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Gary L. Arthur, Ed.D. • Joel O. Brende, M.D.

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Cover Story

Counseling beyond U.S. borders
By Lynne Shallcross
ACA members discuss their work as counselors in Kuwait, Uzbekistan, Tanzania, the Czech Republic, Ireland and Venezuela and how the lessons they've learned can be widely applied by their fellow helping professionals, both at home and abroad.

Features

Counseling profession reaches the big 5-0
By Lynne Shallcross
Counselors celebrated a milestone victory when California recently became the 50th state to license counselors. Now the profession looks ahead to other lofty goals.

Reader Viewpoint
Counseling and neuroscience:
The cutting edge of the coming decade
By Allen Ivey, Mary Bradford Ivey, Carlos Zalaquett & Kathryn Quirk
Brain research has reached a level where it now has immediate meaning for counseling process and outcome, including offering support for the profession’s wellness model.

Opinion
Learning about strength, identity, unity from ASCA
By Steve Schneider
In the quest to achieve stronger identity for the counseling profession, counseling leaders may want to follow a model that has energized many school counselors.

Extras

ACA keynote speaker offers generous gift, exciting challenge
Gerald Corey establishes a scholarship fund to send counseling students to the ACA Annual Conference.

Election information
Make an informed decision with information on all the candidates nominated for office in ACA, division and region elections.
A new study from Thomson Reuters and the Substance Abuse and Mental Health Services Administration shows just how involved general practitioners are when it comes to their patients’ mental health. According to a research report published in *Psychiatric Services* in September, 59 percent of all prescriptions filled for psychotropic medications come from general practitioners.

Of 472 million psychotropic medication prescriptions written from August 2006 through July 2007, general practitioners prescribed 62 percent of antidepressants, 52 percent of stimulants, 37 percent of antipsychotics and 22 percent of antimania medications. Pediatricians, included as general practitioners in the study, prescribed 25 percent of the stimulants, which are often used to treat attention-deficit/hyperactivity disorder.

Although the prescribing of these medications by non-psychiatrists may improve access for patients, the study’s authors express concerns that patients might not then be receiving psychotherapy, medication monitoring, appropriate intensity of treatment and treatment consistent with evidence-based guidelines.
Protecting the public

O ct. 11, 2009, was a historic day for counseling. That is the date Gov. Arnold Schwarzenegger signed the bill establishing licensure for clinical counselors in California. With this bill, California became the 50th state, in addition to Puerto Rico and the District of Columbia, to license counselors. This was truly a landmark occasion and a victory for counseling. I want to acknowledge the hard work of the California counselors who tirelessly spearheaded the legislative efforts and thank Dean Porter in particular for her work.

When we discuss licensure, we always mention what this means for counselors. We talk about scope of practice, the ability to receive third-party reimbursement for the services we provide and so on. Oftentimes, legislators are not interested in the problems counselors have been recognizing by providers. However, legislators are interested in ensuring that the persons providing these services are qualified to do so. That is the truly historic part of this situation — for the first time, the public is protected against unqualified providers all across the country.

I was reminded about the importance of protecting the public recently when I received an e-mail from Associated Press reporter Kristen Gelineau in Australia about a situation that had occurred there. She wanted to speak with me about whether the same thing could happen in the United States and how counseling is regulated here.

To summarize, a 34-year-old woman named Rebekah Lawrence had briefly tried therapy. To her family, she enrolled in an intensive four-day seminar called “The Turning Point,” which, according to Gelineau, was billed as the “ticket to real happiness.” The seminar was led by two facilitators — one had a degree in business administration, the other a degree in computer science and the other a master’s-level providers. Psychotherapists are generally considered to be more highly trained and, therefore, credentialed differently. The next several years will prove challenging as they sort out who can be credentialed to do what and with which population — very similar to what we have been through here. The UK government is hoping that creation of a centralized registry will help the public access appropriate mental health services.

Both of these situations remind me of the need to educate the public regarding why they should seek services only from appropriately credentialed providers. The death of Rebekah Lawrence was tragic. The question is whether it could have been prevented. Self-help groups are truly a “buyer beware” situation. These groups are unregulated and perhaps appropriately so; some have a long history of being very effective. But as part of our outreach, we need to make the public understand that when seeking help, they should examine the services being provided, the individuals offering those services and the qualifications of the providers.

So let’s enjoy our victory without ever forgetting that part of our job is to protect and advocate for our clients. There is still hard work to be done.
Saturday, March 20

7:30 am – 8:30 am • Program ID #122
A Contemporary Approach to Substance Abuse and Addiction Counseling: A Counselor’s Guide to Application and Understanding

**Ford Brooks and Bill McHenry**

This session will help counselors become familiar with the presenters’ new book *A Contemporary Approach to Substance Abuse and Addiction Counseling* and its application to clients with substance abuse disorders. The use of group counseling, relapse prevention methods, and motivational interviewing will also be reviewed.

11:00 am – 12:00 pm • Program ID #170
Counseling Strategies for Loss and Grief: Unique Grief and Unique Grievers

**Keren Humphrey**

In this program, the author of *Counseling Strategies for Loss and Grief* will discuss the importance of tailoring interventions to the uniqueness of grieving clients. Topics addressed will include contemporary understandings of the nature of personal and interpersonal loss, discovering client uniqueness, and the adaptability of diverse counseling strategies. Examples of recommended strategies will be provided.

2:00 pm – 3:30 pm • Program ID #218
ACA Advocacy Competencies: Expanding Our Roles

**Mani K. Ratts, Rebecca T. Toporek, and Judith Lewis**

This presentation will provide an overview of advocacy at the individual, community, school, and societal levels as it relates to working with diverse populations, various counseling settings, and counseling specializations. The presenters’ new book *ACA Advocacy Competencies: A Social Justice Framework for Counselors* will be highlighted.

3:45 pm – 4:45 pm • Program ID #266
Girls’ and Women’s Wellness: Contemporary Counseling Issues and Interventions

**Laura Hensley Choate**

This session will highlight issues and interventions from the presenter’s book *Girls’ and Women’s Wellness*. Relational aggression, body image, sexual assault, intimate partner violence, work/family balance, and issues experienced by mid-life and older women will be discussed.

5:00 pm – 6:30 pm • Program ID #338
The Professional Counselor: Portfolio, Competencies, Performance Guidelines, and Assessment

**Dennis Engels, Casey Barrio Minton, Dee Ray, and Associates**

Counselors and counselor educators are increasingly called on to provide evidence of student learning outcome attainment and mastery of skills. During this interactive session, the authors of this new edition of *The Professional Counselor* will discuss trends in the profession and demonstrate how students, practitioners, and educators can use their book to develop professional growth plans.

Sunday, March 21

7:30 am – 8:30 am • Program ID #362
A Job Search Manual for Counselors and Counselor Educators: How to Navigate and Promote Your Counseling Career

**Shannon Hodges and Amy Reese Connelly**

This session will highlight issues and challenges related to conducting a job search in the counseling field. The authors of this new book will discuss the tried and true, such as writing effective résumés, CVs, and cover letters, as well as employment trends, interviewing tips, and managing disappointment.

11:00 am – 12:00 pm • Program ID #410
Becoming a Counselor: The Light, the Bright, and the Serious

**Samuel Gladding**

This session on Gladding’s book *Becoming A Counselor, Second Edition* will focus on how we, as counselors, can become more aware of internal and external stories that alter, illuminate, shape, and give meaning to our lives.

2:00 pm – 3:30 pm • Program ID #458
Clinical Supervision in the Helping Professions

**Gerald Corey, Robert Haynes, Patrice Moulton, and Michelle Muratori**

The coauthors of *Clinical Supervision in the Helping Professions* will describe why and how they wrote their book. They will copresent on the following topics: roles and responsibilities of supervisors, the supervisory relationship, models and methods of supervision, multicultural competence in supervision, ethical issues in supervision, legal and risk management issues, managing crisis situations, evaluation in supervision, and becoming an effective supervisor.

