this legacy as president.

I first became involved with the division as a volunteer at the convention booth and Day of Learning. I have also been a convention program reviewer for ALGBTIC. Currently, I am president of the Virginia Clinical Counselors Alli-
ance, where I have a devotion to LGBT concerns. ALGBTIC became my home during the year preceding the Montréal same-sex wedding. I will never forget the passion and energy surrounding the event. It is that spirit of community that I will nurture as your president.

My main goals are 1) to increase membership to a target number of 1,000 individuals, 2) to see more collaboration with other divisions and 3) to promote more involvement from the transgender community. For example, I will propose initiatives with AMCD and ASERVIC that encourage conversations across our constituencies. I am proud to have served on the board that oversaw the long overdue name change to include the transgender community, and it is my goal to see this community, along with more people of color, represented on our board. We are a stronger organization when all voices have a place at the table. Thank you for your support!

Michael P. Chaney
Assistant Professor, Department of Counseling, Oakland University, Rochester, MI

Education
Ph.D., Counseling, Georgia State University; M.S., Ed.S., Professional Counseling, Georgia State University; B.A., Psychology, Ohio State University

Certification and Licensure
LPC (MI and GA), NCC

Recent Professional Experience
Assistant Professor of Counseling, Oakland University, Rochester, MI; HIV Prevention Specialist and Test Counselor, AIDS Partnership Michigan

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, ALGBTIC, CSJ, IAAOC, National Institute for Multicultural Competence, Society for the Advancement of Sexual Health

Association Experience
ALGBTIC Secretary; Editor of ALGBTIC Newsletter; Editorial Board of the Journal of LGBT Issues in Counseling and Journal of Addiction and Offender Counseling; Cofounder, CPS-ALGBTIC (university chapter); Member, ACES Social Justice and Human Rights Committee; Member, 2007 ACA Conference Core Planning Committee

Awards and Honors
Outstanding Service Award, Oakland University Founder’s Day 2008; Glen E. Hubele National Graduate Student Award,Chi Sigma Iota, Chi Epsilon Chapter Outstanding Research Award

Publications and Presentations
More than 15 publications and more than 25 scholarly presentations on counseling issues affecting queer communities, including heterosexism, transphobia, addiction and HIV/AIDS

Community Service
HIV Prevention Specialist/Test Counselor, AIDS Partnership Michigan; Regional Trainer, HIV Office for Psychology Education (HOPE) Program, APA; Transgender Michigan; Giving Back to the Community Project; Focus: HOPE (civil and human rights organization)

Goals Statement
When I first joined ACA, I was unsure where I fit in and wondered if my voice would be heard. ALGBTIC helped me find my voice and has prepared me to be a strong president-elect who will foster a division of connectedness, will increase membership involvement and will keep ALGBTIC an exemplary division grounded in professional and social advocacy. Together, we will make sure our voices are not just tolerated but uplifted and celebrated.

My involvement in ALGBTIC and ACA has allowed me to establish strong relationships with leaders in our profession. I am committed to continue establishing healthy connections with ACA and division leaders by creating educational/networking opportunities and scholarly/developmental partnerships.

I will continue forward on the path set by past leaders to expand the ALGBTIC community. By increasing the number of members and state/university chapters, the more change we will accomplish. I recall attending my first ALGBTIC reception where I felt a tremendous sense of belonging. I want all members to experience a similar feeling. Therefore, I will work to increase involvement by assessing the needs and wants of membership, then actively recruit and utilize members to nurture and transform our division and our profession. No member will be denied an opportunity to be involved.

Together, we will work diligently to eradicate and bring visibility to unethical and immoral practices that continue to affect our communities (e.g., discrimination, reparative therapy, etc.). We will fight for justice and inclusion in decisions and policies. Harvey Milk once said, “All people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential.” Together, we will keep ALGBTIC a place where we all can reach our full potential. Collectively, we have the power to create a more just and peaceful profession and community.

Governing Council Representative

Colleen M. Connolly
Associate Professor, Texas State University-San Marcos, EAPS/Edu.

Education
Ph.D., St. Mary’s University, San Antonio, TX; M.Ed., Texas State University

Certification and Licensure
LPC, LPC-Supervisor

Recent Professional Experience
Associate professor at Texas State University-San Marcos
ACA Branch, Division and Affiliate Membership and Other Related Memberships
ALGBTIC, ACES, IAMFC

Association Experience
Past president of ALGBTIC, 2003/2004

Awards and Honors
Who’s Who Among America’s Teachers; Distinguished Service Award, Texas Counseling Association

Publications and Presentations

Community Service
Member, LGBTQA Board, Allies of Texas State

Goals Statement
I have a commitment to the association, as evidenced by my previous service. I served as president for ALGBTIC (then AGLBIC) in 2003/2004 and have served as a consultant for the division whenever needed, attending board meetings and business meetings when requested to promote continuity for the division. My presidency in ALGBTIC followed my role as president of AGLBIC of Texas, and Dr. Colleen Logan and I cofounded that Texas division. I also served as senator for the Texas Counseling Association.

If I am elected as Governing Council representative, that term will follow my one-year appointed position as process observer for the Governing Council. That year serving with the Governing Council will allow time for me to gain an appreciable amount of experience and expertise of the workings, needs and aspirations for this governing body, the association and the counseling profession.

I am passionate about the counseling profession and my role as counselor educator and supervisor. I have demonstrated a long-standing commitment to LGBT issues in counseling and have focused my research, writing and service in this area. As such, I believe I would bring a seasoned, reasoned, yet passionate perspective as ALGBTIC representative to the Governing Council body and the leadership of ACA.

Joy S. Whitman
Associate Professor of Education, DePaul University, Chicago, IL

Education
Ph.D., Counseling Psychology; M.S., Counseling and Human Relations

Certification and Licensure
Licensed Clinical Professional Counselor (IL) and National Certified Counselor

Recent Professional Experience
I am associate professor of education and director of the human services and counseling program at DePaul University. In addition, I have a small private practice and volunteer with an organization called Illinois Safe Schools Alliance whose mission is to promote safety in schools for LGBTQ students.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ALGBTIC, ACES, ASCA, AMHCA, ICA, IMHCA, American Psychological Association (Divisions 17 and 44)

Association Experience
ALGBTIC Past-President (2005-2006); ALGBTIC Board Member (1999-2006); ACA Ethics Committee Member (2003-2006); 20/20: Vision for the Counseling Profession Task Force Member (2006-2008)

Goals Statement
I have been an active member of ALGBTIC since 1999 when I took on the responsibilities of the mentoring program and, thereafter, the chair of the graduate student/new professional committee. When I became a board member, I knew the importance of ensuring that our division continued to be visible in ACA as well as the counseling profession. In the service of doing so, it was clear to all of us serving in the division that LGBTQ people needed to be represented in the presentations accepted at our conferences, in the publications of our professions and in the committees that informed our ever-changing counseling identities. Therefore, as a result of my years serving the division in various capacities and now as a delegate on the 20/20: A Vision for the Future of Counseling task force, my goal as the Governing Council representative for ALGBTIC is to use the knowledge I have about ALGBTIC’s mission and the movement in ACA toward identifying the profession more clearly to responsibly and respectfully continue to ensure that the voice of LGBTQ people be heard within the ACA organization. It seems particularly important as issues such as conversion therapy continue to be raised within our profession and organization that the Governing Council representative stands firm and clear on positions that benefit LGBTQ individuals and the profession as a whole. I believe I can do that for ALGBTIC.

Trustee

Cindy L. Anderton
Eau Claire, WI

Education
A.B.D., Doctoral Candidate, expected graduation September 2008, Southern Illinois University; Master of Counseling, Idaho State University (1999); B.S., Psychology, and B.S., Business Administration, Utah State University

Certification and Licensure
LCPC-Illinois, NCC
Recent Professional Experience
(Present) Doctoral student, Ad Hoc Reviewer on the Journal for Specialists in Group Work Editorial Board; 2006-2007: Graduate student representative appointed to the ACA Ethics Committee (July 1, 2006-July 1, 2007)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ACES, ASGW, ALGBTIC, CSJ, NCACES

Association Experience
2005-2007: Member of ASGW Ethics Committee

Awards and Honors
2008 Elmer J. and Grace C. Clark Doctoral Scholar Award, Southern Illinois University Carbondale (SIUC); 2007-2008 Dissertation Assistantship Award (SIUC); 2007 Peg Carroll Scholarship, Association for Specialists in Group Work; Spring 2006 Oliver Cummings Scholarship Award (SIUC); 2005 first-place doctoral team of the ACA 2005 ethics competition (SIUC)

Publications and Presentations
Anderton, C. L., Pender, D. A., Asner-Self, K. K. (in review). Nondiscrimination based on both religion/spirituality and sexual orientation: Using groups to promote ethical discussions; Anderton, C. L., Asner-Self, K. K. (2007, October). Reconciling disparate identities: A study with women in the LDS Church experiencing same-sex attractions. Accepted program presentation at the ACES national convention, Columbus, OH

Michael D. Brubaker
Doctoral Fellow, University of Florida, Gainesville, FL

Education
M.S., M.Div.

Certification and Licensure
NCC

Recent Professional Experience
Case Manager, Ridgeview Institute; Program Director, Atlanta Union Mission

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, ALGBTIC, AMCD, ASGW, CSJ, IAAOC, CSI

Awards and Honors
CSI Intern and Fellow; Dr. Daya & Mrs. Usha K. Sandhu Multicultural Counseling and Diversity Student Research Award

Stacey Reicherzer
Faculty-M.S. in Mental Health Counseling, Walden University, Minneapolis, MN

Education
Ph.D., Counselor Education and Supervision, St. Mary’s University (2006); M.A., Community Counseling, St. Mary’s University (2004)

Certification and Licensure
LPC, NCC

Recent Professional Experience
Transgender Specialist, Waterloo Counseling Center, 2003-2007; Family Violence Program Manager, Gay and Lesbian Community Center of San Antonio, 2004-2005

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ACES, ALGBTIC, World Professional Association of Transgender Health

Association Experience
President, TX ALGTBIC (2006-2008); TCA Ethics Committee (2006-2007)

Awards and Honors
Thank You Award, Gay and Lesbian Community Center of San Antonio; Diversity in Action Award, AT&T, Phoenix; Distinguished Graduate, St. Mary's University; Academic Scholarship, St. Mary's University; Dean's List, St. Mary's University; Chaminade Grant, St. Mary's University

Publications and Presentations
and the DSM: Working with the Life Experiences of Transgender Clients. Alabama Mental Health Counselors Winter Workshop: Birmingham, AL

ASSOCIATION FOR MULTICULTURAL COUNSELING AND DEVELOPMENT

President-Elect

S. Kent Butler
Associate Professor, University of Central Florida, Counselor Education Program, Orlando, FL

Education
Ph.D., University of Connecticut, 1999

Certification and Licensure
PLPC, NCC, NCSC

Recent Professional Experience
Associate Professor, University of Central Florida

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AMCD, CSJ, ACES, ASERVIC, EB-ACA, SACES and ASCA

Association Experience

Awards and Honors
AMCD- Presidential Recognition for Outstanding Leadership Award

Publications and Presentations

Community Service
AMCD, South Africa-Botswana Tour/Outreach, 2007; SAMHSA, Katrina Assistance Project, New Orleans, 2006

Goals Statement
I am about the business of getting things done, not political spin. I believe in hard work, being conscientious, ethical, dedicated and organized in all of my professional endeavors. This I believe has been evidenced by my service, enthusiasm and commitment to AMCD’s mission. The leadership AMCD has provided the counseling profession is undeniable. I want to extend this legacy — a legacy that continues to promote cultural sensitivity, social justice and hope to the many counselors who believe in the inalienable rights of all people to be validated for their life experiences and worldviews.

As president of AMCD, it is my desire to continue and expand upon efforts and create new initiatives that:

- Increase AMCD membership and participation
- Provide new members with greater exposure to the affiliates of our extraordinary association
- Create a consortium/network for junior faculty to provide opportunities for collaborative writing projects and grant writing initiatives
- Facilitate mentorship through the tenure and promotion process
- Continue the energies put forth by the Leadership Development Institute
- Continue allied partnerships with ACES, CSJ and NIMC, providing ACA membership with an unswerving, cognizant and sound multicultural and social justice agenda

- Continue to increase internal and external communications
- Offer members additional outreach experiences similar to AMCD’s phenomenal 2007 outreach efforts in South Africa and Botswana and the upcoming 2009 Botswana Conference
- Ensure that all conference attendees of the 2011 ACA Conference come away from the experience energized and eager to return to their individual communities ready to make meaningful impacts on the lives of those they touch

Edil Torres Rivera
University of Florida Department of Counselor Education, Gainesville, FL

Education
Ph.D.

Certification and Licensure
NCC, LPC, ACS

Recent Professional Experience
Professor, University of Florida, August 2005 to Present; Buffalo-SUNY, August 2002 to August 2005; Associate Professor & School Counseling Coordinator, University of Nevada, Reno, July 2000 to July 2002; Clinical Supervisor of the Evergreen Domestic Violence Program, Sparks, NV, September 1998 to January 2001; Assistant Professor, University of Nevada, Reno, July 1995 to August 2000; Clinical Director of the Downing Clinic, University of Nevada, Reno, September 1998 to August 2000; Instructor, University of Connecticut, Storrs, September 1994 to 1995; Drug and Alcohol Counselor, New Perceptions Program, Willimantic, CT, December 1993 to 1995
**A CA Branch, Division and Affiliate Membership and Other Related Memberships**
AMCD, CSJ, ACES, ASGW, IAAOC

**Association Experience**

**A wards and Honors**

**Publications and Presentations**

**Community Service**
Pyramid Lake Paiute Tribe Council in Nevada; visiting professor, Universidad del Valle, Guatemala

**Goals Statement**
AMCD was born of the necessity of having an effective view to help ethnic minority clients reach equal treatment and equal access to opportunities to pursue a better way of life. My experiences, from my upbringing in the public projects of Puerto Rico to my life as an enlisted soldier to being a faculty member of color at mainly white universities, have provided me with the necessary expertise to take the organization to the next step.

This next step is to gear the organization to strive in action and scholarship in issues of not only racism, but oppression and social injustice as a whole. I think that it is important to re-emphasize issues such as the dynamics of language oppression and social justice from a perspective of liberation psychology, as well as moving AMCD to pay more attention to structural violence, colonial discourse and settled microaggressions. Basically, I think that I can continue the work of Samuel H. Johnson, Thomas Parham, Patricia Arredondo, Beverly J. O’Bryant, Quincy L. Moore and Ciceric West-Olatunji, just to mention a few.

I believe that AMCD can continue to be the leader of ACA in developing and modeling new approaches to effective counseling. This could be done by a systematic effort of the association to foster and encourage young academics to develop action-oriented approaches beyond classrooms and yet with the rigor of solid multicultural research with a basis in liberation psychology, African psychology, feminist psychology, radical psychology and ethnopolitical psychology. Therefore, my familiarity with these approaches and my leadership experience makes me the best candidate for AMCD presidency at this time.

**Governing Council Representative**

Janet WindWalker Jones
Vice President, Center of Health & Whole Healing Inc.

**Education**
M.Ed. in Counseling Psychology

**Certification and Licensure**
NCC, Licensed Mental Health Counselor

**Recent Professional Experience**
Individual and Group Counseling and Alcohol and Drug Treatment; Crisis Intervention, Empowerment, Family Systems and Support Programs; Indigenous Teaching and Healing Seminars, Ceremonies and Consultant; Organizational and Systems Development, Professional Training and Development, Leadership and Training Development, Multicultural Social Justice Advocacy, Research, Writing, Editing, Advising, Mentoring and Affirmative Employment; Clan Mother, Tribal Elder, International Traditional Elder’s Council Member and Adviser; American Red Cross Mental Health Counselor

**A CA Branch, Division and Affiliate Membership and Other Related Memberships**
Southern Region, ACA, AMCD, CSJ; former member, North Atlantic Region; member, Texas Cherokee Tribe

**Association Experience**
Cofounder, Past President, Vice President, Treasurer, Secretary and Governing Council Representative for ACEG; Cofounder, former Executive Council Member and Communications Officer and Current Task Force Cochair for CSJ; Current and former Chair of the AMCD Vice President’s Council and Native American Interest Network, Current and former AMCD Native American Vice President and Executive Council Member, Current and former AMCD Bylaws Committee Chair and former AMCD Professional Standards Committee Chair; Former member, AMCD Awards Committee; Cofounder and member of the ACA Multietnic/racial Interest Network, former Chair of ACA Professional Development Committee, former member of ACA Human Rights Committee, member of ACA Woman’s Interest Network

**A wards and Honors**
AMCD President’s Award, AMCD Humanitarian Award, CSJ President’s Award, Ohana Award, ACEG President’s Award

**Publications and Presentations**
Case study author in upcoming multicultural counseling text; coauthor, AMCD Operationalization of Multicultural Counseling Competencies; author, DoD Native American Month Booklet; author, Chapter 6, in *Faces of Violence*, Daya Sandhu, Editor

**Community Service**
Community Crisis Intervention and Projects Leader and InterTribal Council Member, program organizer and trainer, speaker and advocate; Tribal Clan Mother, ceremonial leader, teacher, language dictionary development and projects adviser and activist; ARC Disaster Relief volunteer; InterNational Youth Leadership and World Peace
Goals Statement
For over 40 years, I was an agent of change for the culture of the organizations I served. I have served similarly within ACA for 34 years. It is imperative ACA Governing Council be culturally diverse as we govern our association as a participatory democracy reflective of our diversity. ACA has an opportunity to lead our profession and serve as a model to our nation as we move toward a more socially just, multicultural society. As a multiethnic Indigenous Native, European and African American family member, Native American leader in AMCD and leader in the social justice multicultural movement, I can contribute to that diversity. I am an accomplished collaborator with a long track record of service to the ACA family and its diverse needs and interests. I am humbled to be nominated and committed to ensuring members of native and multicultural ancestry have a voice.