3:45 pm – 4:45 pm • Program ID #506
Re-Discovering Carl Rogers—Biography as Surprise

**Howard Kirschenbaum**

Rogers’ biographer will discuss his book *The Life and Work of Carl Rogers*. Based on many new sources, including Rogers’ private papers, heretofore unavailable, and on interviews with Rogers’ family and closest colleagues, Kirschenbaum’s book provides many new findings about Rogers’ life and work.
A vote for the profession’s future

When I first started my career at ACA, I was in what was then called “Government Relations.” I mainly worked on issues at the federal level and then provided grassroots training for those who wanted to interact with their elected officials.

In the mid-80s, a handful of states had enacted counselor licensure, but I knew it would be awhile before we would be able to say that all 50 states and the District of Columbia had licensed professional counselors. Admittedly, I probably didn’t know it would take quite this long or that it would take this much money, staff time and such an incredibly dedicated group of volunteers to make this goal a reality.

Good things do come to those who wait, however, and our long, arduous, 30-plus-year wait is now over. All 50 states, the District of Columbia and Puerto Rico officially license professional counselors. With passage of the counselor licensure bill in California, along with the governor’s signing of the bill, we now have a law in the Golden State! I want to personally express my congratulations to our members in California and those who constitute the California Coalition for Counselor Licensure for their grassroots training for those who wanted to interact with their elected officials.

The effort in California was led admirably for the past 12 years by Dean Porter. She made this a labor of love and persevered when others questioned the value of such an effort. You can read more about the California counselor licensure law in this issue, but I just wanted to make sure that everyone knew how excited and appreciative I am for such Herculean efforts!

And speaking of voting, in case you miss the excitement of last year’s U.S. presidential election, you can still “go to the polls” this month as an ACA member. All individuals who were members of ACA as of Oct. 31, are eligible to cast a ballot. In addition to ACA president-elect, there are a number of regional and division slots that have competitive races. I hope you will exercise your right to vote for the candidates you think will do the best job.

In this issue of Counseling Today, you can read the ACA president-elect candidates’ responses to questions posed by the ACA Nominations and Elections Committee. The candidates’ responses are thoughtful and show a deep interest in the profession. Read them, and you will obtain a sense of each candidate’s vision.

This may not be a race for the White House, but the role of ACA leadership really does have an impact on the profession and those whom our members serve. ACA has been making very positive moves in regard to meeting the needs of counseling professionals. We pride ourselves on continuing to work toward a solid financial base and delivering products, services and information to members via various communication formats. Those whom you elect will be key to our ongoing success, so please take the time to read about the candidates and then cast your ballot for the person you think will move us forward.

Last, but not least, I also want to give a “shout out” to those already serving in leadership roles at ACA. Your president, Lynn Linde, and the rest of the Governing Council met in November and tackled an incredible agenda that included the association’s new strategic plan. This will serve as a map that the staff and I use as we determine programs and services and build our budget. It is an exciting time for our association, and I appreciate your support and your commitment to being a member.

I hope you will contact me with any comments, questions or suggestions that you might have. Please contact me via e-mail at rryep@counseling.org or by phone at 800.347.6647 ext. 231.

Thanks and be well.
Readers propose ideas for strengthening profession

Recently, counselors and others who advocated for licensing of professional counselors in California saw their long, hard work come to a positive conclusion (“Historic victory,” November 2009). They added the last state to the list of states that make licensing available for counselors. They deserve gratitude from the rest of us. Their efforts have confirmed a broad-based commitment to professionalization among us.

However, in many states, the long, hard road toward licensing and professionalization has been exploited by those who have little commitment to counseling or the clients served by counselors. The fact is that in states where CACREP accreditation is not required of counselor training programs, counselors-in-training can complete programs that have no licensed mental health professionals on their faculties. In my state, there are several of these programs.

Many so-called universities demonstrate blatant disregard for minimal training standards for counselors because their states do not require compliance. For example, in my state, a so-called counselor education program has about 400 students and offers a doctoral program but has no full-time faculty.

In these states, only a minority of training programs, approximately one-fourth, is accredited by CACREP. So, while our profession has established valuable minimal training standards, most of those who are trained to be counselors complete programs that fail to comply with those standards. Also in these states, an individual may receive a license to practice as a counselor without taking a course with an actual counselor serving as the instructor or receiving clinical supervision from a counselor.

These facts should alarm us and should provoke a large, immediate and sustained effort to require CACREP accreditation of all counselor education programs. Otherwise, the considerable achievement of securing licensing in all states will become an embarrassment as ever-larger numbers of marginally equipped counselors get their licenses.

Today, thanks to the sustained hard work of the American Counseling Association, the American Mental Health Counselors Association, the Council for Accreditation of Counseling and Related Educational Programs, the National Board for Certified Counselors and numerous professional counselors, many important achievements for counselors and their clients may be noted. However, we are in a terribly odd situation right now. It is a time when those who embrace these organizations and have sustained the hard work toward professionalization are a shrinking minority among counselors.

Now that licensing is universally available, we should commit to ensuring a high quality of professional service by those who get licenses. We can achieve this mainly by requiring that all counselor education programs hold CACREP accreditation. Without this, our license will continue to be exploited — to the disadvantage of the clients we serve.

Francis A. Martin, Ph.D.
Nashville, Tenn.

As a counseling student with growing concerns about the strength, unity and public perception of this profession, I’d like to propose that all counselors swear an ethical oath of service similar to those taken by physicians, psychiatrists and most public servants, including members of the military.

Oaths can prove useful in defining the aims and goals of a profession, for practitioners, clients and the public at large. Taking an oath represents a conscious decision to commit oneself to upholding standards of care and best practices. And perhaps displaying a signed copy of an oath right next to one’s diploma or certificate might help assure clients that their counselor is not only qualified, but also dedicated to providing effective and ethical treatment.

I’ve taken the liberty of trying to adopt the traditional Hippocratic Oath to our profession. This is meant only as a draft to stimulate discussion.

“I swear on my honor that I will fulfill according to my fullest ability and judgment this oath and covenant:

To honor those who have taught me this...
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profession, and to keep their names and reputations in highest respect as I practice, to hold in fullest respect those who would practice with and learn this profession from me and to guard the ethics of my profession in purity and good conscience.

To apply the best possible therapeutic techniques to my clients and to keep my clients from harm and injustice according to the best of my ability and judgment.

To refrain, at all costs, from doing harm to my clients, their families, their communities and the world in which we all live.

To refuse to apply techniques for which I am not fully qualified, trained or experienced, but to refer clients to suitably qualified practitioners when called for.

To avoid committing all intentional injustice toward my clients, and in particular to avoid sexual relations with them either during the course of therapy or any time thereafter.

What I may see or hear in the course of treatment, or even outside of the treatment, in regard to the lives of people will be held with strictest privacy and confidentiality, in regard to the lives of people will be held with strictest privacy and confidentiality, in regard to the lives of people will be held with strictest privacy and confidentiality.

If I fulfill this oath and do not violate it, may it be granted to me to enjoy life and art, being honored with fame among all people for all time to come; if I transgress it and swear falsely, may the opposite of all this be my lot.”

Peter Wollheim, Ph.D.
Associate Professor, Graduate Coordinator
Department of Communication
Boise State University
Boise, Idaho
pwollhe@boisestate.edu

Casting doubt on childhood memory has bad consequences

As a clinician who has worked for the past 13 years with survivors of childhood sexual abuse, I was dismayed to read Carrie Thiel's review of Karl Sabbagh's book, Remembering Our Childhood: How Memory Betrays Us (Resource Reviews, November 2009). The reviewer's apparent acceptance of Sabbagh's invalidation of a large segment of our client population leads me to wonder if she's at all familiar with the vast number of books, peer-reviewed journals and professional societies devoted to the study of trauma, dissociation and abuse.

Although a book review may seem a fairly inconsequential forum for casting doubt upon the lived experience of a substantial number of people, the mythology perpetuated by any tacit endorsement of the “controversy” around childhood memories continues to affect survivors. We need only to review the latest Centers for Disease Control and Prevention release to confirm that child abuse is epidemic in our culture. I would suggest reading Vincent Felitti's Adverse Childhood Experiences Study as a follow-up for anyone who doubts the connection between child abuse and adult physical and mental health problems.

So, we are left with the question of whether to trust childhood memories of abuse. If a client recounts her distress over the long-ago death of her beloved grandmother, are we likely to search the obituary archives for verification of the story? I am trained as a counselor, not as a detective. It is, after all, the life themes that are important in our therapeutic work.

Child abuse is a disturbing subject, and one that we might find easier to write off to the misguided ministrations of a few zealous therapists. However, I hope we professionals remember that invalidation spawned by our own discomfort results in the marginalization of certain groups of people — a situation that is historically familiar and hopefully not one to be repeated by our unwillingness to integrate painful realities into our own worldviews.

Nancy N. Fair, M.A.
Pittsburgh

Comments promote division between counselors, social workers

I am writing as both a member of the National Association of Social Workers and the American Counseling Association to take exception with something printed in the June 2009 Counselor Career Stories interview with Diana Mendelsohn (“Reaching the ‘lost’ children”).

First, may I state that I completely understand the issues involving title protection for licensed professional counselors. Here in Pennsylvania, NASW has succeeded in guaranteeing title protection for social workers. Now only those of us with a degree in social work can call ourselves “social workers.”

I will not get into the debate here about LPCs being the only ones in the country who can use the term “counselor.” What I do take exception to is what Ms. Mendelsohn says in your article that she told a child: “I am a counselor. I am not a social worker or case manager. Here is the place where you will have privacy.”

The NASW Code of Ethics requires confidentiality just as much as confidentiality is required of LPCs. To indicate otherwise to a child or anyone else is a slap in the face to the social work profession and much more than misleading. It is the responsibility of each of us in the helping professions to assist those in need, not to use our own prejudice and ignorance to promote division and misinformation.

Yes, sometimes social workers and case-workers are charged as child advocates with removing children from harmful situations. The fact that Ms. Mendelsohn has apparently never had to do that is a blessing on her part, I can assure you. But that sad duty is only one part of what some social workers do. It is time that we all take a long, hard look at how our two professions can work together for the benefit of our clients, not create more division.

Rev. Terry Drew Karanen, D.Div.
Harrisburg, Pa.
Now You Don’t Have to Abandon Your Clients

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President signs hate crimes expansion

Human rights advocates gained a historic victory on Oct. 28 when President Barack Obama signed the Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act into law. The law expands the definition of federal hate crimes to include those committed on the basis of gender, gender identity, sexual orientation or disability. The Hate Crimes Prevention Act was included in broader legislation authorizing defense spending for fiscal year 2010.

The legislation’s enactment was the culmination of more than a decade of work by civil rights groups, sparked by the 1998 slayings of Shepard, a gay college student in Wyoming who was severely beaten and left to die, and Byrd, a black man who was chained to a truck and dragged to his death by three white men in Texas. Thirty years earlier, the assassination of Martin Luther King Jr. led to enactment of the first federal laws on hate crimes, with a focus on race, color, religion and national origin. The audience at the White House this past October for the bill’s signing included Matthew’s parents, Dennis and Judy Shepard; Byrd’s sisters, Betty Byrd Boattner and Louvon Harris; and the family of the late Sen. Edward M. Kennedy. The hate crimes legislation signed by Obama was first introduced in the Senate more than a decade ago by Kennedy.

In addition to expanding the definition of hate crimes, the new law will give the federal government authority to investigate and prosecute bias-motivated crimes in states with inadequate hate crimes laws and where local authorities are unable or unwilling to prosecute such crimes. The law also allocates money to the Justice Department for assisting local law enforcement agencies in investigating hate crimes.

For more information, contact Dominic Holt at 800.347.6647 ext. 242 or dholt@counseling.org.

Congress working beyond 11th hour on education, other spending bills

A second continuing resolution has been adopted to extend funding for the federal government through Dec. 18, giving Congress more time to finish work on appropriations bills for FY 2010. The continuing resolution funds most programs and agencies at FY 2009 levels. At press time, only four of the 12 annual spending bills had been enacted.

The Labor-Health and Human Services-Education spending bill, constituting the bulk of discretionary non-defense federal spending, is still in development. On July 30, the Senate Appropriations Committee approved its version of the spending bill for FY 2010, including $55 million for the Elementary and Secondary School Counseling Program (ESSCP), which is $3 million above both the FY 2009 level and President Obama’s FY 2010 budget request for the program. The House of Representatives approved the same increase in its version of the Labor-HHS-Education spending bill, meaning ESSCP is likely to enjoy increased funding next year.

Differences exist between the Senate and House bills on other education programs. The House version includes $868.1 million — a $20 million increase over the prior fiscal year — for federal TRIO programs, which provide education outreach and services to disadvantaged students. The Senate’s bill would fund TRIO at $848.1 million. Elsewhere, the Senate’s version includes $6.9 million for the relatively new program of grants for the Integration of Schools and Mental Health Systems, while the House bill eliminated the program.

Unfortunately, appropriators from both chambers appear to agree on one thing: not funding the Loan Forgiveness for Service in Areas of National Need Program. The program would cover 17 areas of national need, including full-time school counselors in low-income schools. But Obama’s budget request did not include the program, and it has not received money under either the House or Senate version of the Labor-HHS-Education spending bill.

For more information on education appropriations, contact Dominic Holt at 800.347.6647 ext. 242 or dholt@counseling.org.

House unveils bill that includes Medicare coverage of counselors

The House of Representatives moved one step closer to passage of health insurance reform legislation at the end of October with the unveiling of the version of the legislation that will be voted on by the full chamber. The legislation, an amalgam of the bills separately approved by the three House committees with jurisdiction over health care, was presented Oct. 29 by House Speaker Nancy Pelosi (D-Calif.) and other congressional leaders. The Affordable Health Care for America Act (H.R. 3962) includes language establishing Medicare coverage of medically necessary outpatient psychotherapy provided by licensed professional counselors and marriage and family therapists.

The American Counseling Association applauds the House for developing this important legislation and is working to gain its enactment. Medicare is the nation’s single largest health insurance program, covering more than 41 million Americans, a number that will grow steadily as the baby boomer generation ages. Medicare coverage of counselors is important for the health and well-being of beneficiaries, especially those living in areas with a shortage of mental health specialists. Studies show that older Americans are at higher-than-average risk for committing suicide.

To learn how you can help in the fight to gain Medicare coverage of counselors, see ACA Call to Action on page 13 or contact Scott Barstow at 800.347.6647 ext. 234 or sbarstow@counseling.org.
Medicare Coverage of Licensed Professional Counselors/Health Insurance Reform

Both the House of Representatives and the Senate are working to put the finishing touches on health care and Medicare legislation, and the American Counseling Association is working to make sure that language establishing Medicare coverage of licensed professional counselors is included in the legislation. Although the version of the legislation to be voted on by the House (H.R. 3962) includes such a provision, the Senate’s bill does not.

As the legislation heads toward a conference committee between the House and Senate, we need members of Congress to know that counselor coverage is a “must-do” item to include in the package. We need House conferees to fight for inclusion of the counselor coverage language in their version of the legislation, and we need Senate conferees to “recede” to the House’s provision on this issue and include it in the final version of the legislation. Consequently, we urge counselors to contact their senators to ask them to support the House bill’s language establishing Medicare coverage of counselors.

Although we have powerful supporters in both the House and Senate, gaining counselor coverage under Medicare is still an uphill battle because members of Congress are under intense pressure to minimize the legislation’s price tag. Covering counselors under Medicare is projected to cost only $100 million over five years, a fraction of the hundreds of billions of dollars in Medicare physician payment changes being considered. Nevertheless, senators and representatives won’t support counselor coverage unless they know constituents want it.

Please take a moment to do two things:

1. Visit the ACA public policy webpages at counseling.org/publicpolicy and capwiz.com/counseling to learn the latest information on health care reform, Medicare coverage of counselors and what you can do to help. The “Capwiz” site will also help you identify your members of Congress.

2. Contact your senators and representative to ask them to support health care reform legislation that includes Medicare coverage of medically necessary mental health services provided by licensed professional counselors.

In order to be effective, constituent contacts must be personalized. This means it must be written by you, in your own words, and describe your own thoughts and experiences as a constituent of your legislator. If you have been forced to turn away Medicare beneficiaries, write about that. If you had to stop seeing clients after they became enrolled in Medicare, write about that. If you know you want to be able to work with Medicare beneficiaries when you become an LPC, write about that.