I bring 54 years’ experience in multicultural and social justice advocacy at every level to the position. It was my passion before reaching adulthood and was the driving force behind my long and accomplished career, community volunteerism, organizational and family interests and involvements locally, nationally and internationally. I have been actively engaged in social, spiritual, religious, community, organizational and association efforts to eradicate oppression locally, nationally and globally since the 1950s; I have been active similarly within ACA since the early 1970s. My 34 years of leadership service within ACA, including former experience with Governing Council, enhance my ability to serve. ACA, schools, community and Department of Defense awards substantiate my success working to dismantle systems of oppression and developing culturally inclusive programs and organizations. I am an excellent listener and collaborator, committed to processes and policies that honor and respect diversity as we serve our members.

Cirecie A. West-Olatunji
Assistant Professor, University of Florida, Gainesville, FL

Education
Ph.D., Counselor Education, University of New Orleans; B.A., Drama, Dartmouth College

Certification and Licensure
LPC

Recent Professional Experience
Faculty position (University of Florida) with emphasis on multicultural and community counseling

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AMCD, ACES, CSJ, AMHCA, Association of Black Psychologists, American Educational Research Association

Association Experience
President of AMCD; VP of African American Concerns, AMCD

Awards and Honors
I received the ‘Ohana award from CSJ (2008) and the Community Service award from the Association for Black Psychologists (2007). I was also the recipient of the Marcus B. Christian Community Service Award (2000) for outstanding service to the New Orleans community and was honored as one of two “Women Who Make a Difference” (1997) by the YWCA of New Orleans for demonstrating an ongoing commitment to peace, justice and dignity.

Publications and Presentations
I have presented papers nationally and internationally at the American Educational Research Association, National Association for Multicultural Education, International Counseling Conference and ACA annual conferences. My work has been published in peer-reviewed journals such as the Journal of Negro Education, PSC, Multicultural Perspectives, JMHC, JSGW and JMCD.

Community Service
I spearheaded two outreach experiences to the post-Katrina Gulf Coast (2006) and southern Africa (2007).

Goals Statement
Having participated in COPARC meetings over the past two years as president of AMCD, I have observed the Governing Council meetings in session. As nominee for the position of Governing Council representative, my goals are to focus on (a) membership, (b) professional identity, (c) certification issues and (d) the integration of the multicultural and social justice ideals into counselor identity.

One of the major concerns facing ACA is the issue of membership. I believe that we need to provide the kind of services and support that will attract and maintain individuals from the broad spectrum of counselor settings and modalities. Associated issues that influence ACA operations are professional identity and certification. As we move toward a clearer definition of counseling as a distinct discipline, it becomes necessary to articulate how we differ from other mental health professionals. Certification in signature competencies can contribute to the crystallization of identity and collective voice for all counselors. It is my earnest desire to serve as Governing Council representative to work toward these goals with my peers.

AMCD Midwest Region Representative

Karen Leila Bibbins
Recreational Therapist/Adjunct Professor, Detroit Medical Center, Madison Heights, MI, Eastern Michigan University Department of Health Sciences, Ypsilanti, MI

Education
Ed.D., Higher Education, University of Rochester; M.S., Therapeutic Recreation, Pennsylvania State University; B.S., Therapeutic Recreation, Wayne State University

Certification and Licensure
National Council for Therapeutic

December 2008 | Counseling Today | 77
Recent Professional Experience
Teach and advise undergraduate students in the therapeutic recreation program at Eastern Michigan and provide group therapy for patients on a behavioral medicine unit for the Detroit Medical Center; provide contractual services for the Children’s Home of Detroit for children with emotional problems

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, AMCD, Michigan Therapeutic Recreation Association

Awards and Honors
Service Award for AMCD 2008, Meritorious Service Award for AMCD Midwestern Region Representative 2007

Publications and Presentations

Community Service
Board of Directors, Zonta International, Secretary 2008; Advisory Council, Behavioral Medicine Unit, Detroit Medical Center, 2008; cosponsored, organized and implemented “Within Our Grasp” Annual Diversity Conference, SUNY College at Brockport, February 2000-February 2004

AMCD North Atlantic Region Representative

Lynn Haley-Bañez
Westchester Graduate Campus of Long Island University, Purchase, NY

Education
Doctorate, Kent State, 1997 in Counselor Education specializing in multicultural counseling and group work; M.Ed. and Ed.S., Kent State, Community Counseling and clinical focus; B.A., Kent State, 1984, Psychology

Certification and Licensure
LPC (CT), NCC

Recent Professional Experience
Assistant Professor and MHC and MFT Program Coordinator (current); Private clinician, consultant and client advocate

ACA Branch, Division and Affiliate Membership and Other Related Memberships

Association Experience
Served in leadership roles in OAMCD, AMCD; held leadership roles within ACA and other divisions (ASGW and ACES); assisted with AMCD’s anniversary video in late 1990s; assisted with rewriting AMCD’s Bylaws; member/participant in NAIC

Awards and Honors
Outstanding Article of the Year, Association for Specialists in Group Work, 2003, “Using Reflecting Teams to Teach and Train Group Workers.” Cox, J.A., Bañez, L., Hawley, L.D., Mostade, J.; ASGW Presidential Award for service, leadership and commitment to advancing the field of group work, 1998; ASGW Grant for New Professional: “A Preliminary Evaluation of Pederson's Triad Training Model Adapted for Training Multiculturally Competent Group Facilitators,” 1995; 1994 Peg Carroll Scholarship for research on group work with battered women, first woman to receive the award; Member, Chi Sigma Iota, Kent State Chapter; Programming Chairperson, CSI, KSU Chapter (1994-1995); Kappa Delta Pi, KSU Chapter, (1989-2002); Outstanding College Students of America (1989); Fairfield University Research Grant for $750 to continue re: research on lesbian couples’ narratives; Asher Foundation grant for $2,400 re: research on the impact of growing up in an interfaith (Jewish/Christian) family; Association for Counselor Education and Supervision National Research Award Grant, 1999, with Stuart Chen-Hayes for qualitative study on developing an ongoing educational and supervision model for counselors interested in using social justice advocacy and multicultural counseling skills to challenge oppression in urban schools and community agencies; $25,000 grant for a group program for children who witnessed domestic violence in their home

AMCD Western Region Representative

Rosemarie Woodruff
Director, Learning Assistance Center, University of Hawai‘i–Manoa, Honolulu, HI
Education
Ph.D., Educational Psychology, University of Hawaii-Manoa; M.Ed., Counseling, University of Hawaii-Manoa

Recent Professional Experience
As director of the Learning Assistance Center, I oversee development and implementation of programs to enhance learning and to increase retention, including consultation with faculty in relation to student success, career development and motivation. As an MBTI practitioner, I use the Myers-Briggs Type Indicator to facilitate learning and understanding of self, relationships and career goals. As an Orton-Gillingham tutor, I develop reading ability utilizing a multisensory approach to learning.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AMCD, ACC, College Reading and Learning Association, American Educational Research Association, International Dyslexia Association, Association for Psychological Type

Association Experience
AMCD On-Site Convention Chair, 2008 ACA Conference; ACA Western Region Chair; Hawaii Counseling Association President

Goals Statement
I share a vision of a unified profession with many of my colleagues. I believe I am the best candidate for president-elect of ARCA because I will continue the work of Irmo, Patty, Carolyn and Yolanda to strengthen and unify our profession. I believe our future strength will come from a targeted focus on student membership and unification from the combined accomplishment of goals.

I believe it’s important to continue working with the leadership of NRCA, NCRE and NRA to build a stronger alliance. The rehabilitation counseling profession faces many challenges over the next decade, such as shortage of rehabilitation counselors and a decrease in training dollars, to name two. A unified profession, focused on accomplishing super-ordinate goals, can address these challenges and strengthen the profession for future generations of counselors.

As the chair of the Council on Public Relations and Awareness, I proposed that the Executive Council recognize the student task force representative as a member of the council to provide input on matters concerning students. I plan to continue working with the task force representative to increase student membership and understand the process whereby student members become professional members.

I believe ARCA membership should stay informed on issues pertaining to the profession of rehabilitation counseling. As a council chair, I worked to include information in the quarterly newsletter that pertained to professional and student members. I plan to utilize the newsletter and Listserv to keep ARCA membership informed and facilitate two-way communication on issues important to the profession.

Chair, Council on Collaboration and Development

Michelle P. Pointer
Associate Professor and Interim Program Coordinator, Rehabilitation Services Program

Education
Doctor of Education in Counseling with emphasis in rehabilitation leadership

Certification and Licensure
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification; Licensed Clinical Professional Counselor, Chicago Division of Professional Regulation

Recent Professional Experience
Assistant Professor, Institute of Psychology, Illinois Institute of Technology, August 2006-Present; Assistant Professor, Department of Community Studies, University of Maine, August 2002-Present; Instructor, Department of Rehabilitation Counseling, University of Florida, August 2004-July 2006

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association and American Rehabilitation Counseling Association

Association Experience
Chair, Council on Public Relations and Awareness, ARCA, 2006-2008; Chair, Council on Management and Administration, ARCA, 2008-Present; Newsletter Editor, ARCA, 2008-Present

American Rehabilitation Counseling Association

Frank J. Lane
Assistant Professor, Chicago, IL

Education
Doctor of Philosophy, Rehabilitation Science, University of Florida; Master of Health Science, Mental Health and Rehabilitation Counseling, University of Florida

Certification and Licensure
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification; Licensed Clinical Professional Counselor, Chicago Division of Professional Regulation

Recent Professional Experience
Assistant Professor, Institute of Psychology, Illinois Institute of Technology, August 2006-Present; Assistant Professor, Department of Community Studies, University of Maine, August 2002-Present; Instructor, Department of Rehabilitation Counseling, University of Florida, August 2004-July 2006

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association and American Rehabilitation Counseling Association

Association Experience
Chair, Council on Public Relations and Awareness, ARCA, 2006-2008; Chair, Council on Management and Administration, ARCA, 2008-Present; Newsletter Editor, ARCA, 2008-Present

Goals Statement
I share a vision of a unified profession with many of my colleagues. I believe I am the best candidate for president-elect of ARCA because I will continue the work of Irmo, Patty, Carolyn and Yolanda to strengthen and unify our profession. I believe our future strength will come from a targeted focus on student membership and unification from the combined accomplishment of goals.

I believe it’s important to continue working with the leadership of NRCA, NCRE and NRA to build a stronger alliance. The rehabilitation counseling profession faces many challenges over the next decade, such as shortage of rehabilitation counselors and a decrease in training dollars, to name two. A unified profession, focused on accomplishing super-ordinate goals, can address these challenges and strengthen the profession for future generations of counselors.

As the chair of the Council on Public Relations and Awareness, I proposed that the Executive Council recognize the student task force representative as a member of the council to provide input on matters concerning students. I plan to continue working with the task force representative to increase student membership and understand the process whereby student members become professional members.

I believe ARCA membership should stay informed on issues pertaining to the profession of rehabilitation counseling. As a council chair, I worked to include information in the quarterly newsletter that pertained to professional and student members. I plan to utilize the newsletter and Listserv to keep ARCA membership informed and facilitate two-way communication on issues important to the profession.

Chair, Council on Collaboration and Development

Michelle P. Pointer
Associate Professor and Interim Program Coordinator, Rehabilitation Services Program

Education
Doctor of Education in Counseling with emphasis in rehabilitation leadership

Certification and Licensure
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification; Licensed Clinical Professional Counselor, Chicago Division of Professional Regulation

Recent Professional Experience
Assistant Professor, Institute of Psychology, Illinois Institute of Technology, August 2006-Present; Assistant Professor, Department of Community Studies, University of Maine, August 2002-Present; Instructor, Department of Rehabilitation Counseling, University of Florida, August 2004-July 2006

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association and American Rehabilitation Counseling Association

Association Experience
Chair, Council on Public Relations and Awareness, ARCA, 2006-2008; Chair, Council on Management and Administration, ARCA, 2008-Present; Newsletter Editor, ARCA, 2008-Present

Goals Statement
I share a vision of a unified profession with many of my colleagues. I believe I am the best candidate for president-elect of ARCA because I will continue the work of Irmo, Patty, Carolyn and Yolanda to strengthen and unify our profession. I believe our future strength will come from a targeted focus on student membership and unification from the combined accomplishment of goals.

I believe it’s important to continue working with the leadership of NRCA, NCRE and NRA to build a stronger alliance. The rehabilitation counseling profession faces many challenges over the next decade, such as shortage of rehabilitation counselors and a decrease in training dollars, to name two. A unified profession, focused on accomplishing super-ordinate goals, can address these challenges and strengthen the profession for future generations of counselors.

As the chair of the Council on Public Relations and Awareness, I proposed that the Executive Council recognize the student task force representative as a member of the council to provide input on matters concerning students. I plan to continue working with the task force representative to increase student membership and understand the process whereby student members become professional members.

I believe ARCA membership should stay informed on issues pertaining to the profession of rehabilitation counseling. As a council chair, I worked to include information in the quarterly newsletter that pertained to professional and student members. I plan to utilize the newsletter and Listserv to keep ARCA membership informed and facilitate two-way communication on issues important to the profession.

Chair, Council on Collaboration and Development

Michelle P. Pointer
Associate Professor and Interim Program Coordinator, Rehabilitation Services Program

Education
Doctor of Education in Counseling with emphasis in rehabilitation leadership

Certification and Licensure
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification; Licensed Clinical Professional Counselor, Chicago Division of Professional Regulation

Recent Professional Experience
Assistant Professor, Institute of Psychology, Illinois Institute of Technology, August 2006-Present; Assistant Professor, Department of Community Studies, University of Maine, August 2002-Present; Instructor, Department of Rehabilitation Counseling, University of Florida, August 2004-July 2006

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association and American Rehabilitation Counseling Association

Association Experience
Chair, Council on Public Relations and Awareness, ARCA, 2006-2008; Chair, Council on Management and Administration, ARCA, 2008-Present; Newsletter Editor, ARCA, 2008-Present

Goals Statement
I share a vision of a unified profession with many of my colleagues. I believe I am the best candidate for president-elect of ARCA because I will continue the work of Irmo, Patty, Carolyn and Yolanda to strengthen and unify our profession. I believe our future strength will come from a targeted focus on student membership and unification from the combined accomplishment of goals.

I believe it’s important to continue working with the leadership of NRCA, NCRE and NRA to build a stronger alliance. The rehabilitation counseling profession faces many challenges over the next decade, such as shortage of rehabilitation counselors and a decrease in training dollars, to name two. A unified profession, focused on accomplishing super-ordinate goals, can address these challenges and strengthen the profession for future generations of counselors.

As the chair of the Council on Public Relations and Awareness, I proposed that the Executive Council recognize the student task force representative as a member of the council to provide input on matters concerning students. I plan to continue working with the task force representative to increase student membership and understand the process whereby student members become professional members.

I believe ARCA membership should stay informed on issues pertaining to the profession of rehabilitation counseling. As a council chair, I worked to include information in the quarterly newsletter that pertained to professional and student members. I plan to utilize the newsletter and Listserv to keep ARCA membership informed and facilitate two-way communication on issues important to the profession.

Chair, Council on Collaboration and Development

Michelle P. Pointer
Associate Professor and Interim Program Coordinator, Rehabilitation Services Program

Education
Doctor of Education in Counseling with emphasis in rehabilitation leadership

Certification and Licensure
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification; Licensed Clinical Professional Counselor, Chicago Division of Professional Regulation

Recent Professional Experience
Assistant Professor, Institute of Psychology, Illinois Institute of Technology, August 2006-Present; Assistant Professor, Department of Community Studies, University of Maine, August 2002-Present; Instructor, Department of Rehabilitation Counseling, University of Florida, August 2004-July 2006

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association and American Rehabilitation Counseling Association

Association Experience
Chair, Council on Public Relations and Awareness, ARCA, 2006-2008; Chair, Council on Management and Administration, ARCA, 2008-Present; Newsletter Editor, ARCA, 2008-Present

Goals Statement
I share a vision of a unified profession with many of my colleagues. I believe I am the best candidate for president-elect of ARCA because I will continue the work of Irmo, Patty, Carolyn and Yolanda to strengthen and unify our profession. I believe our future strength will come from a targeted focus on student membership and unification from the combined accomplishment of goals.