Regardless of whether you send an e-mail, write a letter or make a phone call, include your name and mailing address so that the office can get back to you. Also, keep a copy of your contact so you can follow up with the office later if necessary. All members of Congress can be reached by phone through the U.S. Capitol Switchboard at 202.224.3121.

Whom to Contact

Your Senators and Representative
Capitol Switchboard
202.224.3121
senate.gov
house.gov
capwiz.com/counseling

Suggested SENATE Message

“I am calling to ask that the senator cosponsor S. 671, the Seniors Mental Health Access Improvement Act — legislation that establishes Medicare coverage of licensed professional counselors. Medicare beneficiaries need better access to outpatient mental health services, and professional counselors meet education and training criteria on par with currently covered providers. The Senate has already passed counselor coverage legislation twice before, in both 2003 and 2005, and should do so again this year as part of health insurance reform. Thank you for your consideration.”

Suggested HOUSE Message

“I am calling to ask that the congressman/woman cosign Rep. Bart Gordon’s letter to conferees on health care legislation urging inclusion of Medicare coverage of counselors in the bill. Medicare beneficiaries need better access to outpatient mental health services, and professional counselors meet education and training criteria on par with currently covered providers. The House health care bill includes counselor coverage, and this provision needs to be part of the legislation ultimately approved by Congress. Signing Rep. Gordon’s letter will help make this happen. Thank you for your consideration.”

ACA Resource

Scott Barstow
800.347.6647 ext. 234
sbarstow@counseling.org •
Offering a world of perspective

Mohamed Kabli

I began corresponding with Mohamed Kabli of Qatar when he contacted me with some questions about American Counseling Association podcasts. I soon learned that he grew up in Morocco, was trained as a counselor in the United States and was currently working at Qatar University. Read his story of transformation and wisdom as he shares his unique thoughts on multicultural counseling and how he puts those thoughts into action.

Rebecca Daniel-Burke: What is your current counseling position?
Mohamed Kabli: Senior counselor at the Student Counseling Center at Qatar University.
RDB: What led you down the path toward counseling?
MK: After spending several years training and working as a psychiatric nurse, I got to the point where I felt that the psychiatric model of intervention was not my ideal way to provide support to clients dealing with mental health issues. There was too much emphasis on the pharmaceutical interventions, to the point that clients’ symptoms were the target of these interventions and not the clients themselves. I felt that I had little to offer to clients and their family members.

During that time of questioning, I realized that some clients and their families, and even some friends of mine, would talk to me about their emotional struggles. Gradually, I realized I had some potential for being supportive just by being there with them in their struggle. I began discovering more humanistic ways of helping people. It was around this time that I learned about a master’s program in counseling in the U.S. I applied, got a scholarship and was on my way to America.

RDB: As you moved through school, was there one theoretical orientation that you gravitated toward more than others?
MK: The humanistic approaches in general caught my attention, starting of course with the person-centered approach and existential. These approaches required trust in the counseling relationship, and that really touched me. I had learned through my psychiatric training to not trust clients and to watch out for their manipulation.

The psychiatric interview, as I learned it, was an investigative interview whose purpose was to prove the existence of symptoms. It was also a given that most clients denied these symptoms and, as a consequence, distrust dominated the interview. While watching Carl Rogers on videos, I began to learn to trust people and believe that they are capable of being self-supportive. I was touched by the positive aspects of the counseling relationship as explained by Rogers.

I appreciated some interventions less, such as Gestalt, because of the confrontational aspect of its techniques and its focus on unveiling manipulative clients. It kind of reminded me of the psychiatric model I had come from.

It was during this time when I moved to the states that I was impressed by the emphasis that all its institutions had on facilitating people’s growth and empowerment. I also started at that time reading about positive psychology, and I was impressed by its focus on moving psychology to help people to be happier and not just to be less distressed.

RDB: You work in a country that is predominantly Muslim. Does this require you to work within that cultural context as you provide students with personal counseling?
MK: I was trained in Morocco, where psychiatry is based on a French model. In the French model, the medical and scientific approach is the most important. They viewed any other indigenous interventions with arrogance. I, at that time, always made sure to avoid the religious context of clients. In fact, many times, in the environment where I worked, clients’ religion and spirituality were considered part of the symptom.

I grew up hearing that America was the most materialistic nation on Earth. When I moved to the United States, I learned, to my surprise, that spirituality — as opposed to materialism — was actually important to many Americans. It was also an important part of healing for some clients.

One group I worked with in the Seattle area was Muslim Iraqi refugees from a Shiite background. These individuals were dealing with the aftermath of tremendous trauma. I took into account the positive aspects of their religious beliefs and used it in the context of strengthening their hope in their abilities and in a better future. Because I grew up in Morocco, which is predominantly Muslim Sunnite, I had little knowledge about Shiite Islam. I had to learn some aspects of Shiite Islam from my clients and used some of its helpful elements as resources for healing. This process made my clients trust me more and facilitated rapport building.

I also worked with other refugees from different countries with different religious backgrounds, such as Catholic Christian Vietnamese. Once again, I had to be humble and learn from these clients some specifics of their religious heritage to help them move toward healing.

I do the same thing with the students I counsel today. Even though my clients are predominantly Muslim, I still have
to be sensitive to their level of adherence to their religion before deciding how to use their spiritual resources in the process of counseling. Some clients may be spiritually more liberal than others, and some may be more conservative. I leave the lead to them to decide how far to go within the spiritual context during counseling.

I myself got to experience a tremendous spiritual journey when I detached from my religious background and embraced a different religious path. I usually do not share my personal beliefs with my clients, regardless of their beliefs.

RDB: Where does your predominant theoretical orientation come into the counseling equation for you?

MK: When I worked with clients who were refugees and victims of long-lasting wars, I used the existential therapy focus. In that work, I accompanied clients in facing questions about the meaning of life — a meaning they may have lost during their trauma. They may need to re-establish their own personal meaning of life from scratch. I also tend to use some of the narrative techniques because they help clients come to terms with learned powerlessness.

With students, there is more focus on helping with decision making and cognitive restructuring besides using interventions such as the Myers-Briggs that assist them in the self-exploration process.

RDB: How might you start with a client?

MK: I begin by introducing myself, talking about confidentiality and its exceptions, making an assessment and then setting goals. I usually shake hands with my male clients, while with my female Muslim clients, I ask first if that is OK with them before giving my hand. I do this to honor their religious sensitivities.

Some Muslims believe that it is a sin when a man and a woman shake hands when they are not relatives or related by marriage. If I sense that one of my Muslim females feels hesitant about sharing certain areas of her life, I respect that and I may discuss with her the possibility of a referral to a female counselor if that will be better for her.

RDB: How did you determine what area of counseling you are passionate about?
MK: I guess by trial and error and doing some self-exploration. I had my internship when working on my M.A. in counseling with foster children. I also worked for a while with adult refugees and now with college students. I always felt drawn to defending those who are, or were, oppressed. That has been a theme in my life.

RDB: Was there someone in your life who saw something special in you early on? Who valued you as a unique individual? Who is your hero?

MK: It is so hard to answer this question. The Arab Muslim society usually values similarity, and it is hard to stand out when you are raised to act and think like the rest. The first person who ever told me that I had the right to have my own path and destiny was an American pastor who was living and working in Morocco.

One of my heroes is Dr. William Herkelrath, who is the head of the department at Northwest University, where I earned my M.A. in counseling. He has a heart for spreading the work of counseling to underdeveloped countries by recruiting professionals with potential from these countries. He trained us based on a multicultural model to enable us to go back to work with underserved populations in our countries, or other countries. That is something I would like to spend the rest of my life doing. I owe Dr. Herkelrath a lot. My life changed when I attended that program, and that was because he saw in me something that most people in my community of origin did not see. I guess that's because he has heart!

RDB: Has studying counseling and becoming a counselor been transformational for you?

MK: Definitely! It brought me peace within myself. Self-acceptance came to me through all the self-exploration I did through assignments. Working with clients was challenging and pushed me toward knowing more about myself, about life and about all of life's complexities.

RDB: What mistakes have you made along the way as you became the counselor you are today? And, more important, what lessons have you learned from those mistakes?

MK: Trying to be the problem solver was my biggest mistake. Being impatient and being too structured were also mistakes. It is tempting to set your own goals for clients instead of being patient and flexible and letting the client's own goals surface. Now I try to be patient and work with the client at the pace they feel comfortable with.

Also, I am by nature more of a thinker, and it is always a challenge for me to “feel.” It is something I have to always work on. As a relatively new professional in the field, I am always tempted to rely on techniques and overlook the relationship. I discipline myself to slow down and let the counseling relationship evolve.

RDB: Is there a saying, a book or a quote that you think about when you need to be inspired regarding your work? What do you think about or remember when the going gets tough?

MK: I read a quote from the Bible once. It was something like, “Children of God … in a depraved generation, in which you shine like stars in the universe, as you hold out the word of life” (Philippians 2:15-16). I hope that through what I am giving as a counselor, I hold out the word of life and give some hope to my clients.

I read a lot of Rollo May, whom I consider a very wise theorist. And I practice basic mindfulness techniques, which help me stay in the moment and appreciate life as it is.

RDB: I can see your work is intense at times. What ways do you find to take care of yourself? How do you fill yourself back up?

MK: Setting priorities helps me to keep a healthy perspective about where things should be. I enjoy my life with my wife and my young daughter. We do things that we enjoy such as physical activities, trying different types of ethnic foods, and we work on our spiritual life, too.

Rebecca Daniel-Burke is the director of the ACA Career Center. She was a working counselor for many years and went on to oversee, interview and hire counselors in various settings. Contact her at RDanielBurke@counseling.org if you have questions, feedback or suggestions for future columns.

Letters to the editor: ct@counseling.org

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Complimentary Registration for the ACA 2010 Annual Conference

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But only if you get your entry in by midnight, December 13, 2009. That's the absolute deadline for the submission of your online entry and essay submission form.

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Express your opinion, in 600 words or less, on one of the following subjects:

Q: “Should the national debate about health care reform include the delivery of counseling services as a covered treatment? Why?”
Q: “Do today’s school-aged students present new issues and problems for counselors and are counseling students today being adequately prepared to deal with these issues?”
Q: “Name the population in this country which you feel is most under-served by the counseling profession and explain what you think could be done to better address this group.”
Q: “Is bullying an issue that the counseling profession is adequately addressing both in terms of education about the problem and in dealing with the overall issue?”
Q: “In your opinion, have recent economic changes led to new problems which the counseling community should address? If yes, what actions would you suggest?”

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Sizing up the decision to specialize

As 2010 approaches, many people are contemplating life decisions. Students in the mental health field face the same challenge, especially at the start and end of their programs. In this edition of *New Perspectives*, an aspiring counseling student inquires about which degree to pursue, while a recent graduate from a psychology program wonders about the job search path. This month’s expert responders are:

- Dale-Elizabeth Pehrsson, associate professor and chair of counselor education at the University of Nevada, Las Vegas. She is a licensed clinical professional counselor and supervisor who serves as the Association for Counselor Education and Supervision’s representative to the ACA Governing Council.

- Mary B. Ballard, professor of counseling at Southeastern Louisiana University and interim assistant dean of the College of Education and Human Development. She serves as president of the International Association of Marriage and Family Counselors and was on the organization’s Board of Directors for eight years.

- Sue E. Pressman, president of the National Employment Counseling Association. She is also president and CEO of a career management and human resource consulting business based in Arlington, Va.

Dear *New Perspectives*:

I am preparing to be a graduate student and am trying to make a decision about whether to pursue a professional counseling (CACREP program) or marriage and family therapy degree or certificate. What are the pros and cons of each? — Future Student, Massachusetts

Dale-Elizabeth Pehrsson: Deciding early on a specific counseling major can seem daunting. However, most counselors work with couples, families and children at some time during their careers. Clients never present in isolation; their families and many others are “with them” even when clients enter sessions alone.

Programs vary, but most CACREP-accredited programs include some course work in family counseling, theories and techniques. Students often complete clinical internships in family counseling settings as well. Your question really deals with specialization. If you feel your primary work is going to be counseling couples, families and children, then you may wish to focus on family therapy as your primary degree area. You might also consider that if you are uncertain about specializing and wish to keep your options open, you can always specialize later after graduation.

A degree in counseling with a family certificate seems to offer more options for your future in terms of counseling in a more general sense, making refocusing or changing professional directions a bit simpler at a later date. The beauty of CACREP programs is that the core curriculum is standard and comprehensive, but even so, counselors usually need additional specific coursework in family counseling when they apply for state licensure.

Licensure is another issue for your consideration. Many state licensure boards have regulations for practice allowing counselors to counsel families. Nonetheless, some states require more specific requirements. Some states have joint professional counselor and family therapy licensure boards; some allow cross-applications. So you may want to check your state licensure guidelines as you examine your long-term professional goals.

The benefit to a counseling degree with certification is about options. In some states, a mental health degree allows for more clinical opportunities. A degree in family work, in many places, limits practice to family only. In some states, the opposite situation exists. This varies from state to state depending on which professional groups have marketed and advocated for themselves.

Bottom line, counselor education is a lifetime commitment. Counselors often respecialize several times during their careers. Getting appropriate education, preparation, supervision and training before specialization is not only necessary but ethical.

Mary B. Ballard: Counseling programs accredited by CACREP include clinical mental health counseling, school counseling, career counseling, addiction counseling, student affairs and college counseling, and marital, couple and family counseling (2009 Standards). Each of these programs prepares students to counsel individuals, families and couples in a variety of contexts.

A noted difference between the marital, couple and family counseling (MCFC) program and the others is how problems are conceptualized and basic treatment philosophies are implemented. MCFC programs place a great deal of emphasis on addressing problems within the context of relationships and family systems, whereas the other programs train students to approach an array of problems from a multitude of perspectives, which may include limited training in family systems.

Field experiences within these programs are as varied and complex as the specializations themselves — for example, clinical facilities, elementary or secondary schools and institutions of higher education. The number of hours required to complete the programs also varies. Another issue to consider is state licensure and supervision. These requirements may differ between states.

To assume that one program is superior to another is a mistake. The training programs may be different, but considerable overlap in training leads many graduates to compete for the same jobs. Therefore, students contemplating a master’s degree in any of these programs

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Dear New Perspectives:

I am a master's-level clinical psychology student who graduated in June 2009. I am now faced with finding a job. I will be moving to Georgia and am lost on how to begin an out-of-state search. Any advice would be greatly appreciated! — New Professional

Sue E. Pressman: My recommendations are as follows. First, make decisions on your desired employment sector (that is, private practice or an established organization or company). Next, network with peers in clinical psychology programs, including those within your own program and in Georgia if you know of any, to determine where they are finding work. Also contact Georgia university psychology programs to learn about job opportunities in the area.

I also suggest networking and utilizing online job sources, including classified ads through social media networks such as Craigslist, CareerBuilder and Monster, and the ACA Career Center (counseling.org/CareerCenter) if you are a member. When searching for job openings, remember not to get caught up in degree-specific job titles. When human resources departments post positions that you are eligible for, the title might not always reflect your specific degree. So, in your case, rather than looking for only psychologist job openings, try checking out postings for other titles such as therapist, clinician or even employee assistance professional/counselor — a position that allows you to work in corporate settings. Here’s a final point about the online jobs search. Try cross-referencing mental health titles such as Georgia psychologist, counselor and clinician on Google.

Also utilize American Psychological Association professional networks for job opportunities and do face-to-face networking. Attend professional conferences for mental health associations. Believe it or not, I have actually witnessed a student get a job offer on the spot at a conference! You also might find that getting an advanced degree (a doctorate in psychology) or even counselor credentials (a counseling license) will increase your competitiveness as an applicant. Some states, including Georgia, allow those with master's-level psychology degrees to become licensed counselors. Go online and research the process for obtaining a license on the Georgia Composite Board of Counselors, Social Workers and Marriage and Family Therapists’ website (sos.georgia.gov/plb/counselors).

Finally, consider whether it’s a necessity for you to move to Georgia. Being flexible with location leads to flexibility in the job search and more opportunities for you!