I believe it’s important to continue working with the leadership of NRCA, NCRE and NRA to build a stronger alliance. The rehabilitation counseling profession faces many challenges over the next decade, such as shortage of rehabilitation counselors and a decrease in training dollars, to name two. A unified profession, focused on accomplishing super-ordinate goals, can address these challenges and strengthen the profession for future generations of counselors.

As the chair of the Council on Public Relations and Awareness, I proposed that the Executive Council recognize the student task force representative as a member of the council to provide input on matters concerning students. I plan to continue working with the task force representative to increase student membership and understand the process whereby student members become professional members.

I believe ARCA membership should stay informed on issues pertaining to the profession of rehabilitation counseling. As a council chair, I worked to include information in the quarterly newsletter that pertained to professional and student members. I plan to utilize the newsletter and Listserv to keep ARCA membership informed and facilitate two-way communication on issues important to the profession.

**Community Service**
Reviewer-JARC; Editorial Board-JTAA; CARF Surveyor; Board-Center for Interventions, Treatment and Addictions Research, Boonshoft School of Medicine, WSU; Chair-Mental Health and Recovery Board of Clark, Greene and Madison Counties

**Association Experience**
Recipient of the American Counseling Association's Ross Trust Scholarship for School Counseling and Vanderbilt University's Roger Aubrey Northstar Award for Counseling; inductee in the Order of Pegasus

**Goals Statement**
The ASERVIC membership and leaders have worked diligently to establish a foundation and organizational infrastructure to support the goal of infusing the spiritual competencies into counselor training and practice. We began with a belief that spiritual growth is a critical aspect of overall holistic well-being; therefore, members of the organization convened to propose competencies for promoting client spiritual development in the counseling process.

Beginning with the Summit on Spirituality in 1996, nine spiritual competencies were written and later endorsed by ACA. Since that time, many counselor educators and practitioners have contributed to counseling literature in regards to client spirituality, spiritual competence in the counseling relationship and how these competencies might be integrated into counselor education programs. In June 2008, we held our first conference, and it was largely a success. Presenters demonstrated techniques and skills, conceptual frameworks and research on client spirituality. In addition, a second Summit on Spirituality was held to discuss, refine and rework the current competencies.

My goals for ASERVIC would be to continue the mission through an ongoing dialogue about what constitutes spiritual competence, formulation of curriculum suggestions and production of resources for infusion into counselor education,
and the development of skills and techniques for encouraging spiritual growth in the counseling process. To meet this goal, ASERVIC will need to continue to serve the membership through quality publications such as our flagship journal, Counseling and Values, and through providing networking and professional development opportunities through our division conference.

This is an exciting time of change and progress for ASERVIC. It is a crucial time to engage our membership, collaborate with other organizations with similar interests and to move forward with our mission.

**Governing Council Representative**

**E. H. Mike Robinson III**
Robert, N. Heitzelman Eminent Scholar Chair, Professor of Counseling Education, Program Coordinator and Director of Doctoral Programs College of Education

**Education**
B.A., Marshall University, Huntington, WV; M.Ed., Johns Hopkins University, Baltimore, MD; Ph.D., Duke University, Durham, NC

**Certification and Licensure**
NCC #24206

**Recent Professional Experience**
Counselor Educator, University of Central Florida

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
ACA, ASERVIC, ACES, C-AHEAD, FCA, FACES, EB-ACA, AACTE

**Association Experience**
Past President, ASERVIC, C-AHEAD, SCCA, Past Chair, Southern Region Branch Assembly, Research Committee, Counseling and Human Development Foundation Board

**Awards and Honors**
Gilbert and Kathleen Wrenn Humanitarian Award, American Counseling Association; Distinguished Member Award, European Branch-ACA; Distinguished Mentor Award, Association for Counselor Education and Supervision; Lucille and Joseph W. Hollis Publication Award, Les Carlin Professional Leadership Award, Association for Humanistic Education and Development; Distinguished Service Award, Association for Spiritual, Ethical and Religious Values in Counseling

**Publications and Presentations**
Author or coauthor: Fear, stress and trauma: Helping children cope; An introduction to the counseling profession; Helping children during a crisis; Altruism: A study on the development of unselfish caring; Ethical caring and natural caring: An imperative for the schools; Promoting altruism in the classroom; Structured play therapy: A model for developing stage appropriate activities

**Goals Statement**
It is my intention to represent ASERVIC on the ACA Governing Council to the best of my ability; to act in the interest of ACA and ASERVIC members and to put the good of the order above personal issues or goals to the extent possible.

**Board of Directors**

**William Franklin Evans**
Associate Professor, James Madison University, Harrisonburg, VA

**Education**
B.A., Wofford College (1976); M.Div., Duke University (1979); Educational Specialist, University of South Carolina (1993); Ph.D., University of South Carolina (1998)

**Certification and Licensure**
Licensed Ordained Clergy, South Carolina Annual Conference of the United Methodist Church, Pastor, Pastoral Counselor and military chaplain for over 28 years

**Recent Professional Experience**
I have been a chaplain with the United States Air Force/Air National Guard for over 24 years. I am a tenured associate professor of counseling psychology at James Madison University.

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
I have been a member of ASERVIC and ACES over the years and have served on the Ethics Board for VCA and as president of VA-ASERVIC. I am currently president of the International Network on Personal Meaning.

**Association Experience**
I have been a member of ACA for several years.

**Awards and Honors**

**Publications and Presentations**

**Community Service**
JMU/Virginia Special Olympics “Day With the Dukes,” Faculty Coordinator for Psychology Peer Advising, Chi Sigma Iota, JMU Athletics and Special Olympics (2006-present); JMU “Food Fight” Faculty Coordinator, raised more than $55,000 to fight hunger locally and...
Tyson Hamilton Kuch
Doctoral Candidate, Counselor Education, Orlando, FL

Education
B.A., Psychology (2001), Rollins College; M.A., Counseling (2003), Marquette University; Ph.D. (Expected Summer 2008), University of Central Florida

Certification and Licensure
Florida Registered Mental Health Counselor Intern

ACA Branch, Division and Affiliate Membership and Other Related Memberships
2005-Present: American Counseling Association (ACA Division Memberships: ACES, ALGBTIC, ASERVIC); 2007-Present: Florida Counseling Association; 2008: American Psychological Association

Association Experience
2008: Presented twice at the 2008 ASERVIC Conference in Lake Junaluska, NC; 2007: Assisted with coordinating ASERVIC proceedings at the 2007 ACA Annual Conference in Detroit, MI

Awards and Honors

Publications and Presentations

Community Service
As a Public Relations Committee member for Chi Sigma Iota, I serve as a volunteer for several major community programs catering toward underserved members of the Orlando community.

Linda A. Robertson
Doctoral Candidate, University of Central Florida, Orlando, FL

Education
University of Louisiana at Lafayette, M.S., Rehabilitation Counseling; University of Central Florida, Doctoral Candidate, Counselor Education

Certification and Licensure
LPC Intern

Recent Professional Experience

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ASERVIC, EBACA, ACES, FCA

Association Experience
2007-present: ASERVIC Secretary

Awards and Honors
ASERVIC Research Grant, 2007

Publications and Presentations

Community Service
2006: United Cerebral Palsy; 2007: Family Tree Disability Conference

ASSOCIATION FOR SPECIALISTS IN GROUP WORK

President-Elect

Michael T. Garrett
Professor, Department of Counselor Education, University of Florida, Gainesville, FL

Education
Ph.D., Counseling and Counselor Education; M.Ed., Counseling and Development, both from the University of North Carolina at Greensboro

Certification and Licensure
North Carolina Licensed School Counselor, “G” level

Recent Professional Experience
Professor of Counselor Education, University of Florida Department of Counselor Education (CACREP-Accredited Program), 2008-present; Associate Professor of Counselor Education (Tenure-Accruing), University of Florida, 2006-2008; Department Chair, Old Dominion University Department of Educational Leadership and Counseling, 2004-2006; Professor of Counseling (Tenured), ODU Counseling Program (CACREP-Accredited), School Counseling Track, 2005-2006; Associate Professor of Counseling (Tenured), ODU, 2004-2005

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACSA, ACES, AMCD, ASGW, ASERVIC, C-AHEAD and National Indian Education Association
Association Experience

Awards and Honors
ASGW Fellow, 2007–present

Publications and Presentations

Goals Statement
As a longtime member of ASGW, I am deeply committed to the organization and to its continued growth and development through impact created by advances in research, training, practice and service. I have always been passionate about group work and continue to be humbled and amazed at the power of groups to create healing, positive, long-lasting change by bringing people together from all walks of life and for a variety of reasons.

In my opinion, ASGW is home to some of the most talented, hardworking helping professionals in the world. As an organization, the overall purpose of ASGW is to perpetuate interest and specialization in group work; create community; provide service to current and potential members, clients and the profession; and offer leadership for the growth and development of individuals and groups. Building on the excellent work of our professional leadership to date, and noting our professional mission, I would like to see ASGW go further in providing a forum for examining innovative and developing concepts in group work, fostering diversity and dignity in our groups and being a model of effective group practice for the entire profession across disciplines.

With these basic premises in mind, I offer my leadership and experience to facilitate these goals under the umbrella theme of “honoring the spirit of group work.” Thank you for considering me for this important work and for the important work we all do together as ASGW members.

Bogusia J. Molina
Associate Professor, Counselor Education, Fairfield University, Fairfield, CT

Education
Southern Illinois University at Carbondale: Ph.D. and M.S. – Counselor Education: Community Counseling, B.S.; Psychology and Russian-Majors; French Minor; Polish-native speaker. Additional training: multicultural group work and wellness models, addiction counseling, career counseling, social justice, service learning, social interest

Certification and Licensure
NCC

Recent Professional Experience
Faculty member; teaches group work, multicultural issues in counseling, assessment in counseling, life span human development, counseling relationships and skills, internship, counseling children and adolescents; facilitator and consultant to local schools and communities regarding multicultural wellness and community building through group work; multicultural crisis response; 20 years of experience in counselor-related roles: substance abuse therapist, wellness program coordinator, clinical supervisor, career counselor, program coordinator, faculty member whose teaching, research and service are related to multicultural wellness practices; cofacilitated over 40 presentations at international, national, regional and state conferences; published in over five professional journals and wrote/cowrote several book chapters

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AACE, ACC, ACES, AMCD, CSJ, North American Society for Adlerian Psychology

Association Experience
Member-18 years; cochaired the following committees: national conference, professional standards, international relations, program review, conference registration, professional development; president-regional branch (NEASGW); editorial board member

Awards and Honors
Highlights: Peg Carroll Dissertation Award, ASGW President’s Service Award

Publications and Presentations
Highlights: Multicultural Community Building, Service Learning, Coping With the Loss of a Loved One Due to Murder, Multicultural Couplehood, Multicultural Group Work, Multicultural Wellness Practices, Multicultural Rituals Conducive to Community Building, Multicultural Group Work with Children, Multicultural Creative Arts

Community Service
Mentor-multicultural students club, multicultural crisis response workshop planner and facilitator, consultant-pro bono workshops pertinent to multicultural community building and wellness

Goals Statement
I feel honored and ready to serve as a president-elect. ASGW’s website delineates our values: service, leadership and community. Our work speaks for itself thanks to members: elders, past and present, students, current practitioners and scholars.

To me, service is about caring. Caring perhaps is the rational approach to understanding the complexities that await us. Caring means making time to clearly
understand what needs to be attended to regardless of how difficult it might be. By virtue of what it means to be group workers, we reach out when it is easier not to; that is what makes us alive. Leadership is simple, yet not basic. It is about compassion, sharing, modesty and honoring diversity with energy — not a beam of light that shows “the way,” not the kind that excites quickly and passes, not one that radiantly outshines or inhibits. Leadership is about community creating through vital energy, flowing from the wisdom within each member.

I am an ordinary person, like anything else, similar to the seeds I love to plant and see grow in the garden. However, perhaps the lessons for living from seeds are more than enough for lessons we need to keep on learning the path of group work …

I am thankful to individuals who helped me become who I am today; those who make ASGW feel like home and those who help me feel at home, wherever we are. I am because we are, and I always remember the primary members of groups in my life, my Polish family, Polanie, the people of the fields. Aren’t we all, in some ways, the people of the fields, visiting Mother Earth? Perhaps now more than ever, by working in groups we determine how the fields will unfold for our children and the generations to come.

Treasurer

Carmen F. Salazar
Associate Professor, Department of Counseling, Texas A&M University-Commerce

Education
M.A. and Ph.D. in counseling, University of New Mexico

Certification and Licensure
NCC, LPC in New Mexico 1993-1999

Recent Professional Experience
Associate Professor in the Department of Counseling, Texas A&M University-Commerce

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ASGW, CSJ, AMCD, ACES, ACA Multiracial/Ethnic Concerns in Counseling Interest Network

Association Experience

Publications and Presentations

COUNSELING ASSOCIATION FOR HUMANISTIC EDUCATION AND DEVELOPMENT

President-Elect

Michael Walsh
Executive Director, Mental Health America-Beaufort/Jasper, Hilton Head Island, SC

Education
Master’s in Rehabilitation Counseling, University of South Carolina, 2005; Doctoral Candidate in Counselor Education and Supervision, University of South Carolina

Certification and Licensure
Licensed Professional Counselor, Certified Rehabilitation Counselor, Certified Psychiatric Rehabilitation Practitioner

Recent Professional Experience
Vocational Rehabilitation Counselor, South Carolina Vocational Rehabilitation, 2004-2005; Executive Director, Mental Health America-Beaufort/Jasper, 2005-Present; Adjunct Instructor, University of South Carolina School of Medicine, Rehabilitation Counseling Department, 2006-Present

ACA Branch, Division and Affiliate Membership and Other Related Memberships
C-AHEAD, ARCA

Association Experience
C-AHEAD Board Member, 2005-Present; InfoChange Newsletter Editor, 2006-Present; C-AHEAD President Elect-Present

Goals Statement
I look at C-AHEAD as a dynamic and diverse organization capable of great things in the future. As someone who strongly identifies with the humanistic roots of the organization, I am interested in serving as president so that we can continue some of the good work we have done in the past as well as nurture and grow our membership in the future. I see the organization as a wonderful vehicle for member expression, for fostering the humanistic “discussion” within the field and as an advocate for humanistic counseling and educational principles.

Goals for my presidency include the development of a continuing education arm of C-AHEAD designed to meet the needs of our members, the sponsoring of discussion and debate within the field with regard to humanistic counseling and education through the presentation of debates and presentations at annual ACA conferences, the continuation of the Empty Plate program and the provision of high-quality and useful information.
to our members via our newsletter and journal. Of course, I am committed to continuing the strong tradition of C-AHEAD through the support and retention of our existing members along with the recruitment and retention of new members.

Now more than ever, a humanistic approach to counseling and education makes good sense. I look forward to working collaboratively with the membership to ensure the quality of the bright future … AHEAD!

**COUNSELORS FOR SOCIAL JUSTICE**

**President-Elect**

**Judy A. Daniels**

Professor, Department of Counselor Education, College of Education, University of Hawaii, Honolulu, HI

**Education**

B.A., Washington University; M.S.S.W., University of Tennessee; Ed.D., Vanderbilt University

**Recent Professional Experience**

Professor, Counselor Education; Assisted in coordinating Continuing the National Discussion on Race, Peace and Justice; Cooordinator Giving Back to the Community Project; Cochair of ACA's 2005-2006 Task Force on Exemplary Practices for Implementing the Multicultural Counseling and Advocacy Competencies; former coeditor of 12-year column in *Counseling Today*, founding board member of the National Institute for Multicultural Competence

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**

Lifetime member of ACA, CSJ, AMCD, ACES, AHEAD, ASGW, ASCA, HSCA, HCA

**Association Experience**

Founding member of CSJ; tri-chair of CSJ ethics committee 2005; CSJ newsletter coeditor 2000-2001; served on additional committees for other divisions in ACA; editorial board member for *Journal for Social Action in Counseling and Psychology*

**Awards and Honors**

ACA Fellow, Gilbert and Kathleen Wrenn Award, CSJ Ohana Award, AMCD presidential citation, two University of Hawaii Teaching Awards

**Publications and Presentations**

A regular presenter at ACA; total of 95 national/international presentations, two books, 43 articles/book chapters and numerous nonreferred publications

**Community Service**

Ongoing service to the University of Hawaii and local community

**Goals Statement**

As one of the founding members of CSJ, I am committed to the vision that ignited the dream to create CSJ. I recognize the potential impact CSJ can and must have on the counseling profession, ACA and the different ACA divisions. I believe that it is important to accentuate and strengthen the voice of social justice counseling in ACA, its divisions and the counseling profession at large. At the same time, it is vitally important to initiate, support and encourage the ongoing development of the CSJ state chapters.

Social justice counseling is at the heart of what I believe in, and if I am elected as CSJ president, I am committed to the opportunity to provide leadership in this position. As a counselor educator, scholar, social justice advocate, ACA lifetime member and active ongoing contributor to ACA and the counseling profession, I have the leadership skills and experience to be an effective president of CSJ.