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 or an article, e-mail dfletche@westga.edu.

Letters to the editor: ct@counseling.org
Q: I have long considered writing a book, but I am not sure how to start and what benefit it would have for my practice.

A: Most professional counselors have dreamed of writing a book, and it’s a great idea. With the help of a professional editor, we have self-published all four of our books (and counting) and find the process both challenging and rewarding. Our editor offers the following advice.

“Writing a book on a topic of your interest or expertise can help you accomplish a number of goals. First and foremost, the book needs to be of help to people — they have to want to read it. But writing a book also provides the author a great marketing tool for his/her business. It establishes strong credibility in the industry and the local community and can be marketed in many ways. It can be another income stream for your practice.

“Writing a book doesn’t have to be as difficult as it may appear. Start by developing an outline of the topics you would like to cover in the book and make sure you include subheads under the major chapter headings. Start gathering your research together and group by chapter. Organize and reorganize the chapters until you have a flow of information leading from one chapter to the next. Then, start writing.

“The hardest part of writing is trying to develop clever and all-encompassing introductory paragraphs. Why not jump right into the ‘meat’ of the book and start writing copy that you are comfortable with? Then, when the book is done and you’ve lived with it for a while, go back and write your introductory paragraphs and your conclusions.

“Once you have completed your manuscript, it is important that you have a professional copywriter or proofreader review the manuscript. They will check not only for typos and spelling errors, but also for grammatical and voice errors. No matter how knowledgeable you may be on a specific subject, no one will be impressed if the language of the book is not accurate, clearly written and free from errors.

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Once you are ready to go, you can approach commercial publishers, consider pitching your book to ACA publications, self-publish or consider a vanity press. You can even consider a ‘print on demand’ option such as lulu.com or booksurge.com. For more information, Google “self-publishing” or try en.wikipedia.org/wiki/Self-publishing or ehow.com/how_107987_self-publish-book.html. Good luck, and happy writing.”

Q: What is your professional viewpoint, both from a marketing stance (i.e., total body wellness perspective) and a personal and professional stance, on a licensed professional counselor renting office space within a massage therapy practice? I appreciate your guidance.

A: We feel as strongly about holistic treatments as you do. Whenever a helping professional teams with other helping professionals, the service is exponentially beneficial. Bob Walsh practiced for
many years within a pediatrician’s office. Pediatric medicine and counseling services for children and teens complemented each other quite well.

In the situation you are asking about, any “hands-on” treatment should be provided separately from your counseling services (preferably in a separate, even if nearby, office). If your state has such a license, the massage therapist should be licensed and have liability insurance. In answering this question, we consulted with some specialists in ethics who concurred with our opinion.

If you decide to team with a massage therapist, make sure that you spell out the strict parameters of your state’s professional ethics and the American Counseling Association’s guidelines on the subject in your informed consent document. Also consult with your professional liability insurance about this. ACA has ethics consultants who can provide additional guidance (visit counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx). Keep in mind that your clients need to understand the very real differences between your professional boundaries as a counselor and those of the massage therapist. Hope this helps, and good luck.

It’s not too early to plan for the 2010 ACA Conference & Exposition in Pittsburgh from March 18-22. We will be presenting our private practice workshop and providing free individual consultations in the exhibit center. Look for additional information on ACA’s website at counseling.org/conference.

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: ct@counseling.org

Counseling Multiple Heritage Individuals, Couples, and Families
Richard C. Henriksen, Jr. and Derrick A. Paladino

“This informative and all-inclusive text underscores the complex and comprehensive nature of counseling multiple heritage individuals, couples, and families. For the novice as well as the seasoned practitioner, this book offers an opportunity to enhance self-awareness, impact practices, and advocate for those without a voice.” —Marie A. Wakefield ACA President, 2006–2007

This book examines the strengths of and the challenges facing multiple heritage individuals, couples, and families and offers a framework for best practice counseling services and interventions specifically designed to meet their needs. Topics covered include historical and current racial classification systems and their effects; identity development; transracial adoptions; and counseling strategies for children, adolescents, college students, adults, couples and families, and GLBT individuals. Poignant case studies illustrate important concepts and techniques throughout the book, and chapter review questions provide a starting point for lively classroom discussion. 2009 • 235 pages

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List Price: $44.95 | ACA Member Price: $33.95

Please include $8.75 for shipping of the first book and $1.00 for each additional book.

American Counseling Association
800-422-2648 x222
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The Professional Counselor’s Desk Reference

Professional counseling has evolved into a rich and diversified field. With literature rapidly expanding across a wide range of specialties and numerous credentials and their respective examinations earning acceptance, it is difficult to say at any given moment what constitutes the state of the art. Counselors and educators are challenged to stay abreast of a mushrooming range of developments. One approach to dealing with this problem is the creation of professional desk references, composed of contributions in areas both foundational and specialized by prominent authorities. With this ambitious goal in mind, coeditors Irmo Marini and Mark Stebnicki offer The Professional Counselor’s Desk Reference, and in the view of this reviewer, they have succeeded admirably.

The book consists of 81 chapters organized into 10 sections that correspond to knowledge domains of CORE (Council on Rehabilitation Education) and CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation standards. Individual chapters are written by authors noted for their expertise in the respective subject areas. The list of authors is a truly representative sample of major contributors to contemporary counseling. It is a strength of this work that these authors represent a broad spectrum of theoretical, experiential and cultural perspectives. The first section, “The Identity of Professional Counselors,” provides a historical overview of the profession and detailed reviews of current areas such as supervision and credentialing. “Professional, Ethical and Practice Management Issues” updates the reader on recent changes in ethics as well as contemporary issues such as health insurance and managed care. “Case Management and Consultation Issues” will be valuable for rehabilitation counselors and others who must be aware of the best methods for identifying and utilizing community resources. “Multicultural Counseling Issues” is a large section providing valuable information concerning ethnic/racial cultures as well as cultural issues pertinent to disability, sexual orientation and geographic location (urban/rural). “Counseling Theories and Techniques” is an impressive section consisting of contributions from distinguished experts with a broad range of perspectives.

“Career Counseling, Human Growth and Development” gives the reader a much-needed review of career counseling essentials and detailed explanations of current issues related to economic concerns and disability. The “Assessment and Diagnosis” section avoids bogging down in the minutia of statistics and test construction in favor of clear elucidation of useful approaches focusing on the DSM-IV-TR and assessment of client functioning. “Counseling Couples, Families and Groups” gives substantial advice for assessing and counseling couples and families while addressing such important group issues as involuntary members. “Counseling Specific Populations” relates well to the challenges of contemporary counselors, providing insights on a diverse range of consumers, including disaster victims and the terminally ill, among others. “Contemporary Issues in Counseling” delivers perspective and recommendations for a number of complex professional issues facing counselors, including empathy fatigue and spirituality.

I found this book difficult to put down. Careful editing has resulted in a series of chapters that are scholarly without being tedious, sufficient in depth yet concise. The authors consistently offer creative insights and innovative viewpoints, rewarding the reader with cutting-edge updates of subject areas and exciting forecasts of future developments. As a reading experience, this desk reference is both refreshing and informative. Although one may not agree entirely with each author’s views on specific points, considerable food for thought is provided.

The editors envision future editions of this resource containing new subject areas and invite suggestions of topics that would be beneficial for counselors. One suggestion: Though included as an essential knowledge domain by both CORE and CACREP, research does not appear as a stand-alone topic in The Professional Counselor’s Desk Reference. The absence of a section on this subject is all the more curious in a work dedicated to the late Theodore F. Riggan, a respected and persuasive advocate of research. Specifically, it would be beneficial to examine the emerging focus on evidence-based practice, with implications for agencies and individual practitioners.

The potential usefulness of The Professional Counselor’s Desk Reference for educators, supervisors, students and practitioners is almost limitless. With the rising cost of textbooks a concern for many educators, the structure and quality of this work make it an excellent candidate for use as a text that could serve across several areas of course work. This option should be especially attractive to educators who want texts that will constitute a useful toolbox of resources for students after they graduate and become practitioners. Everyone from students in their initial fieldwork to seasoned veterans will feel...
supported by the wealth of information about counseling with special consumer groups and issues. As a collection of up-to-date summaries of essential content areas, this desk reference would be quite valuable as a preparation resource prior to taking any of the current credentialing examinations.

Reviewed by Alan Davis, professor of counseling and human resource development, South Dakota State University.

Counseling Multiple Heritage Individuals, Couples and Families
By Richard C. Henriksen Jr. and Derrick A. Paladino, 2009, American Counseling Association, 235 pages, $33.95 (ACA member); $44.95 (nonmember), ISBN: 987-1-55620-279-7; ACA Order #72883

With Barack Obama in the White House and multiracial people constituting the fastest-growing segment of the U.S. population, this new book clearly meets an emerging need for professional counselors. Multicultural competencies are acknowledged as central skills for everyone in the field, regardless of setting, and these competencies must include the ability to work effectively with students and clients who have multiple heritages.

A conceptual framework is provided in Chapter 3, “Identity Development in a Multiple Heritage World,” in which Richard Henriksen’s six-phase (also called “periods”) Multiple Heritage Identity Development (MHID) Model is presented and explained. This framework aims to address some of the weaknesses attributed to previously existing models of minority identity development, seeing earlier efforts as not “inclusive of individuals with multiple heritages.” However, without going into detail, it was disheartening to discover that a central critique of, for example, William Cross’ Black identity development theory applies to the MHID as well, in that it is informed by a sample limited in both size and diversity. Despite this caveat, Counseling Multiple Heritage Individuals, Couples and Families offers considerable strengths.

The increasing numbers of people of multiple heritage makes it “imperative for counseling professionals to acknowledge this population” and to become aware of the needs (as well as assets) of this clientele. Employing a developmental approach, this book focuses on the concerns of children, adolescents, college students (an especially sound section), adults, couples and families. A very valuable chapter deals with transracial adoptions, including effective application of the MHID as well as the Cultural-Racial Identity Model (Amanda Baden and Robbie Steward). Another strong chapter looks at sexual orientation and multiple heritage identity, noting that “multiracial LGB people may feel that they have to choose one identity at the expense of others.” Race, sexual orientation, disability, age, gender — these and other characteristics constitute the socially constructed self, as pointed out in Chapter 10. The intersecting identities of many people today will push counselors to consider clients from a necessarily multidimensional perspective, recognizing the role of family and environment in facilitating or inhibiting healthy multiple heritage identification.

The importance of counselors’ use of culturally responsive approaches is mentioned in many places in this book. More specific, creative, tested examples of such techniques would be very helpful, as would additional illustrations of how counselors can operationalize the MHID.

As is being widely recognized, “there are no homogeneous groups that speak in one voice with only one perspective, and our theories and practice must honor this reality” (Raechel Pope, Amy Reynolds and John Mueller, 2004). This new book, published by ACA, is a helpful resource to counselors who wish to further develop cultural empathy and gain greater knowledge of multiple heritage individuals. The authors’ personal experiences and professional commitment relative to this project are impressive.

Reviewed by Ruth Harper, professor of counseling and human resource development, South Dakota State University, and column editor for Resource Reviews.

Letters to the editor: ct@counseling.org
Every picture tells a story

A s a child growing up, it seemed to me that my artistic expression was restricted to construction paper and crayons. My creative expression was bound by my lack of talent in manipulating the objects necessary to create. Not much of my work got hung on the family refrigerator.

But today, I consider myself a “digital creative,” and I am likewise excited about the ways that students and clients can develop their own creative identities through the use of computer-mediated art. Two such visual art forms that lend themselves to counseling and counselor education are digital storytelling and phototherapy.

Digital storytelling

Digital storytelling is a short (three- to five-minute) movie that may make use of film clips but more typically uses images, voices and music to tell a story. Digital storytelling not only conveys factual or fictional information but can also be used to share reflections and express emotion about a topic. This technique fits well with postmodern approaches to counseling by using 21st-century methods of communication. Clients can construct (or reconstruct) their narrative as an art form that goes beyond the words spoken in session to include representative pictures, animation, speech and music.

- Center for Digital Storytelling: tinyurl.com/8smjpt9
- Ohio State University: tinyurl.com/yfyuclz2
- University of Houston Personal Reflection: tinyurl.com/yjpf8xz
- Maricopa Center for Learning and Instruction: tinyurl.com/yjlm48d
- The Falling Woman Story: tinyurl.com/yxskp0

Samples

The best way to grasp the potential impact of digital storytelling is to look at some samples of work by storytellers. Here are some samples that include various disciplines, story content and perspectives.

- Center for Digital Storytelling: tinyurl.com/8smjpt9
- Ohio State University: tinyurl.com/yfyuclz2
- University of Houston Personal Reflection: tinyurl.com/yjpf8xz
- Maricopa Center for Learning and Instruction: tinyurl.com/yjlm48d
- The Falling Woman Story: tinyurl.com/yxskp0

Resources

Most computers already come with the necessary software and hardware for students, clients and counselors to create a digital story. As a creative, you have to collect the digital artifacts (pictures, movies and sound) that you want to include in your digital story. For those more familiar with presentation software such as PowerPoint or Keynote, both have audio recording capabilities and “export to” conversion to movie formats. Once the person has created a slide show, he or she can embed the narrative and then export it to a movie format. Windows Movie Maker and iMovie can be used to create digital stories from still pictures, movie clips and narration directly into a movie format. The following sites offer tips, sheets and links to resources for your clients or students.

- Ohio State digital storytelling resources: tinyurl.com/yh99kj7
- Digital storytelling tools: tinyurl.com/yh949ce
- Digital storytelling workshop links: tinyurl.com/ylo7z53u
- Elements of digital storytelling: tinyurl.com/kno366

Samples

- Seven elements of storytelling: tinyurl.com/yk362co
- Digital Storytelling Cookbook: tinyurl.com/yjlonbf

Fair use

Digital formats make it easy for users to acquire materials and work around infringing the copyrights of others. Legal and ethical issues that digital creatives need to know about include copyright, educational fair use and creative commons (digital copyright).

- Copyright and Digital Storytelling: tinyurl.com/ygg6m9e
- Teach Digital Curriculum: tinyurl.com/yk8c5m
- DigiTales: Are You Copyright Savvy?: tinyurl.com/yznpmkt2

Counselor training

At the recent Association for Counselor Education and Supervision conference in San Diego, Wendy-lou Greenidge of the University of South Florida Polytechnic conducted a roundtable discussion on the learning benefits of digital storytelling assignments in the counseling classroom. Digital storytelling provides counseling trainees and clients with opportunities to explore deeper, multilayered levels of personal expression and reflection.

As a regular instructor in my university’s multicultural counseling course, I saw immediate opportunities for students to develop stories of social justice and advocacy, personal cultural identity and transcultural efficacy. Digital storytelling also provides counselor educators with a platform for identifying deeper levels of learning, such as analysis and synthesis, among students.

- Digital Storytelling for Counselor Educators: tinyurl.com/yerq48
- Storytelling’s role in therapy: tinyurl.com/yf7d6t
- Stories for Change: storiesforchange.net
- Kids for Kids Digital Storytelling: tinyurl.com/yjaevaz
- Youth empowerment using digital storytelling: tinyurl.com/ygrovjk
Phototherapy and therapeutic photography

Phototherapy and therapeutic photography use images to help clients explore personal issues for healing and self-discovery. There is a distinction between the two terms. Therapeutic photography happens outside the context of the therapeutic session and involves taking and collecting photographs for self-exploration and self-awareness without directed counselor involvement.

Phototherapy uses images to activate and process the experience with the involvement of a trained counselor. Techniques include processing pictures of the client or that have been taken by the client, reviewing family albums together and using client photo-projectives.

- University of Houston rubrics: tinyurl.com/yhxrvwe
- Digital storytelling rubric: tinyurl.com/ygcdhr9p
- Techteachers rubrics: tinyurl.com/y1bdl46
- Helen Barrett rubric: tinyurl.com/ygnns4t

How do you, your clients or your students get started telling stories using a digital narrative approach? One has to rely on a good story. All the gloss and fancy digital effects fall short when the story is not there. Consider using the seven components suggested by the Center for Digital Storytelling: point of view, the dramatic question, emotional content, the power of your voice, the power of soundtrack, economy and pacing.