If I am elected as president, I would like to serve the association by accomplishing the following goals:

- Develop a set of social justice counseling competencies
- Expand the membership at the state and national levels
- Team up with other divisions to offer creative opportunities for our members to do social justice counseling-related service projects and initiatives
- Increase board and task force productivity, communication and networking by implementing distance technology to create real-time virtual meeting environments
- Develop action committees on selected social justice issues that our membership are passionate about

**Manivong J. Ratts**

Assistant Professor, Seattle University, Department of Counseling and School Psychology, Seattle, WA

**Education**

Ph.D., Oregon State University

**Certification and Licensure**

National Certified Counselor and Licensed School Counselor (WA)

**Recent Professional Experience**

Assistant Professor, Department of Counseling and School Psychology

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**

ACES, WACES, NCDA, AMCD, ALGBTIC, CSJ

**Association Experience**

CSJ Counselor Representative (2004-2006), CSJ Treasurer (2007-Present)

**Awards and Honors**

CSJ O’hana Award (2006), AMCD Professional Development Award (2008), WACES Emerging Leader Award for Multicultural Education, Global Diversity or Social Justice (2006)

**Publications and Presentations**

My scholarly activities are in social justice, the advocacy competencies and school counseling. My research focuses on preparing counselors to be change agents and advocates for social justice.
Community Service
My teaching, scholarship and service centers on promoting social justice in the counseling profession. As a social justice-oriented counselor educator, my work addresses various issues of oppression, such as the growing achievement gap in K-12 schools, helping emerging professionals develop multicultural and advocacy competence and working with community members to remove systemic barriers that impede on human development.

Goals Statement
The Counselors for Social Justice mission of confronting systems of oppression resonates with me. The CSJ mission aligns with my values and beliefs and speaks to the core of my being. It is a mission that has personal significance because it connects with my refugee experience. It is the experience of coming to the United States from Laos that shapes my social justice beliefs, forms my professional identity and is the foundation for my teaching, scholarship and service. In essence, it is my background, coupled with my belief in the possibility of a better world, which led me to the counseling profession and, ultimately, to joining CSJ.

I am honored to be running for president of CSJ. I have been a member of CSJ since its inception. I have also been actively involved in leadership positions within the organization. From 2004-2006, I served as the counselor representative. Currently, I serve as the treasurer for CSJ. These experiences have familiarized me with the inner workings of the organization and provide me with an understanding of what needs to occur if we are truly serious about integrating social justice into the counseling profession.

If given the opportunity to serve as CSJ president, my goals are to infuse social justice, also referred to as the “fifth force” in counseling, into the fabric of the counseling profession. This would involve (a) collaborating with various ACA leaders and divisions to explore ways social justice principles can be infused into counselor education, research and practice, (b) helping counselors understand that counseling includes advocacy by working with ACES to infuse the advocacy competencies into counselor education and supervision and (c) working with state counseling chapters to develop state and university-based CSJ organizations in all 50 states.

Governing Council Representative

Hugh C. Crethar
School of Applied Health and Educational Psychology, Oklahoma State University, Stillwater, OK

Education
Ph.D.

Recent Professional Experience
Associate Professor, Oklahoma State University

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, ALGBTC, CSJ, AMCD, ASCA, ASGW, AzSCA

Association Experience
President, Counselors for Social Justice (2007-2008); Communication Officer, CSJ; ACES Social Justice and Human Rights Committee; ACA Public Policy and Legislation Cochair; ACA Graduate Student Association Development Task Force Cochair

Awards and Honors
CSJ ‘Ohana Award, 4/3/04; Multicultural Advocacy Award, Illinois Association for Multicultural Counseling, 11/14/03

Publications and Presentations

Goals Statement
I look forward to the possibility of serving as Governing Council representative for Counselors for Social Justice. My goals as GC representative include the following:

- To provide a representative voice for the membership of CSJ. I plan to do my best to consistently reach out to both the membership and leadership of CSJ to keep them apprised of issues in focus by the Governing Council.
- To serve in the best interests of ACA, counselor education and counseling at large, with a specific focus on the diverse backgrounds and needs of our students, clients and those within their systems.
- To encourage and facilitate difficult dialogue on issues of multiculturalism, equity, access, participation and harmony as they apply to all those we serve as counseling professionals.

Treasurer
Carlos P. Hipolito-Delgado
Assistant Professor, University of Colorado Denver

Education
Ph.D. in Counselor Education from the University of Maryland College Park; M.Ed. in Counseling in Student Affairs from the University of California Los Angeles; B.S. in Mathematics from the University of California Los Angeles

ACA Branch, Division and Affiliate Membership and Other Related Memberships
CSJ, AMCD, ACES

Association Experience
ACES 2009 Annual Conference Program Reviewer, Ad Hoc Reviewer for JCD 2004-2007

Awards and Honors
AMCD Mentee 2005

Publications and Presentations

Shannon D. Smith
Associate Professor, Department of Counselor Education, University of Nevada-Las Vegas
Education
Ph.D., Counselor Education, Oregon State University

Certification and Licensure

Recent Professional Experience
Associate Professor of Counselor Education, UNLV

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Served as President of the Nevada Counseling Association (2006-2008), Vice President of the Nevada Association for Play Therapy (2008), Division Chair of the Eastern Education Research Association (2006-2008); Member of ACA and the following divisions: CSJ, ALGBTIC, ACC, AMCD, ACES, ASERVIC and ASCA

Association Experience
Member since CSJ’s inauguration

Publications and Presentations

Community Representative

Shannon B. Dermer
Interim Chair, Division of Psychology and Counseling, Governors State University, University Park, IL

Education
M.S., Psychology; Ph.D., Marriage and Family Therapy

Certification and Licensure
LMFT

Recent Professional Experience
Associate Professor in CACREP program, Interim Division Chair, CACREP site visitor

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ACES, CSJ

Association Experience
CSJ newsletter contributor, CACREP site visitor, conference presenter (ACA, WACES, ICA)

Tiffany Ayn Hawkins Gunnells
Outpatient Counselor, Island Grove Regional Treatment Center, Greeley, CO

Education
Ph.D., Counselor Education, Ohio University; M.A., Counseling, Denver Seminary; B.A., Psychology, University of Northern Colorado

Certification and Licensure
Nationally Certified Counselor, Professional Counselor-Ohio

Recent Professional Experience
Currently working in an outpatient counseling setting with clients who are struggling with substance abuse and domestic violence offender treatment; past experience teaching in a CACREP master’s counseling program

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, CSJ, ACES

Association Experience
American Counseling Association Public Policy and Legislation Task Force, Student Representative (2006-2007); Ohio Counseling Association Ethics Committee, OASERVIC Representative (2005-2006)

Awards and Honors
J. Melvin Witmer Creative Altruism Award, Ohio University (2006); Chi Sigma Iota, Alpha Chapter, Athens, OH, Outstanding Doctoral Student Recipient (2005); Chi Sigma Iota, National, Outstanding Doctoral Student Nominee (2005)

Publications and Presentations

Community Service
Chi Sigma Iota, Social Action Committee Cochair (2005 – 2006); Central Avenue Youth Ministry, Athens, OH (2003-2004)

Counselor Representative

Kim Snow
University Lecturer, Governors State University Department of Counseling and Psychology, University Park, IL

Education
Doctoral Candidate, Northern Illinois University; M.A., Counseling, Governors State University

Certification and Licensure
LCPC #180-006920, NCC #60718, Certified Family Therapist-NCA 605

Recent Professional Experience
University Lecturer, Counseling & Psychology, GSU; Clinical Director/Supervisor, Southside Christian Counseling, IL

ACA Branch, Division and Affiliate Membership and Other Related Memberships
2005-2006: ACA GSA Student Leader;
Juleen K. Buser
Doctoral Student, Counseling and Human Services, Syracuse University, Syracuse

Education
B.A., English, Franklin and Marshall College; M.Div., Princeton Theological Seminary; M.A., Counseling, Wake Forest University

Certification and Licensure
Nationwide Certified Counselor, Licensed K-12 School Counselor in NC

Recent Professional Experience
Hobart and William Smith Colleges Counseling Center, Geneva, NY

ACA Branch, Division and Affiliate Membership and Other Related Memberships
IAAOC

Association Experience
IAAOC Treasurer, FY 2007-2008; IAAOC reviewer for 2009 ACA programs; IAAOC Graduate Student Carousel Presenter at ACA (2006, 2007)

Awards and Honors
Syracuse University Fellow

Publications and Presentations

Goals Statement
IAAOC is an organization committed to supporting prevention and treatment services for clients struggling with addiction and those in the forensic/criminal justice system. In serving as IAAOC treasurer last year, I had the opportunity to learn about the mission of IAAOC and interact with our committed membership. I saw firsthand the vast resources of enthusiasm, experience and knowledge among members — resources I would hope to continue harnessing and building upon as president-elect.

In particular, I hope to support IAAOC’s membership by bringing a greater focus on process addictions. Issues such as eating disorders, sex addiction and Internet addiction are important areas of practice and research in our field. Importantly, IAAOC has already brought attention to these areas through our journal and the process addictions committee. I would also hope to begin initiatives that highlight challenges faced by clients struggling with process addictions, in general, and eating disorders, in particular. Such initiatives would include newsletter articles, speakers at IAAOC events and ACA presentations. This emphasis may also generate additional IAAOC membership.

I would aim to work collaboratively with the IAAOC Executive Board and membership. From my first introduction to IAAOC (as a presenter at the IAAOC graduate student carousel at ACA), I have been impressed by the spirit of collegiality, passion and great joy that permeates our membership. I would seek to provide leadership that continues this tradition and facilitates communication among IAAOC members. For example, Simone Lambert, the 2007-2008 IAAOC president, launched the scholar website, a web-based resource linking members. This kind of innovation exemplifies the interaction among IAAOC members.

I hope to continue. In short, I believe IAAOC and the wider ACA association are best served by tapping the resources of the IAAOC membership and working together to reach a deeper understanding of how our clients become well.

Secretary
Pamela S. Lassiter
Assistant Professor, Department of Counseling, University of North Carolina at Charlotte

Education
Ph.D., Counselor Education, Georgia State University

Certification and Licensure
LPC, Licensed Clinical Addictions Specialist, Licensed Marriage & Family Therapist, all in North Carolina

Recent Professional Experience
Over 20 years of professional counseling experience working with the substance abuse population. I have coordinated and taught in the Substance Abuse Program in the UNCC Counseling Department for the past four years.
Awards and Honors

Publications and Presentations
Twenty-three peer-reviewed publications; 34 national, regional, state presentations

NATIONAL EMPLOYMENT COUNSELING ASSOCIATION

President-Elect

Soonhoon Ahn
Global Career/HR Consultant, AHN Consulting, Virginia Beach, VA

Education
M.A., Career Counseling, University of Maryland-College Park; M.A., Drama, Tufts University

Certification and Licensure
MBTI (Type Resources), JCTC, Diversity Training Certification (SHRM), Frontline Leadership Training (Zenger Miller)

Recent Professional Experience
Job Search Program, U.S. Department of State, Leadership Assessment Program, OPM, individual career counseling and coaching

ACA Branch, Division and Affiliate Membership and Other Related Memberships
NCDA, SHRM, MCDA, NECA

Association Experience
Board of Trustees, NECA; Programs Chair, ACPI; Steering Committee, MAC/LPN

Awards and Honors
Achievement Awards in Business Management, Ewha Girls High School, Seoul, Korea

Publications and Presentations

Community Service
Committee for Ethnic Affairs, Montgomery County, MD; Board of Directors, Ewha Womans University Alumnae Association, Greater Washington, D.C.; Board of Directors, Korean American Family Counseling Center, Greater Washington, D.C.; Grants Committee, Community Outreach Program, World Bank Group, Washington, D.C.; Board of Directors, National Advisory Board, Leadership America

Goals Statement
My goal as NECA’s president is to continue and extend the approach initiated by Dr. Sue Pressman by fostering close coordination and partnerships with other workforce professional disciplines and the cross functions of ACA divisions from a global perspective.

I have more than 30 years of experience in providing international recruitment, career development and human resource management services. Throughout my long career with international organizations, I have supported employment policies of promoting and enhancing the status of diverse populations in workplaces. As a career/HR professional, I have actively participated in advocating development and implementation of gender and diversity policy issues.

In today’s globalized world, we as career development professionals need to understand the fast-changing nature of the global economy and the workplace. We need to understand the importance of career development public policy issues and associated legislative advocacy from a global perspective.

Specifically, I propose an approach of offering opportunities for career professionals to:

1. Learn new trends and emerging career and employment in globalized workplaces

2. Understand the important role and responsibility of career professionals of helping people succeed in the new workplaces, both domestic and international

3. Reach out to other workforce professional disciplines and other associations, both domestic and international
4. Strengthen global communication and connections with career professionals and associations in other countries.

Given the extensive experience in managing international development careers and human resources, I have the qualifications and experience to successfully lead NECA to mark its presence in the global world of career professionals.

**Governing Council Representative**

Kay Brawley  
Director, Achieving New Directions, Ponce Inlet, FL and NorthEast, MD

**Education**  
Doctor of Arts, George Mason University; M.Ed., Counseling, UNC-Charlotte; B.A., Psychology, UNC

**Certification and Licensure**  
NCC, GCDFI Master Trainer, Distance Career Counseling, ACRNA/Life Work Center Real Game Trainer, APC-Supervision/Counseling-Maryland

**Recent Professional Experience**  
HR training-GCDFI; LifeWork Real Game career management (various universities), Distance Career Counseling; GMU doctoral candidate support; Professional Leadership Development-NECA, MAMFC; Former work: Counseling-MD; Federal agency-NOICC

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
FL/MD branches; five ACA Divisions

**Association Experience**  
NECA: Past President, Trustee; NCDA: Secretary, Trustee; ASCA: News Editor, Chairs-Interprofessional Relations & Program Committees; ACA: Governing Council, COPARC, Restructuring Task Force; IAMFC: PPL Committee; Maryland: PP-MACD & MSCA, President, Marriage Family Counseling; Florida: FAMFC President-Elect; International: IAEVG Board

**Awards and Honors**  
NECA Distinguished Award, NOICC Contributor's Award, ASCA Achievement Award, ACA Branch Leadership Programs, ACSCI/NCDA Research Award

**Publications and Presentations**  
Shaping the Future of Student Development Programs: Model for College One-Stop Career Centers; Moving Forward: Benchmarking Workplace Readiness Standards; Get-A-Life Planning Portfolio/Manual; Employment Counselor's Role: OneStop Access for Persons With Disabilities

**Community Service**  
DC MAC/LPN: Red Cross Disaster Service; Governor's Task Force, Maryland Marine Industry; FL Museum of Arts/Science, Vice-President

**Goals Statement**  
Continuous strategic change within ACA is needed to deliver effective and economical services to its members. In today's world, a successful organization is lean, with highly skilled professionals rather than a lot of people going in many directions. We must choose and expand what makes sense today and eliminate ineffective things that are no longer relevant to member needs. Our needs are for a resilient, quality organization that is innovative, member-focused, flexible and results-oriented. Economies of operation, eliminating redundancy and expansion of collaborative partnerships should enable us to keep expenses level and perhaps reduce member dues.

Modern business tools are needed, such as an open database architecture with real-time access for members and to assist divisions in delivering meaningful services to members. Timely, accurate member services need to be the hallmark of ACA. We already have excellent examples within ACA, such as (1) capitalizing on the Internet infrastructure for membership (ASCA) and (2) unified dues program (AMHCA combined 20 percent discount).

Strengthening Divisions/Regions. The persistent trend of waning memberships must be reversed, or there will be continued overall losses of relevancy as other, more focused groups usurp traditional ACA roles. Leadership development training for divisions and regions and strong financial incentives are ideas that need serious consideration.

Strong professional counseling advocacy. While counselors and counselor educators do a good job for clients, it seems that few of us advocate with vigor for the profession. ACA must be proactive in communicating who we are and what we do in a meaningful, unified manner. Otherwise, others will redefine (they already are) who we are.

Achieve a seamless flow of information and benefits among ACA, state branches and divisions. Leverage and expand ACA services to meet member needs by becoming an intermediary, linking to organizations with beneficial common services and resources.

**Treasurer**

Lisa Fulton  
School Counselor, Eastern Lebanon County Middle School, Myerstown, PA

**Education**  
B.A., Political Science, Susquehanna University; M.Ed., School Counseling, Loyola College

**Certification and Licensure**  
NCC, GCDFI

**Recent Professional Experience**  
Middle School Counselor

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**  
NECA, ASCA, PSCA

**Association Experience**  
Treasurer (2004-Present)

**Trustee**

Thomas Wesley Ayala  
Managing Director, Lebanon, OR

**Education**  
Master of Science, California State University Stanislaus; Master of Arts, George Fox University

**Certification and Licensure**  
Nationally Board Certified Counselor, Licensed Professional Counselor (OR)
Kimberly Key
Owner, Encompass Work & Family, Austin, TX

Education
M.A. (CACREP accredited), counseling and educational psychology, marriage and family therapy; B.A., international affairs

Certification and Licensure
National Certified Counselor #202967, ACR – mediator

Recent Professional Experience
Kimberly brings a distinctive combination of national and international career counseling experience. As owner of Encompass Work & Family, she is sought out for her specialty family-career services by professionals whose careers have excessive family demands (e.g., entrepreneurs, entertainers, athletes, family-owned businesses, etc.). She also provides training, consultation and work-life planning to organizations. In addition, she serves as an associate with Human Research, an international group of organizational psychologists and counselors, where she provides training to career counselors and unemployed individuals on Copilot, a proprietary online assessment that provides quantifiable data for people having difficulties obtaining a job.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association (Membership type: Professional); Nationally Board Certified Counselor; International Association for Correctional and Forensic Psychology; Information Resource Management Association; Association for Spiritual, Ethical and Religious Values in Counseling; Counseling Association for Humane Education and Development; Counselors for Social Justice

Association Experience
2008 ACA Conference involvement and participation

Awards and Honors
Veteran’s Administration Outstanding Service Award, Pathfinder Award of Excellence-Leadership (hdrinc.com)

Publications and Presentations
Oregon State Hospital – Domestic Violence; Chamber of Commerce – Cascade Gateway Leadership Program; Samaritan Health Services Magazine – East Linn County Health Coaching Pilot Project

Community Service
Optimist Club of Lebanon, Lebanon Schools Buildings & Boundaries Committee, The Mankind Project-Pacific Northwest

Gwendolyn Pringle
Counselor, Henry Ford Community College, Dearborn, MI

Education
Ph.D., Educational Administration; M.A., Guidance and Counseling; B.A., English, with honors

Certification and Licensure
National Certified Counselor and Career Counselor, Licensed Professional Counselor, Michigan

Recent Professional Experience
Counseling and advising students at Henry Ford Community College concerning career and personal issues; coordinate the facilitation of articulated agreements with Eastern Michigan University; teach lifework planning, human potential, college success and career exploration classes at the community college level; consulted and taught leadership personnel of the United Automotive Workers at the Chrysler National Training Center and at Black Lake; appointed to serve on the American Association of Community Colleges National Roundtable on minorities in mathematics, science and engineering at the community college in Washington, D.C.; accepted in the 25-plus club for employees who have worked for Dearborn Public Schools for 25-plus years

ACA Branch, Division and Affiliate Membership and Other Related Memberships
NECA, NCDA

Association Experience
Served a three-year term as trustee for NECA and coordinated the selection of the local outstanding practitioner award; also served on the NCDA Board of Directors

Awards and Honors
Michigan College Personnel Association Research and Publication Award

ACA WESTERN REGION

Governing Council Representative

Joseph D. Dear
Coordinator, Pupil Personnel Services for the State of California, California Credentialing Commission, Sacramento, CA

Education
Ed.D., counselor education; M.S., community mental health; B.A., psychology

Association Experience
CACREP Board of Directors, 2002-2008; Chair, ACA Western Region, 2002-2005; Member, ACA Branch Development Task Force, 2005-2006; Member, ACA Branch
Awards Committee, 2001-2002; Member (1998-2002), ACA Practice Research Network Committee; Member (1999-2002), ACA Youth Violence Prevention Task Force; Member (1996-2002) and Past Chair (1997-1998 and 1998-1999), ACA Research & Knowledge Committee; Current President, California School Counselor Association; Current Member, California Counseling Association Executive Board; Past President, California Counseling Association (Formerly CACD); Past President, California Association of Counselor Educators & Supervisors; Past President, California Association for Multicultural Counseling and Development

Awards and Honors
United Way Lifetime Achievement Award Recipient, 2004

Goals Statement
My goal is to represent the Western Region on the Governing Council the way I represented the region when I served two terms as Western Region chair from 2002 to 2005. I made every effort to keep the leadership in my 14 western states informed about what was happening in our region. I kept an up-to-date roster of the leadership, helped states that were struggling to get back on their feet and made sure that ACA leadership listened to our concerns.

Anyone who knows me knows that I am a no-nonsense kind of a person who loves being involved and always follows through on my commitments. The only reason I did not run for this office the last time around was because I was already committed to local, state and other national boards. My tenure on several of those boards has ended, and I can now focus my attention and energies on representing the Western Region again, this time on ACA's Governing Council.

As a member of this organization for over 30 years, I am committed to working hard at making it a better, more efficient and effective organization. One of my main priorities will be to work on improving ACA’s relationship with branches. I have found through experience that the best way to do that is to continuously communicate with branch leaders and help them to improve their communication with their members. Overall, I think my strength on the Governing Council will be as a mediator and facilitator to bring those current strained relationships back to a more conciliatory status. I look forward to representing the Western Region once again, this time on the ACA Governing Council.
The National Board for Certified Counselors has expanded its advocacy program to promote professional counselors in 2008. NBCC hired a vice president for legal and external affairs with 10 years of experience promoting master’s mental health professionals and situated him in its metropolitan Washington, D.C., office. NBCC also contracted with Williams & Jensen, one of the most influential lobbying firms in the nation’s capital, to support and enhance the work of NBCC’s in-house staff. Collectively, the team has been actively engaged in promoting the counseling profession.

The priority issue for NBCC in 2008 has been ensuring that counselors are fully and fairly credentialed and employed by the Department of Veterans Affairs (VA). This initiative turned a corner on Dec. 26, 2006, when President George W. Bush signed into law S. 3421, the Veterans Benefits, Health Care and Information Technology Act of 2006. Section 201 of the bill added Licensed Professional Mental Health Counselors to the list of professionals who may serve veterans. While the hope and expectation was that this legislation would be a beginning step in the employment of mental health counselors, the reality has been far different.

Since passage of the law, the VA has failed to take affirmative steps toward implementation. Full implementation will require the VA to create an Occupational Series for Mental Health Counselors through the Office of Personnel Management (OPM) and to develop regulations and policies to privilege and credential mental health counselors within the VA. Beyond not starting this process, the VA has yet to even acknowledge a need to do so. Instead, the VA has stated that it already hires professional counselors in many General Schedule 101 Series positions. The VA further indicates that it is still determining “the most appropriate use for these professionals” and hasn’t decided whether that includes a separate Occupational Series. Absent a separate Occupational Series, counselors will continue to be underused and undervalued, with limited pay and promotional opportunities.

The VA seems to have an institutional bias against independent practice rights for counselors, and doubts exist about whether it is engaging in a fair and objective process. For example, as the VA was gathering information to help with its recommendations on counselors, it surveyed its mental health chiefs and Vet Center directors. The survey asked questions about whether counselors were presently in the system, what services they provided and whether “there are (are) other mental health professions on your staff who fill the veteran’s need for assessment, individual therapy or group therapy as appropriately as or more appropriately than MFTs (marriage and family therapists) or LPCs would?” These questions reflect opinions expressed by VA staff and seem to suggest a predetermined outcome rather than a good faith effort to collect information. When combined with its long-standing bias against counselor employment, the fact that the VA will be using the survey results to develop its recommendations raises legitimate questions about whether this process can be left to the VA.

NBCC believes Congress was clear in its intent when it passed S. 3421 and is therefore pursuing all political and policy remedies to ensure the process ends in an Occupational Series for professional counselors. To that end, NBCC staff and lobbyists have met with more than 50 legislative offices since passage of the law and have found broad support for the original congressional intent. NBCC has taken a multifaceted approach to ensuring the VA creates a new Occupational Series for counselors, including advocating for congressional letters, report language, opinion-editorial pieces, pilot studies, testimony at hearings and legislation.

While Congress has lawmaking authority, as well as oversight responsibility for federal agencies, its ability to influence administrative policies has limits. Agencies have latitude in their implementation. Consequently, Congress can influence the process by clarifying congressional intent. One successful method of clarification is through letters and correspondence. On Oct. 3, Democrats and Republicans in both the House and Senate sent a letter urging the VA to create an Occupational Series for counselors and to fully implement the law.

The letter included very strong language, including: “(W)e want to make clear that the law was enacted to create a separate occupational classification with independent practice rights for mental health counselors within the VA. … We do not believe it is adequate for the VA to hire mental health counselors under existing Job Series and VA job classifications.”

In addition to the letter, NBCC sought and obtained report language from the House VA Committee to further demonstrate congressional thinking. The language passed the House of Representatives and was wrapped into a broader package that passed the Senate.

The language was forcefully worded, stating: “The Committee strongly encourages the VA to fully implement the Veterans Benefits, Health Care and Information Technology Act of 2006 (Public Law 109-461). This Act authorized the VA to recognize and hire Licensed Professional Counselors …”

NBCC has also sought more direct congressional action to ensure an Occupational Series. NBCC prepared draft legislation creating a pilot study that will require credentialing of the profession. The draft has been shared with members of Congress, and several offices have expressed interest.
NBCC has also been working with several offices on other legislation that indirectly increases the likelihood that a new Occupational Series will be created. Sens. Gordon Smith (R-Ore.) and Ron Wyden (D-Ore.) have introduced legislation (S. 3374) that creates an independent commission to oversee mental health treatment within the VA and Department of Defense and provides financial incentives for military personnel and veterans who want to become mental health professionals. One of the advantages of the legislation is that it defines “mental health care provider” to include mental health counselors.

Additionally, Reps. Niki Tsongas (D-Mass.), Michael Michaud (D-Maine) and Jeff Miller (R-Fla.) introduced a bill (H.R. 6764) that requires the VA to provide quarterly reports on vacancies in positions that employ mental health professionals. This legislation also includes mental health counselors in its definition of “mental health professionals.” NBCC is also seeking methods to increase public awareness and support for VA recognition of counselors. An op-ed was drafted that highlights the public consequences of failing to implement the law. NBCC has been sharing the op-ed with many congressional offices and has received support and interest. Shining a public spotlight on the issue has the potential to change the political dynamic, so the timing of this effort is being carefully considered.

NBCC has made it a top priority to ensure that the VA fully recognizes professional counselors and provides for independent credentialing and employment. NBCC is concerned that the VA is contemplating a process that doesn’t provide independent credentialing of counselors, and we are even more alarmed by the overt bias in the system, so we are pursuing myriad interventions to ensure a fair and appropriate outcome. The VA indicated that a report on the subject would be released in November, and NBCC will continue to do everything possible to obtain a recommendation for an Occupational Series for counselors.

In addition to its substantial efforts to implement the VA law, NBCC has been working hard on other federal and state priorities affecting the counseling profession. These include:

- Working with Congress and the presidential administration to provide government funding for school counselors who have received national certification through NBCC
- Lobbying to remove the referral and supervision requirements for counselors under TRICARE
- Advocating for Medicare recognition of counselors
- Working with state advocates to pass licensure legislation for counselors in California
- Leading initiatives to ensure testing rights for counselors in all states
- Supporting counselor employment, reimbursement and regulation policies in all states

Dave Bergman is vice president of legal and external affairs for NBCC and its affiliates.

Letters to the editor: ct@counseling.org

---

What stops people from changing?

Learn how to put spirituality into action!

This internationally acclaimed process integrates psychology and spirituality. Souldrama® is a seven stage process of transformation and growth that is designed to move clients through their rational, emotional and spiritual intelligences so that they can create new roles in life and remove the blocks that stop them from moving forward in their relationships and careers and access their spiritual intelligence.

Through this group experiential method, the soul is spurred into action bringing forth its spontaneity and creativity. This process moves us from our Rational Intelligence (what I think) to our Emotional Intelligence (what I feel) and Spiritual Intelligence (what I am) so that we can integrate all three intelligences in our lives, live in the present and awaken our higher purpose.

SOULDRAMA® Workshops
For personal growth and/or training

2009

Treasure Island, Florida
Jan 2-4 15 CE Hours

Houston, Texas
January 28-29

Kauai, Hawaii
March 28 – April 4 50 CE Hours

Athens, Greece
May 16-17 16 CE Hours

Tinos, Greece
May 22-31 50 CE Hours

Holland
July 4-12 50 CE Hours

Portugal
September 12-19 50 CE Hours

This new action method can be applied to all aspects of recovery including:

- Recovery programs’ 12 steps
- Special problems such as grief, divorce and addictions
- Pastoral counseling

Take home new tools for working with the client using this new model and discover ways in which your own personal spiritual and psychological well being can be enhanced.

The International Institute for Souldrama® is an NBCC Approved Continuing Education Provider (5971) and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Hours of certification in psychodrama, group psychotherapy and sociometry as approved by the American Board of Psychological Examiners in Sociometry, Group Psychotherapy and Psychodrama. Souldrama® is an internationally registered trademark US 903

Connie Miller NCC, LPC, TEP
The International Institute of Souldrama®
800-821-9919 • www.souldrama.com
connie@souldrama.com
AACE issues call for journal manuscripts
Submitted by Danica Hays
dhays@odu.edu

Counseling Outcome Research and Evaluation (CORE), a journal of the Association for Assessment in Counseling and Education, provides counselors, counselor educators, researchers, educators and other mental health practitioners (for example, psychologists, social workers, marriage and family therapists and addictions counselors) with outcome research and program evaluation practices for work with individuals across the life span. It addresses topics such as treatment efficacy, clinical diagnosis, program evaluation, research design, outcome measure reviews and ethical, legal and cultural concerns in the assessment of dependent variables, implementation of clinical interventions and outcome research.

CORE includes:

- Primarily evidence-based articles that deal with various counseling outcome research and evaluation practices
- Conceptual articles that move the profession forward in terms of outcome research and evaluation
- "Teaching articles" that present best practices in research methodology in a clear, understandable manner for mental health professionals and trainees

The journal’s editor is accepting manuscripts corresponding with the following categories:

- Counseling outcome research: Treatment efficacy and effectiveness of mental health, school, addictions and college counseling interventions as reported in clinical trials, meta-analyses of outcome research and qualitative reviews of outcome research
- Outcome-based diagnostic practices: Diagnostic processes in clinical settings, differential diagnosis, dual diagnosis issues, incidence and prevalence of clinical diagnoses
- Outcome-based program evaluation: Evaluation practices within mental health agencies and school and college settings, program development and process evaluations, outcome evaluations, evaluation methodology, evaluation ethics, interdisciplinary evaluations, cultural issues in program evaluations
- Outcome measure reviews: Critical reviews and integration of classes or groups of clinical assessment tools used as dependent variables in research studies and outcome measures in clinical practice
- Outcome research design: Methodological issues in intervention research, innovative qualitative, quantitative and mixed-methodology, single subject designs, case studies exemplifying assessment and outcome research practices, statistics in assessment and outcome research, data analysis procedures and report writing

Contact Danica G. Hays, founding editor, at dhays@odu.edu for additional information and guidelines for authors.

ACCA seeking nominees for leadership positions
Submitted by Greta A. Davis
davis_greta@yahoo.com

The American College Counseling Association is seeking candidates for the following positions: president-elect, Governing Council representative (three-year term), secretary (two-year term) and community college member-at-large (three-year term). Terms of office will begin July 2010. For more information, contact Rick Hanson at rick.hanson@rockhurst.edu.

Benefits of membership
What is ACCA? It is an inclusive professional home for people working or studying in higher education who have a professional identity in counseling and whose purpose is fostering student development.

ACCA’s goals are to:

- Support and enhance the practice of college counseling
- Provide leadership and advocacy for the profession of counseling in higher education
- Promote ethical and responsible professional practice
- Promote communication and exchange among college counselors across service areas and institutional settings
- Encourage cooperation with other organizations related to higher education and college student development

Who joins ACCA? Any professional who has an interest in the field of counseling and student development in higher education is encouraged to join. Graduate students in counseling and student development programs are also welcome. ACCA members are employed by universities, community colleges, vocational-technical schools and other institutions of higher education.

Among the benefits of joining ACCA:

- Members receive both VISIONS, the ACCA newsletter that addresses issues related to counseling in higher education and serves as a communication vehicle among members, and the Journal of College Counseling, which contains both practitioner-oriented and scholarly articles related to college counseling.
Access to the ACCA Listserv, the electronic network for college counselors, as well as full access to the ACCA website at collegecounseling.org

Opportunities to define the profession of counseling in higher education by becoming a member of an ACCA national committee

Identity as a member of a national organization that promotes the profession of college counseling and provides networking opportunities with other professional college counselors

Ready to join ACCA? Go to our website at collegecounseling.org for a membership application. Questions about ACCA membership? Contact Membership Chair Cynthia Bing at cynthia.bing@uta.edu.

ACEG preparing to hold annual PDI in Charlotte
Submitted by Linda Parker
linda.parker8@va.gov

The Association for Counselors and Educators in Government will hold its annual Professional Development Institute (PDI) on March 19-20 at the Westin Hotel in Charlotte, N.C. Honoring those who are currently serving and those who have served our country in the past, this year’s theme is “Supporting and Advocating for Our Service Members: Pre, In and Post Service.”

Paul M. Goodson and Laura Reed Goodson, a couple who has dedicated themselves to giving back to our veterans, will be two of our distinguished presenters. Paul, whose presentation will assist attendees in “Navigating Legal Issues Related to Social Security and Veterans Disability,” is an attorney licensed to practice law in both North Carolina and South Carolina. Known by friends and foes alike as an aggressive but fair attorney, his practice incorporates advocating in the area of veterans’ disability. Paul has donated as raffle prizes for PDI attendees two legal advice sessions focused on vets issues.

Laura, founder and CEO of Words for Warriors and an ACEG director, has for the past four years worked tirelessly as an advocate focused on connecting recently returned Operation Iraqi Freedom/Operation Enduring Freedom veterans to community and online services and support. She will present “When Vets Transition to School: Issues and Opportunities.” Laura was featured in a Counseling Today article in October.

ACEG is also sponsoring a session on using the MBTI and Strong for career development. Catherine Rains, an assessment trainer with CPP Inc., will facilitate this workshop. The Defense Activity for Non-Traditional Education Services is sponsoring this workshop, which is open to all professions. You need not be a member of ACEG to attend.

Several organizations, including Grantham University in St. Louis, are sponsoring the PDI. You can explore what Grantham has to offer at grantham.edu.

Additional registration and cost information about this year’s PDI and the career development workshop is available on the ACEG website at dantes.doded.mil/dantes_web/organizations/aceg/PDI.htm. CEUs will be offered for attendance and participation.

To learn more about ACEG, visit our website by clicking on the Division/Region/Branch links on the ACA website (counseling.org). For questions about ACEG or the PDI, contact Janet Wall at sagesolutions@earthlink.net.

ACC announces calls for committee members, newsletter submissions
Submitted by Heather Trepal
heather.trepal@utsa.edu

The Association for Creativity in Counseling has announced a call for committee members. The following committees are seeking interested members to get involved with projects for the upcoming year: ACA Conference, ACC Conference, Graduate Students, Membership, Newsletter, Research, Strategic Planning and Website.

If you are interested in serving, please e-mail Heather Trepal, Strategic Planning Committee cochair, at heather.trepal@utsa.edu.

Thelma Duffey, editor for ACC’s flagship journal, reports that The Journal of Creativity in Mental Health has published three volumes since its inception in 2005. Two of the 12 issues have been dedicated to graduate student

Apply to the University of Miami’s Doctoral Program in Counseling Psychology by January 2, 2009

**PROGRAM FEATURES**

- An equal balance of emphasis on research and practice and APA accredited
- Students and faculty from many backgrounds, theoretical diversity in research and practicum experience
- Faculty works closely with individual students
- Faculty works closely with individual students and small groups in research and practicum
- Three primary content emphases: health psychology, families, and multiculturalism
- Graduate assistantships that include stipends and tuition remission
- Opportunities to present at national conferences and publish independently or with faculty

To receive an application or information about the Program, please call 305-284-3001 or email soe@miami.edu.

Dr. Brian Lewis
Program Director
Department of Educational and Psychological Studies
305-284-2260
blewis@miami.edu

www.education.miami.edu
scholarship, and plans are under way for a graduate student issue in an upcoming volume of JCMH.

Every journal issue includes articles on a wide range of topics and creative processes relevant to mental health practice, supervision and education. For instance, recent issues have covered topics such as the use of technology in counselor education, creative counseling techniques applied to the business world, adversity in the life of the therapist and using music as a life review with older adults. Special features include step-by-step creative interventions, perspectives from the field and creativity in the cinema and literature.

For more information on preparing and submitting a manuscript, see the author instruction packet at aca-acc.org.

We are also seeking newsletter submissions that highlight creative interventions. These interventions can occur in several different contexts such as clinical, teaching or advocacy. In addition, poetry or prose that captures the creative imagination and punctuates pertinent pivotal life events is also welcomed. Circulation of the ACC newsletter is vast and includes the entire ACC membership. Your work will also be accessible on the ACC website. It is time to let people know about your wonderful contributions to the counseling profession. Please limit entries to 250 words and send to albert.valadez@utsa.edu.

EB-ACA announces schedule for 2009 Learning Institutes
Submitted by Rebecca Brickwedde
bb4963@yahoo.com

The European Branch of the American Counseling Association will present the following Learning Institutes in 2009:

Jan. 31–Feb. 1
“An Integrated Approach to Relapse Prevention for People With Substance-Related Problems” presented by David Defrancesco
Location: Natur Kultur Hotel Stumpf, Neuenkirchen, Germany

April 25–26
“Positive Psychology, the Next Step: Positive Psychology Assessment and Counseling” presented by Bruce Hutchison
Location: Wiesbaden, Germany
Contact: Frankie Nielsen, frankie.nielsen@eu.dodea.edu

June 6–7
“‘Reel’ Therapy: Ethical and Professional Issues for Therapists” presented by Michael E. Kahn
Location: Landstuhl, Germany
Contact: Susan Stammerjohan,
sassy susanna,61@yahoo.com

Sept. 12–13
“Multicultural Counseling, Social Responsibility and Social Justice: Still Relevant?" presented by John L. Carter Jr. and Erik Mansager
Location: Bamburg, Germany
Contact: Rick Sidley, bavariani@t-online.de

Earn your continuing education hours in Europe! We hope you will plan to join us in attending one or more of these 15-hour weekend programs. Each Learning Institute will begin at 8 a.m. on Saturday and end at 4 p.m. on Sunday. Upon completion of the Learning Institute, each participant will receive a certificate for 15 hours of continuing education units.

EB-ACA is an approved provider of continuing education by the National Board for Certified Counselors. For more information on these training events, please e-mail the point of contact for each Learning Institute or visit our EB-ACA website at eb-aca.org or online-infos.de/eb-aca/main.htm.

NECA to hold Social Justice Institute in Charlotte
Submitted by Kay Brawley
kbrawley@mindspring.com

The National Employment Counseling Association will kick off its second Social Justice Institute in Charlotte, N.C., with a recognition luncheon at the Westin on Friday, March 20. The event will conclude at 4:30 p.m., just in time to begin the ACA Annual Conference.

The institute emphasizes the unique needs of special populations dealing with social justice concerns and employment and career issues. Participants in the competency-based institute will receive a Social Justice Institute certificate.

- NECA President Robert Chope (San Francisco), associate professor of counseling at the University of California, Berkeley, and students Felicia Tripp and Robin Gluck (San Francisco State) will present “Everyday Social Justice: Applying Advocacy Competencies to Career and Employment Counseling Practice, Training and Policy.” ACA's advocacy competencies are integrated with multicultural, career and employment counseling competencies using cases to illustrate the application of advocacy. Emphasis will be placed on the ideal position of counselors to provide social justice advocacy at individual, community and policy levels. A web-based tool for enhancing these skills will be introduced.

- Sue Pressman (Arlington, Va.) and Kimberly Key (Austin, Tex.) will present “Entrepreneurialship: Second Half of Life — Finding Work That Matters.” In today's global Internet-based society where 20-somethings can become overnight entrepreneurial successes and lifestyle design is in demand by all, midlifers are in an invisible race to find meaningful work. These entrepreneurs will provide critical components for finding work while avoiding common pitfalls that prevent success.

- Michael Lazarchick, New Jersey One-Stop Career System, will share information from the National Veterans Training Institute important to addressing the special needs of veterans and families in “A Nation at Work 2009: The Latest, Best Facts on Change in the Workforce, Workplace and Social Justice/Public Policy.” Participants will learn the latest economic, demographic and business facts about change in the workforce and workplace and challenges of underserved populations. His presentation is a
must for counselors, administrators, program developers, grant writers and anyone interested in public policy.

Registration for the NECA Social Justice Institute and luncheon is available online either at the NECA website (employmentcounseling.org) or the ACA website (counseling.org). For further details or questions, e-mail kbrawley@mindspring.com.

CCA searching for presenters for annual conference
Submitted by Rachel Collins collinsrachelw@aol.com

The Connecticut Counseling Association is pleased to announce that the date for its 2009 Annual Conference has been set for May 1 in Rocky Hill, Conn. The theme for the conference is “Counseling Connections 2009: The Evolving World of Counseling.”

The conference will include many wonderful presentations on topics of interest for all types of counselors. The call for proposals has been posted to the CCA website, and we are looking for those who might be interested in presenting a topic. The due date for proposals is Jan. 16. If you are interested, please see the CCA website at ccamain.org for more information about the conference in general and the call for proposals. If you would like further information or have any questions, contact Conference Chair Rachel Collins at collinsrachelw@aol.com. ♦

The ACA North Atlantic Region held its Fall 2008 Assembly Sept. 25-28 in Bangor, Maine. Among the attendees were (seated, from left) NAR Chair-Elect-Elect Pat Giordano, AMCD President Francene Haymon, Michele Carpentier, Joan Castor, Rosemary Romano, ACA President Colleen Logan, ACA President-Elect Lynn Linde, Ramonita Diaz and Emma Borens; (standing, from left) Dean Collins, NAR Chair Terry Mitchell, NAR Chair-Elect Bob Schmidt, workshop facilitator and entertainer Randy Judkins, NAR Governing Council Representative Kelley Kenney, Nelson Vasquez, Ellen Gerard, Don Strano, Bernadette Willette, Cathy Cowin, Beth Doane, Brian Maister, ACA staff member Robin Hayes, ACA staff member Denise Williams and Sharon Bowles.

Personality and Relationship Testing
Explore the depths
www.iBemis.com
COMING EVENTS

ICBH Hypnotherapy Training
Jan. 22-24 and Feb. 19-21
Tampa, Fla.

Counselors in Florida who offer hypnotherapy services are required to complete a state board-approved 50 CEU curriculum. Join the International Certification Board of Clinical Hypnotherapy for its annual Florida certification class.

ICBCH is approved to offer this training to Florida mental health counselors, social workers and marriage and family therapy professionals. NBCC and NAADAC credit are also available. The program instructor, Richard K. Nongard, presented on hypnotherapy at the 2008 ACA Conference & Exposition in Hawaii and is a popular author and keynote speaker.

For more information or to register, call 800.390.9536 or visit the website at LearnClinicalHypnosis.com.

European Branch-ACA Weekend Learning Institute
Jan. 31-Feb. 1
Neuenkirchen, Germany

The European Branch of the American Counseling Association will hold a weekend Learning Institute focusing on the theme of “An Integrated Approach to Relapse Prevention for People With Substance-Related Problems” and featuring David Defrancesco.

For more information on this Learning Institute, contact Derrick Copper at derrick.copper@eur.army.mil or Peggy Krauss at peggy.krauss@eur.army.mil.

Southeast Conference on Addictive Disorders
Atlanta
Feb. 9-11, 2009

Registration is now open for the Southeast Conference on Addictive Disorders, an event that will instruct and inform those in the industry on how to prevent, intervene and treat addictive disorders. SECAD 2009 will include a full range of educational opportunities, including panel discussions, preconference workshops and knowledge track sessions. For program inquiries, contact Michael Goff at 603.836.0332 or mgoff@vendomegrp.com; for registration inquiries, contact Whitney Dean at 603.836.0326 or wdean@vendomegrp.com.

ACA Annual Conference & Exposition
March 19-23, 2009
Charlotte, N.C.

Join thousands of your colleagues for the largest conference in the world dedicated to the counseling profession. This is your opportunity to grow through professional development and network with your colleagues. For more information about ACA’s Annual Conference and to register, visit counseling.org/conference or call 800.347.6647 ext. 222.

FYI

Professional exchange
Jane Goodman, a past president of the American Counseling Association, invites you to take part in a unique overseas cultural and professional exchange opportunity. People to People Citizen Ambassador Programs is currently coordinating a delegation of professionals specializing in counseling who will travel to China and Tibet from May 25 through June 6, 2009. Program details and an application form are available by calling 877.787.2000 or by e-mailing professionals@citizen-ambassadors.org. A link to the planned itinerary can be found online at citizen-ambassadors.org.

Call for proposals
The Association for Multicultural Counseling and Development and the Association for Counselor Education and Supervision jointly invite ACA members to participate in the second international conference to be held in Gaborone, Botswana, located in southern Africa, from July 8-11, 2009. Conference proposals are welcomed, especially pertaining to systemic oppression and social marginalization as they affect individuals, families and communities. The deadline for proposals is Jan. 21. For more information, go to education.ufl.edu/Faculty/WestOlatunji/amcd_tour.html.

Call for submissions
The Journal for Specialists in Group Work invites research and practice-based submissions for a special issue on social justice issues in group work. Emphasis is on interventions conducted in school, university, activist and other community-based settings as well as those that attend to inequities in power, privilege and access to resources as experienced by diverse populations.

The deadline for proposal submissions is Jan. 8. Questions and submissions should be sent to Anneliese Singh at asingh@uga.edu and Carmen Salazar at Carmen_Salazar@tamu-commerce.edu.

Call for editorial board members
The Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling, a division of ACA, is accepting applications for editorial board members for The Journal of LGBT Issues in Counseling. The association is looking for potential board members who have backgrounds and experience with this population and the counseling-related issues that inform our work.

To apply, send a cover letter outlining your interest and reasons for applying, as well as a current vita, to editor Ned Farley at nfarley@antiochseattle.edu. Use the same e-mail address to request complete application guidelines.

Bulletin Board submission guidelines
Items for the Counseling Today Bulletin Board must be submitted via e-mail to jchristenson@counseling.org. Please include “Bulletin Board” in the subject line of your e-mail. All items for the Bulletin Board should be limited to 125 words or less and attached in a Word document.

The rolling deadline for submissions is the first of each month by the close of business for publication in the following month’s issue. Please provide a contact person with an e-mail address or phone number to call for more information. Announcements will be published on a space-available basis for a maximum of three consecutive months. After that time, an updated version of the announcement must be resubmitted.
In your career as a counseling professional, you touch thousands of lives every day. You help people with personal, social, educational and career concerns. You help them make decisions, solve problems, and adjust to change. Membership in ACA can help you do it all. At every stage of your career – student to seasoned professional – ACA will help you be your very best.

**Maximize your potential — Professional Development**

- **ACA offers FREE ethics consultation** FIVE days a week with a 72-hour inquiry response time by Licensed Professional Counselors with a PERSONAL TOUCH.
- **ACA Career Services** not only provides information about careers in counseling, but it also gives you access to specially-selected counseling jobs through our alliance with Career Builder.
- **Private Practice Resources** - ACA offers a variety of books and online courses specific to private practice.
- **The ACA Insurance Trust** (ACAIT) promotes and administers quality insurance and services at competitive rates. Your livelihood is protected with ACA’s professional liability policy.
- **The ACA Foundation**, the philanthropic arm of the association, supports counselors through the Counselors Care Fund, Foundation publications and programs such as *Growing Happy and Confident Kids*, and grants and competitions offering awards as well as financial assistance to ACA members.

**Stay Ahead of the Learning Curve — Education**

- **The ACA Annual Conference & Exposition** is an annual event featuring a treasure trove of programs that provide continuing education and ensure your life-long learning.
- **ACA Online Learning** provides professional development courses

(You will help you be your very best. The ACA offers FREE ethics consultation FIVE days a week with a 72-hour inquiry response time by Licensed Professional Counselors with a PERSONAL TOUCH. ACA Career Services not only provides information about careers in counseling, but it also gives you access to specially-selected counseling jobs through our alliance with Career Builder. Private Practice Resources - ACA offers a variety of books and online courses specific to private practice. The ACA Insurance Trust (ACAIT) promotes and administers quality insurance and services at competitive rates. Your livelihood is protected with ACA’s professional liability policy. The ACA Foundation, the philanthropic arm of the association, supports counselors through the Counselors Care Fund, Foundation publications and programs such as *Growing Happy and Confident Kids*, and grants and competitions offering awards as well as financial assistance to ACA members.

**Expand your connections — Networking**

- **As an ACA member, you have access to numerous networking opportunities and a wide range of resources guaranteed to keep you in the loop professionally.**
- **The ACA Annual Conference & Exposition** is the biggest networking opportunity of the year for approximately 3,000 counseling professionals. Meet colleagues from around the world and in your hometown! Rub elbows with well-known authors—whose books you had to read in college—as well as successful practitioners and ACA leaders.
- **ACA interest networks and listservs** link you to your area of interest or specialty.
- **Division and Branch memberships** provide an opportunity to be more closely connected with your colleagues working in your specific interest and practice areas, and in your state.

**Wait, there’s more — Discounts**

- **Members receive exclusive discounts on all ACA resources and services, as well as discounts from outside organizations.**
- **ACA has created partnerships with industry leaders in insurance, credit, travel, identity theft and much more!**

Membership in ACA saves you time and money; provides you with professional development and continuing education opportunities; helps protect your future through legislative and public policy advocacy; provides prestige and credibility; and increases your personal network. Your endorsement is the best way to introduce other counseling professionals to the resources essential in advancing their success.

Reach Out and Recruit a member and qualify to win cash or free gas. For more information and details, log on to counseling.org/ROAR.
Share your Member Benefits with a Future ACA Member!

[1.] Member Referral Name _____________________________________________________________
    Member No. _______________________

    Full Name ___________________________ M.I. _______ Last Name ____________________________
    (e.g., "Robert" not "Bob")

    Mailing Address ___________________________________________________________________

    City ____________________________________________ State/Province _______ Zip ____________
    Country ________________________________________

    Organization ________________________________

    Work Phone ( ) _____________________________ Home Phone ( ) ____________________________

    E-mail ______________________________________ Fax ( ) ________________________________

[2.] Select Your ACA Membership

[ ] $155 Professional: Individuals who hold a master’s degree or higher in counseling or a closely related field from a college or university accredited by the Council for Higher Education Accreditation. Proof of academic credentials may be requested.

[ ] $155 Regular: Individuals whose interests and activities are consistent with those of ACA, but who are not qualified for Professional membership.

[ ] $89 New Professional: Individuals who have graduated with a masters or a doctorate within the past 12 months. Status is good for one year. Please indicate date of graduation (month/year) __/____ and institution __________.

[ ] $89 Student: Individuals who are enrolled at least half-time in a college or university program. Please indicate date of graduation (month/year) __/____ and institution __________.

[3.] Make A Voluntary Contribution (Tax Deductible)

Optional, but a great way to get involved!

[ ] ACA Foundation $ ______________

[ ] David K. Brooks Jr. Distinguished Mentor Award $ ______________

[ ] Human Concerns Fund $ ______________

[ ] Legal Defense Fund $ ______________

[ ] Professional Advocacy Fund $ ______________

[ ] Gilbert & Kathleen Wrenn Award $ ______________

[4.] Total of Membership Dues

Want to avoid dues increases, save on postage, and reduce paperwork?
Join now for 2-years at the current rate(s) by simply doubling the current dues.

ACA Membership - 1 year $ ______________

ACA Membership - 2 years $ ______________

Voluntary Contribution(s) $ ______________

(Total fund at left)

TOTAL AMOUNT REMITTED $ ______________

(add all items above)

Membership in ACA means that you will abide by ACA's bylaws and other governing documents and are qualified for the membership category selected. By becoming an ACA member, you are agreeing to be subject to the rules, regulations and enforcement of the terms of the ACA Code of Ethics (available to you at counseling.org) that can include appropriate sanctions up to suspension or expulsion from ACA and public notice about any such action.

There shall be no discrimination against any individual on the basis of ethnic group, race, religion, gender, sexual orientation, age, and/or disability.

[5.] Payment Method

Total amount enclosed or to be charged $ ______________

[ ] Check or money order, payable to ACA in U.S. funds, enclosed.

[ ] VISA [ ] MasterCard [ ] American Express [ ] Discover

Credit Card # ____________________________________________ Exp. Date ______________________

CVC Code: AmEx (4 digits above credit card #) ____ ____ ____ VISA, MC, Discover (last 3 digits next to signature line) ____ ____ __

Cardholder’s Name (print) ________________________________________________________________

Phone ( ) _____________________________ Date _____________________________

Authorized Signature _____________________________________________________________________

Valid through 6/30/09

Phone 703-823-9800 x222, 800-347-6647 x222 M–F, 8 a.m. – 7 p.m., ET. Have your credit card ready.

Web counseling.org • Mail Application and payment to: ACA Member Services, P.O. Box 791006, Baltimore, MD 21279-1006

December 2008 | Counseling Today | 101
**Nominations being accepted for 2009 Voice Awards**

The Voice Awards are bestowed each year upon writers and producers who incorporate respectful, accurate portrayals of people with mental illnesses into film and television productions. The awards are part of the Campaign for Mental Health Recovery, a program of the Substance Abuse and Mental Health Services Administration, Center for Mental Health Services and the Ad Council. The campaign is working to reduce the stigma and discrimination faced by young adults and others with mental illnesses. The Voice Awards also recognize mental health consumers who promote the social inclusion and recovery of people with mental health problems.

Through its partnership with SAMHSA, the American Counseling Association has served as a sponsor of the Voice Awards for the past several years. Nominations are currently being sought for the 2009 Voice Awards, which will be presented at a gala ceremony in October 2009 in Los Angeles featuring many leaders in the entertainment and mental health communities. ACA members are encouraged to nominate films, TV shows and mental health consumers deserving of these awards.

To be eligible for the 2009 Voice Awards, a film or TV show must have been released after Oct. 1, 2007, and must present mental health problems in a dignified and accurate light. Entertainment industry nominations will remain open until March 15, 2009.

Nominations for mental health consumer community leaders should include those who have promoted social inclusion, demonstrated that recovery is real and possible, and made a positive impact on their workplaces, communities or schools. Special consideration will be given to nominees who have made a positive impact within special populations such as culturally diverse groups, young adults ages 18 to 24 and those who have worked to prevent suicide. Mental health consumer nominations will remain open until May 15, 2009.

To make a nomination online or learn more about the Voice Awards, visit voiceawards.samhsa.gov.

**PTSD Anonymous helping vets with reintegration**

PTSD Anonymous (PTSDA), a national networking effort to support military personnel with post-traumatic stress disorder, has started meetings across the country. PTSDA focuses on local social support groups for those facing the initial stigma of seeking help for mental health issues and the continued stresses of daily life.

According to PTSDA, military returnees “live in two worlds” of war and home, and improving their social support systems helps to enhance their reintegration. For additional information, visit ptsdanonymous.org.

**Graduate students launch new ACESGS Listserv**

ACESGS is an unmoderated Listserv primarily for graduate students in counselor education and supervision. The Listserv is intended to be a place for graduate students to dialogue with one another about classroom topics, the counseling profession, the research they are conducting, their ideas about counseling and supervision, assistance with job searches and so forth. Graduate students are invited to go to the Association for Counselor Education and Supervision homepage at acesonline.net for directions on how to join the listserv.

**Nominations being accepted for ACA
international student panel**

During the past two years, the ACA International Committee has sponsored an international student panel at which students presented information regarding various topics of interest.

**Fifth ACA Student Ethics Case Study Competition in full swing**

The ACA Ethics Committee began accepting registrations for its fifth annual Student Ethics Case Study Competition on Oct. 15. This popular student activity is open to both master’s-level and doctoral-level students in counselor education programs nationwide. Visit counseling.org/ethics to learn more about the competition. The deadline for submissions is Dec. 14.
CLASSIFIEDS

MERCHANDISE/ SERVICES

CAREER DEVELOPMENT COACH & HR CONSULTANT

EMPowering INQUIRY by REnEE, LLC
Certified Five O’Clock Club Career Coach. Phone: 516-809-6294 | Email: Renee@EmpoweringInquiry.com

MEDICAL BILLING

Professional Behavioral Mental Health medical biller seeking a part-time position working from home office. 3 yrs. experience including: processing paper/electronic claims, scheduling appointments, accounts payable/receivable, working with health insurance providers, verifying clients benefits and pre-authorizations, intake and computerized assessment forms online, (ASEBA), HIPPA compliant. Highly motivated, I can start immediately. Reference and letter of recommendation furnished upon request. (708)828-0968 or oakwoodscen@newmail.com

GROUND ZERO MEDICAL BILLING & CONSULTING SERVICES

Meeting your mental health needs. Call 877-310-1443

BILLING SERVICE

Tired of the billing hassles? Let us do it! BC Medical Claims Phone # 724-744-0767  email: bcmedclaims@windstream.net

THERAPIST…PROVEN SYSTEM WILL INCREASE YOUR CASH FLOW

“And improve the lives of children along the way.” Steady monthly income. Proven market appeal. Covered by health insurance. Motivated clientele. Flexible hours and mobile program. We supply materials and training. Love working with children and making a difference? Call to discuss this opportunity with an organization that has successfully implemented this innovative system. Call Janie Root @ 702-646-3297 Camp MakeBelieve Kids.

COUNSELING VIDEO SERIES AVAILABLE FOR PURCHASE

Award winning Quest for the Empowered Self is a 26-part video series covering topics on identity, self-mastery and success principles. Purchase individual programs or the entire series for teaching, counseling, and/or individual purposes. Visit www.pctv-sales.com for details.

LET US DO YOUR NEWSLETTER FOR YOU!

Unique, guaranteed service used and loved by other counselors to grow their practice! www.NewslettersForTherapists.com (866) 200-6945.

JUST RELEASED

Acquiring Competency & Achieving Proficiency with Dialectical Behavior Therapy. Volume I: The Clinician's Guidebook. Volume II: The Worksheets. To find out more about these books and other D.B.T. in Life™ Products go to Moonshine-Consulting.com. Products are designed to teach clients DBT skills in fun, interesting and relevant ways to variety of clients to effectively deal with stress and difficulties.

THE FAMILY & MARRIAGE COUNSELING DIRECTORY

Get referrals from one of the top ranked family & marriage counseling sites on the web. http://family-marriage-counseling.com

INCREASE YOUR PRACTICE

Lead workshops and seminars in your community to attract clients. Complete manuals and CDs.www.workshopleader-training.com
MARKET YOUR PRACTICE FREE!

Relationship 911 is the revolutionary new website for people experiencing relationship difficulties. Post your profile in our “Find a Professional” section & the major search engines. Promote yourself thru our “Events Calendar” and “Ask The Experts” forum...All Free! www.relationship911.com/promote_practice.aspx (800) 717-0881 or email at mark@relationship911.com

LICENSURE EXAM REVIEW

NCE & NCMHCE Exam Prep Review. Multiple choice questions, mnemonics. Exam Tips, online and interactive Check out our FREE SAMPLER!! Hutchib@usa.net www. CounselingExam.com

CRAZED BY CLIENT BILLING?

Visit www.ShrinkRapt.com today and learn more about ShrinkRapt™ the top selling billing and insurance program for mental health practitioners. Easy to use! Order today and receive a FREE Email & FREE Backup Module! Limited time offer! Request a fully functional Demo Package at www.ShrinkRapt.com or by calling Saner Software Inc (630) 513-5599

DISertation completion Consulting

Individualized program assists with all aspects of dissertation and thesis writing. By phone, by FAX, by e-mail, or in person. Call “toll free” 1-(888) 463-6999 or wgwargo@academicinfocenter.com

EMPLOYMENT CLASSIFIEDS

ALASKA

The University of Alaska Anchorage
Assistant/Associate Professor
Counselor Education. The University of Alaska Anchorage invites applications for a tenure-track position to begin fall 2009. Assistant or Associate Professor rank. Teach graduate courses on campus and through statewide distance delivery; supervising interns, advising, and maintaining research/scholarship activities required. Association with CACREP-approved program preferred. Complete information about the position can be found at: http://www.uakjobs.com, PCN 300975. Application materials should be submitted online. Position is contingent upon funding. UAA is an equal opportunity affirmative action employer.

ARIZONA

Southeastern Arizona Behavioral Health Services, Inc.

SEABHS, Inc. offers a variety of opportunities related to new program initiatives, best practices and community capacity building. Bilingual (Spanish) ability highly valued, Arizona Board of Behavioral Health Examiners License and working knowledge of family-centered therapy preferred. Clinical positions available throughout southeastern Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Safford, Douglas and Clifton for MA, MSW, LCP & LISAC. SEABHS offers a rewarding work experience, flexible schedule and provides employer paid health, dental, vision, life, short- & long-term disability insurance and 401(k) matching plan. 23 days of PTO first year, 12 days reserved sick leave accrual and paid holidays for full-time and pro-rated for part time employees. Send resumes to HR@seabhssolutions.org or mail to Southeastern Arizona Behavioral Health Services, HR Dept., 611 W. Union Street, Benson, AZ 85602 or fax to (520) 586-6378. Seabhs has been designated as a health care shortage area and employees may be eligible for up to $50,000 student loan forgiveness.

CALIFORNIA

San Jose State University
Assistant Professor

The Department of Counselor Education at San Jose State University, San Jose, CA, invites applications for an Assistant (Tenure track) position to teach graduate courses in counseling foundation, career
counseling, organization change and consultation, school counseling, human growth and development, student service management, college outreach and supervise students in practicum and fieldwork assignments, advise graduate students, initiate research, provide opportunities for professional conferences, and chairing dissertations. Stipends are available for teaching courses, course development in area of specialization and other graduate program support activities. Qualifications: All applicants should have an earned doctorate in Counseling from an accredited program, with experience in School Counseling. Preference will be given to applicants from a CACREP approved program, individuals with experience in School Counseling and evidence of research/grant writing. Applicants should have experience with students from diverse backgrounds and be actively involved with professional counseling organizations. Deadline: Review of applications will begin immediately. To ensure consideration, application material must be received by February 16, 2009. Application Process: Send letter of application, curriculum vitae, three letters of recommendation, transcripts and reprints to: Dr. Jack Culbreth, Chair, Faculty Search Committee at UNC Charlotte (704) 687-8973 or jrculbreth@unc.edu

ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY
Core Faculty Position
The Adler School of Professional Psychology announces an immediate opening for a full-time, Senior Adlerian, Core Faculty position. Primary responsibilities include: Graduate level teaching in support of new Advanced Adlerian Certificate and Concentration, as well required courses in Psy.D. and the various MA programs, supervising students who teach parenting classes in the community, student advisement, committee work, and chairing dissertations. Stipends are available for professional conferences and development. Collaboration with the school’s Department of Development to support federal grant applications is available. Desirable qualifications include: Doctorate degree in clinical/counseling psychology, with a minimum of 5 years of teaching experience, and evidence of strong commitment or specialization in Individual Psychology. Candidates with particular expertise in Adlerian Parenting Education encouraged to apply. The Adler School of Professional Psychology is an independent, not-for-profit graduate school that has been providing education and training in mental health since 1952. A particular commitment of the school, rooted in Adler’s emphasis on social interest, is training clinicians to work with marginalized and underserved populations and who are committed to social justice. Applicants should submit a letter of interest, curriculum vitae, and three letters of recommendation to: Larry Maucri, Ph.D., Faculty Search Committee Chair, Adler School of Professional Psychology, 65 East Wacker Place, Suite 2100, Chicago, IL 60601.

CHICAGO STATE UNIVERSITY
Assistant Professor, Department of Psychology – Graduate Program in Counseling
Chicago State University, Department of Psychology- Graduate Program in Counseling - is seeking to fill one tenure track position at the Assistant Professor level beginning August, 2009. Responsibilities: The position will include teaching graduate courses, course development and mentorship of teaching and non-teaching students. Stipends are available for teaching courses, course development in area of specialization and other graduate program support activities. Qualifications: All applicants should have an earned doctorate in Counselor Education with experience in School Counseling. Preference will be given to applicants from a CACREP approved program, individuals with experience in School Counseling and evidence of research/grant writing. Applicants should have experience with students from diverse backgrounds and be actively involved with professional counseling organizations. Deadline: Review of applications will begin immediately. To ensure consideration, application material must be received by February 16, 2009. Application Process: Send letter of application, curriculum vitae, three letters of recommendation, transcripts and reprints to: Dr. John Lynch, Search Committee Chair, Department of Psychology/HWH 328, Chicago State University, 9501 S. King Drive, Chicago, IL 60628-1598, E-mail questions to: jlynch20@csu.edu

Chicago State University is an Equal Opportunity Employer.
MULTIPLE POSITIONS ANNOUNCEMENT

For two (2) 9-month tenure-track positions:

Assistant Professor (1 position)

Assistant/Associate Professor of Counseling (1 position)

School Counseling Emphasis
Beginning August 2009

Counseling Program
School of Leadership and Education Sciences

Required Qualifications:

• A doctorate from a nationally recognized university in counseling or a closely related field (e.g.,
counseling psychology), with an emphasis in school counseling

• A record of experience and scholarship in K-12 school counseling, in particular school counseling
involving high levels of student diversity.

• Clinical supervision of counseling experience.

• A clearly defined research agenda in public and/or private school counseling.

• A strong professional identity as evidenced by membership in ACA and ASCA

Preferred Qualifications:

Prior experience in: securing external funding for research or service; working collaboratively with others
in diverse work environments; collaborative research with students, colleagues in counselor education, the
social sciences, or business.

Position, Appointment and Salary:

The successful candidate will: be expected to teach and mentor students in master’s courses in counseling
and school counseling; conduct research and scholarly activities; participate collaboratively in program
development including nontraditional delivery systems; and participate in university service.

Application Procedure:

Complete application will include (1) a letter addressing qualifications; (2) a curriculum vitae; (3) two
samples of scholarly writing (e.g. article, grant application, position paper); Three letters of reference, with
names, addresses, and telephone numbers. Review of applications will begin October 16. All positions
will remain open until filled. Electronic submission of the letter, curriculum vitae, and scholarly writing
samples is required. Letters of reference are to be submitted by surface mail.

Send application materials and any questions to: Sergio E. Rodriguez srodriguez@sandiego.edu

For questions, contact: Dr. Lonnie Rowell, lrowell@sandiego.edu

Letters of reference should be addressed to:

Dr. Lonnie Rowell, Chair, Counseling Search Committee,
School of Leadership and Education Sciences, University of San Diego,
5998 Alcalá Park, San Diego, CA 92110-2492
sufficient to support appointment as a tenured full professor in a department within the college; successful experience in P-12 schools; familiarity with on-line education; demonstrated commitment to diversity; demonstrated ability to lead in a collegiate manner; demonstrated ability to communicate clearly and effectively with all constituencies; knowledge and understanding of the latest trends in the preparation of pre-service and in-service teachers and administrators; successful experience with accreditation procedures and requirements. **Preferred qualifications:** substantial successful experience in academic administration as a department chair, or as associate dean, dean, associate provost or in similar senior positions of administrative responsibility at the collegiate and/or university levels; successful experience with intercollegiate collaboration in pre-service and in-service teacher curricula; successful experience with NCATE accreditation procedures and requirements; record of success in promoting and obtaining external funding for scholarship and public service; demonstrated success in philanthropic fundraising; substantial commitment to expanding and assessing the role of digital technology and communications, and on-line learning in 21st century pedagogy; familiarity with the role and potential contributions of demonstration schools and Professional Development School networks. Applicants and nominees should send letter of application, curriculum vitae, any other materials of support, and contact information for five references to: Dr. Michael A. Maggiotto, Chairperson, Search Committee Dean of Teachers College, Office of the Provost, Ball State University, Muncie, IN 47306. Review of applications will begin immediately and will continue until the position is filled. Finalists will submit an original transcript of the highest degree earned. The position is available July 1, 2009. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

**VALPARAISO UNIVERSITY**

**Associate Professor**

**COUNSELING** – Valparaiso University has a tenure track position to begin August 2009 at the Assistant or Associate Professor rank. Teach graduate counseling courses from among: Social/ Cultural Bases of Counseling, Practicum, or Community Counseling, and possibly undergraduate courses related to applicants’ interests. Seeking candidates from CACREP-accredited counseling education programs. Practicum supervision experience and possible interest in graduate program administration desirable. Candidates should be able to establish a program of research and be willing to work in a scholarly community committed to Christian higher education and the Lutheran tradition. VU is a top-ranked comprehensive private institution in Northwest Indiana near the Indiana Dunes and one hour from Chicago Loop. Send vita, reprints and three recommendation letters by February 15 to Dr. Daniel Arkkelin, Chair, Psychology Department, 1001 Campus Drive South, Valparaiso University, Valparaiso, Indiana 46383. EO/AAE. Women and minorities are especially encouraged to apply.

**LOYOLA UNIVERSITY NEW ORLEANS**

**Assistant Professor**

The Professional Counseling CACREP Accredited Program at Loyola University New Orleans is currently seeking an Assistant Professor Tenure Track Position. Responsibilities include: Teaching graduate counseling courses, advising students, research, community and university service, participation in university, college and departmental activities, grant writing, and grant administration. Doctorate in counseling or counselor education from a CACREP accredited program with an emphasis in adolescent/family therapy preferred. The applicant should have strong teaching and clinical skills. Application Deadline: January 15, 2009. Please send resume and three letters of recommendation to LeAnne Steen, PhD, Search Committee Chair, 6363 St. Charles Avenue, Campus Box 66, New Orleans, LA. 70118

**LOYOLA UNIVERSITY NEW ORLEANS**

**Associate Professor/ Department Chair**

The Professional Counseling Program at Loyola University-New Orleans is currently seeking applicants for an Associate Professor/Chair of the Department. This is a tenure-track position with administrative responsibilities. The position involves department leadership, teaching, research, service and program support in a CACREP approved, masters-level Professional Counseling Program. Applicants should be graduates of a CACREP approved doctoral program, with strong clinical skills, who are licensed or are eligible for LPC licensure, in the state of Louisiana. Review of Applications will begin: January 15, 2009. Please send a letter of interest, curriculum vitae, names and contact information for three references to Chair Associate Professor Search Committee, 6363 St. Charles Avenue, Campus Box 66, New Orleans, LA. 70118

**MICHIGAN**

**MICHIGAN STATE UNIVERSITY**

Assistant or Associate Professor

Rehabilitation Counselor Education

The College of Education at Michigan State University (MSU) announces a position in the Office of Rehabilitation Counselor Education. This is a nine-month, 9-month, tenure-track faculty position at the Assistant/Associate Professor level in Rehabilitation Counseling at the University’s East Lansing campus. The position involves teaching, student supervision, research, and program development. The applicant should have a CACREP approved, masters-level professional degree in Rehabilitation Counseling and be committed to Christian higher education and the Lutheran tradition. VU is a top-ranked comprehensive private institution in Northwest Indiana near the Indiana Dunes and one hour from Chicago Loop. Send vita, reprints and three recommendation letters by February 15 to Dr. Michael A. Maggiotto, Chairperson, Search Committee Dean of Teachers College, Office of the Provost, Ball State University, Muncie, IN 47306. Review of applications will begin immediately and will continue until the position is filled. Finalists will submit an original transcript of the highest degree earned. The position is available July 1, 2009. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

**LOUISIANA**

**LOYOLA UNIVERSITY NEW ORLEANS**

**Assistant Professor**

The Professional Counseling CACREP Accredited Program at Loyola University New Orleans is currently seeking an Assistant Professor Tenure Track Position. Responsibilities include: Teaching graduate counseling courses, advising students, research, community and university service, participation in university, college and departmental activities, grant writing, and grant administration. Doctorate in counseling or counselor education from a CACREP accredited program with an emphasis in adolescent/family therapy preferred. The applicant should have strong teaching and clinical skills. Application Deadline: January 15, 2009. Please send resume and three letters of recommendation to LeAnne Steen, PhD, Search Committee Chair, 6363 St. Charles Avenue, Campus Box 66, New Orleans, LA. 70118

**LOYOLA UNIVERSITY NEW ORLEANS**

**Associate Professor/ Department Chair**

The Professional Counseling Program at Loyola University-New Orleans is currently seeking applicants for an Associate Professor/Chair of the Department. This is a tenure-track position with administrative responsibilities. The position involves department leadership, teaching, research, service and program support in a CACREP approved, masters-level Professional Counseling Program. Applicants should be graduates of a CACREP approved doctoral program, with strong clinical skills, who are licensed or are eligible for LPC licensure, in the state of Louisiana. Review of Applications will begin: January 15, 2009. Please send a letter of interest, curriculum vitae, names and contact information for three references to Chair Associate Professor Search Committee, 6363 St. Charles Avenue, Campus Box 66, New Orleans, LA. 70118

**COUNSELOR EDUCATION FACULTY**

Nova Southeastern University’s Center for Psychological Studies is seeking applicants to fill two Assistant/Associate Professor positions for the master’s programs in mental health and school counseling. The successful candidate will have an earned doctorate in Counselor Education or related field. Relevant experience/certification and license eligibility in the State of Florida required. Professional identity as a counselor and membership in the American Counseling Association preferred. Review of applicants will begin immediately and continue until positions are filled. Please apply on-line to position #’s 994428 or 994888 at www.nsujobs.com. NSU offers competitive compensation and outstanding benefits. Visit our website: www.nova.edu

Nova Southeastern University is an Equal Opportunity/Affirmative Action Employer.
Motivating adolescents to become actively engaged in their own career development is not always easy, but this book makes it fun. Written for parents, school counselors, and counselors in private practice who work with adolescents, More Than a Job! provides an easy-to-follow, step-by-step plan to help teenagers prepare for their future educational and career goals. Lapan’s TEAM (Targets, Examples, Assessments, Mutual Actions) approach uses a series of exercises and activities for teens and adults to do together that identify strengths and areas of concern, foster clear communication and interpersonal skills, enhance self-esteem, and increase resiliency and independence in adolescents so that they are able to work toward successful and rewarding careers.

Order #72863 | List Price: $24.95
ACA Member Price: $18.95
Please include $6.75 for shipping of the first book and $1.00 for each additional copy.

To Order Call
800-422-2648 x222
www.counseling.org
of reference sent to: Dr. Michael Leahy, Chair, Rehabilitation Counselor Education Search, 463 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034. Review of applications will begin January 15, 2009 and will continue until the position is filled.

MISSISSIPPI STATE UNIVERSITY
Assistant/Associate Professor
Position: Nine-month, tenure-track Assistant/Associate Professor in community/clinical mental health counseling to begin fall 2009. The department offers M.S., Ed.S., and Ph.D. degrees in counseling. Programs in community, college, school, and student affairs are accredited by CACREP. Roles include teaching, advising; grant development; and active scholarship. Position requires an earned Ph.D. in Counseling or Counselor Education (ABD’s considered), with strong commitment to counselor identity; clinical counseling experience in community mental health; LPC and Board Qualified Supervisor eligible in MS; teaching experience in core and clinical courses. Review of materials will begin on November 10, 2008 and continue until the position is filled. For more information about this position and application procedures, please visit our Employment Web site at www.jobs.msstate.edu.

ROWAN UNIVERSITY
Two Positions
The Counseling in Educational Settings Program at Rowan University in Glassboro, N.J., seeks two full-time, tenure track assistant professors to teach core and specialty courses and supervise practicum/internship students, in our Master’s level school counseling program, for the fall of 2009. Candidate should have a doctorate in counseling from a CACREP approved program as well as a strong identification with the field as demonstrated by membership in ACA and ASCA, as well as documented involvement with the school counseling profession. Please submit your Vitae, a copy of your school counseling certificate, and three letters of recommendation to: Dr. Hector Rios- Coordinator, Counseling in Educational Settings Program; Department of Special Educational Services & Instruction; College of Education; Rowan University; 201 Mullica Hill Road, Glassboro, NJ 08028. Electronic submissions to Rios@Rowan.edu. Review of applications will begin October 30, 2008 and will continue until the position is filled (Full description: www.rowan.edu/jobs/index.cfm)

NEW JERSEY
WESTERN CAROLINA UNIVERSITY
Assistant Professor in Counselor Education
Begins August 2009 Requires doctorate in counselor education or closely related field; expertise in teaching in CACREP core curriculum; experience in counseling settings; leadership and team skills; commitment to CACREP standards; evidence of scholarship. Prefer experience with CACREP-accredited programs; expertise in school counseling; child and adolescent counseling, and/or substance abuse counseling. For position information and application, visit: https://jobs.wcu.edu/applicants/Central?quickFind=514 WCU is AA/EOE and conducts background checks.

OHIO
UNIVERSITY OF CINCINNATI
Assistant/Associate Professor
The University of Cincinnati Counseling Program seeks to fill a full-time, tenure-track position in counseling at the Assistant or Associate Professor level. The main responsibilities for this tenure track position are leading and managing an undergraduate program in Addiction Studies which includes distance education components; and teaching undergraduate courses in Addiction Studies and occasional graduate courses for counseling students. Applicants must have an earned doctorate in counseling or a closely related field and preferably have competence in distance education and grant writing. Applicants must have degree completed by August 31, 2009. Review of positions will begin December 1, 2008. Positions will remain open until filled. To apply, send a letter of application, curriculum vita, transcripts of graduate work, and three letters of recommendation to: Dr. Mei Tang, Counseling Program Search Committee Chair, CECH Division of Human Services, M. L. 0068, University of Cincinnati, Cincinnati, OH 45221-0068. In addition, visit the UC employment website (https://www.jobsatuc.com/applicants/jsp/shared/framesetFrameset.jsp?time=1184607715527) and complete the University’s online application form. For more information about the program and university, please visit http://www.uc.edu/counseling-program. The University of Cincinnati is an affirmative action / equal opportunity employer.

ELIZABETHTOWN COLLEGE
Mental Health Counselor
Elizabethtown College is seeking an experienced individual to fill the role of Mental Health Counselor. The incumbent will support the mental health of students through counseling, consultation, and outreach. Planning and implementing outreach programs and serving as a member of the Campus Wellness Network are functions of this position. Candidates must have a master's...
degree in a mental health field plus a minimum of three years of related experience. Licensed as a Professional Counselor required; licensed as a psychologist in the Commonwealth of Pennsylvania preferred. Knowledge of substance abuse issues, body image issues, and eating disorders is required. The ability to assess severe psychopathology is necessary. The incumbent will participate in the on-call duty rotation to provide crisis response as needed. This is an eleven-month position. Located in southeastern Pennsylvania, Elizabethtown College offers its 1,900 students more than 47 academic programs in the liberal arts, sciences and professional studies. Driven by its motto to “Educate for Service,” Elizabethtown centers learning in strong relationships, links classroom instruction with experiential learning, emphasizes international and cross-cultural perspectives and nurtures the capacity for lives of purpose and leadership as global citizens. For more information, consult www.etown.edu. To apply, candidates should send a letter of interest, employment application (found at www.etown.edu/humanresources - Job Opportunities), resume, and contact information of three references to hr@etown.edu or: Elizabethtown College, Attn: Human Resources, One Alpha Drive, Elizabethtown, PA 17022. For more information visit: www.etown.edu/humanresources AA/EOE. Applications will be accepted until position is filled.

**TENNESSEE**

**AUSTIN PEAY STATE UNIVERSITY**

**Counseling Position**

The department of psychology at Austin Peay State University seeks to fill a tenure-track faculty position in the area of SCHOOL COUNSELING beginning August 2009. A Ph.D. or Ed.D. in either Counselor Education or Counseling Psychology is required (ABD with all requirements for degree completed prior to the time of hire will also be considered.) The rank for this position is commensurate with experience. It is anticipated that the person filling this position will assume the role of Coordinator of our graduate concentration in School Counseling after the first year of employment. Responsibilities include teaching graduate counseling courses and undergraduate courses in psychology as well as supervising graduate student interns. University/community service and scholarly and creative activity are also expected. Please submit letter of interest, curriculum vitae, transcripts, and contact information with three references to: Office of Human Resources, Austin Peay State University, ATTN: HR Faculty Applications, School Counseling, P.O. Box 4698, Clarksville, TN 37044. E-mail: martiny@apsu.edu, Fax: (931) 221 – 6295. Women, and members of other protected groups are encouraged to apply. APSU IS AN AA/EOE

---

**TEXAS**

**TEXAS A&M UNIVERSITY – CORPUS CHRISTI**

**Faculty Position; Counselor Education**

Open Rank: Qualifications: doctorate in counselor education, preferred (CACREP), experience teaching in graduate programs, an established research agenda, and leadership skills/experiences. The Department of Counseling & Educational Psychology offers the M.S. in Counseling and the Ph.D. in Counselor Education. Review of applicants is immediate. Send a cover letter, CV, and five reference contacts electronically or hard copy to: Rachel Perez, TAMUCC, College of Education, Corpus Christi, TX 78412, Rachel.perez@tamucc.edu (361) 825-3393.

**UNIVERSITY OF NORTHEAST TEXAS**

**Assistant Professor**

The position of Counseling and Higher Education at the University of North Texas invites applications for a tenure track assistant professor in the area of secondary school counseling. Review of applications will begin November 15 and will continue weekly until the search is closed. For complete qualification and application information, see http://www.coe.unt.edu/ and click on Employment in the left menu. AA/EOE

---

**VIRGINIA**

**EASTERN Mennonite UNIVERSITY**

**Counseling Faculty**

Eastern Mennonite University invites applications for a 9-month continuing faculty position in the MA in Counseling program. The 60 SH program is CACREP accredited in community counseling, and is AAPC approved. The program strives to achieve the highest standards of professional excellence in providing psychologically and spiritually grounded training for counselors. Earned doctorate in Counselor Education or a closely related discipline is required in addition to an equivalent of three years full-time counseling experience. Virginia licensure/eligibility and graduate teaching experience needed. For consideration, send a letter of application addressing stated qualifications, curriculum vitae, official transcripts and names/contact information of at least three professional references to: P. David Glanzel, Ph.D., MA in Counseling, Eastern Mennonite University, 1200 Park Road, Harrisonburg, VA 22802; glanzelr@emu.edu; (540) 432-4244; www.emu.edu. Review begins immediately; position begins August 11, 2009. EMU complies with federal/state requirements for non-discrimination in employment with regard to sex, age, race, color, disability, and national origin. We seek applicants who bring diversity.
What do you protect?

Your Car... Your House... Your Career?

You don’t think twice about getting insurance protection for your car or home. In fact, many people spend money to insure a vacation. So why would you do anything less to protect your most valuable asset — your certification or license to practice as a counselor?

Protect your financial security with Professional Liability Insurance through HPSO.

One of the primary benefits of having your own individual professional liability policy is that you and your best interests will be protected above all others if you are named in a malpractice lawsuit.

In addition, a good individual policy also provides extended coverage features not typically included in an employer’s policy – such as license protection or deposition representation in the event you are faced with disciplinary action by your state board or certifying body.

Protect yourself with professional liability limits of up to $1,000,000 per claim, up to $5,000,000 annual aggregate, for as little as $123 a year!

Apply today! www.hpso.com/con12

Easy & Secure On-Line Application (or call 1-800-982-9491)

Professional Liability Insurance coverage through HPSO will provide the individual protection you will need in your career as a counselor.

Sponsored by:

©2008 Affinity Insurance Services, Inc.
AATBS NCE/NCMHCE Exam Preparation

BECAUSE YOU WANT TO PASS

Other companies may offer similar programs and guarantees, but none can match the quality and affordability of AATBS.

$50 OFF ALL STUDY PACKAGES

Call (800) 472-1931 or visit www.aatbs.com and SAVE!
Use Code: CTDJ9 • Offer Expires: 1/31/09

Association for Advanced Training in the Behavioral Sciences

(800) 472-1931
www.aatbs.com