Think of a client who has a story that could be told using digital storytelling, phototherapy or therapeutic photography. Imagine how you might help unleash their creativity and empower them through creative expression.

For myself, I’m going to try to create a few digital stories, explore using them in my classroom and — who knows? — perhaps have something I can hang on my refrigerator.

You can find these and other links on The Digital Psyway companion site at digitalpsyway.net. Did we miss some good links in this article? Submit your suggestions to the author at mjencius@kent.edu.

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

Letters to the editor: ct@counseling.org

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I appreciate this opportunity to write about counseling-related subjects. I believe I have had valuable experiences over the years which give me a perspective that may be interesting to colleagues across the nation. Some of the issues I look forward to addressing in future (blog posts) include counseling in rural areas, the valuable alternative perspectives of “fresh” versus “seasoned” counselors, trends and fads in counseling over the years, professional collaboration, ethics and my favorite diagnosis to treat: eating disorders. I will do my best to stay off the soapbox and really look forward to feedback from other professionals.

I have often wondered, for instance, how other counselors in rural areas deal with the “fishbowl effect.” As some of you undoubtedly know, in an area with a small population, the boundaries recommended in graduate school (I attended an urban-based grad school) aren’t just impractical — they are impossible. The person you saw yesterday who discussed her/his most shameful behaviors could be the person who fixes your car or cleans your teeth or serves your food or fixes your toilet the next day. It is impossible to be a blank slate, yet I have found that my involvement in my community must be tempered to truly be available to all walks of life. I feel it is important to be invisible enough to have people feel comfortable with the notion of privacy. So I am careful to assess the potential results of my public exposure. As you may surmise, I at times feel a bit isolated. At other times, I feel connected in a way impossible in a big city.

I am curious about how many of you in rural settings have had the experience of seeing a client in your counseling office, then later, in another venue, overhearing their conversation or observing them as they behave in a way not at all resembling their presentation in your office. This is quite valuable as a counselor, as the perspective is much richer. But it makes one wonder how much we miss in traditional counseling interactions. And it creates an important caveat regarding brief counseling: Things are usually both much simpler and much more complex than at first glance.

Similarly, it is very unnerving to have your daughter or son bring home as a date someone who is known to you through case consultation. You know more than most concerned and involved parents would be comfortable knowing about the person who is about to go off with your child. Since your child knows nothing of the information you have regarding this person, you can feel pretty stuck. You are prevented by confidentiality rules from asking direct questions that your professional knowledge says your parent self must address. It can make for an uneasy evening …

I think anyone who plans to be a rural counselor needs to start by reading Gerald Corey’s thoughts on the subject in various books and articles. Also, a good case consultation group is vital. And, of course, being in a rural area, solitude and recreation are literally out your back door.

Visit my.counseling.org/ to read ACA blog posts on a wide variety of topics of interest to counseling professionals and counselors-in-training. Multiple posts are added each week, and reader comments are encouraged.

Steve Bryson is a nurse and counselor in private practice in Whitefish, Mont. He works with adolescents, adults, couples and families and has a special interest in treating eating disorders.

RECENTLY POSTED PODCASTS:
- Podcast HT013 — Multiculturalism and Diversity

Speaker: Dr. Courtland Lee received his Ph.D. in counseling from Michigan State University. He is professor and director of the Counselor Education Department at the University of Maryland at College Park. http://www.counseling.org/Counselors/TP/PodcastsHome/CT2.aspx
CounselingToday Quiz – December 2009

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: 3. According to Gladding, it seems that Hispanic families are a perfect example of:

- a. systems theory.
- b. subcultures within cultures.
- c. collectivism.
- d. “anti-individualism.”

4. According to Pinkston, it seems that Hispanic families are a perfect example of:

- a. much of the time.
- b. to maintain some of his own privacy.
- c. to have people feel comfortable with the notion of privacy.
- d. All of the above

5. As a psychiatric nurse, Mohamed Kabli found:

- a. The target of interventions was symptoms rather than the client’s self.
- b. He learned not to trust clients and to watch out for their manipulations.
- c. Distrust dominated the interview process.
- d. All of the above

6. The first person who ever told Kabli that he had a right to have his own path and destiny was:

- a. an English teacher.
- b. an American pastor.
- c. an uncle who had studied abroad.
- d. Dr. William Herkelrath

7. Both the client’s and the counselor’s brains change in the process of cognitive and interpersonal therapy.

- a. True
- b. False

8. Thinking and feeling positively are heavily influenced by:

- a. the amygdala.
- b. executive cognition functions.
- c. serotonin.
- d. mirror neurons in the prefrontal cortex.

9. Digital storytelling, phototherapy, and therapeutic photography can all be practiced without direct counselor involvement.

- a. True
- b. False

10. Working in a rural setting, the author feels it is important to be invisible:

- a. much of the time.
- b. to maintain some of his own privacy.
- c. getting counselors recognized under defense health care programs.
- d. None of the above

11. According to Al-Adwani, assists with all of the following in her practice EXCEPT:

- a. identity development in Arab youth.
- b. second-generation trauma.
- c. adjustment and challenges of wearing a hijab.
- d. helping LBGT adolescents come out to their close friends or family members.

12. According to Pinkston, it seems that Hispanic families are a perfect example of:

- a. much of the time.
- b. to maintain some of his own privacy.
- c. getting counselors recognized under defense health care programs.
- d. None of the above

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Counseling beyond U.S. borders

Five ACA members offer their unique worldviews on the practice of counseling internationally

By Lynne Shallcross

Deborah Pinkston moved to Venezuela in 1985 after her husband was stationed there with a church organization. She went as a missionary to work with orphanages and at-risk children but realized she needed additional training in counseling. So, during their furloughs back to the United States, Pinkston earned her master’s degree in psychology and counseling and, in 2001, began counseling in the South American nation. She founded a counseling center in 2002 and continued to work with two orphanages she had previously helped to establish until moving back to the United States earlier this year.

Whether it’s a spouse’s job, a personal desire to counsel abroad or any number of other circumstances that take U.S. counselors overseas, most find out quickly that counseling is practiced in different ways and means different things the world over. Counseling Today spoke with five American Counseling Association members who have firsthand experience counseling internationally. In sharing their stories, they suggest that many of the lessons they have learned while providing counseling in other countries can readily be applied to effective practice here in the United States.

Andrea Al-Adwani, Kuwait

Andrea Al-Adwani says the issues she deals with as a counselor in Kuwait would be familiar to most U.S. counselors — only the issues come with a unique twist. Take, for example, identity development. “Arab youth who have always attended private American or British school struggle with their developing identity versus the identity their parents want them to have,” says Al-Adwani, who has been a counselor at the American University of Kuwait in Safat for five years and has worked at a local clinic for two years.

In public schools in Kuwait, Al-Adwani says, children complete tasks by memorization. But many Kuwaitis send their children to private schools with a British or American curriculum, where they are exposed to Western influence, including an emphasis on critical thinking skills. This often leads to an unexpected consequence for the parents, who find that their children no longer believe something just because they are told it is so. For these kids, identity confusion looms large, Al-Adwani says.
“If their English skills are stronger than their Arabic skills and they compare their religious teachings with historical context to interpret their faith on their own instead of following without questioning, then what does it mean to be Kuwaiti, to be Muslim? Can I still be Kuwaiti without thinking like my tribe? Can I still be a good Muslim if I talk to the opposite sex on the phone?”

Couples counseling also brings a mix of familiar and new issues to the table, she says. For example, in Kuwait and many Arab societies, it’s legally and socially acceptable to marry a first cousin. Some families insist on marrying within the family so the inherited wealth will be protected. And, Al-Adwani says, because a woman can only marry with the consent of her father, her choices are limited if her father expects her to marry another for their son’s or daughter’s poor behavior in the marriage and bringing shame on the family,” she says.

About 70 percent of the students at the American University of Kuwait are Kuwaiti, Al-Adwani says, with the rest being Egyptian, Jordanian, Syrian, Palestinian or a blend of Arab nationalities. In her work at the clinic, Al-Adwani sees clients 12 years and older from a variety of backgrounds — Arab nationalities, clients who are a blend of Eastern and Western ethnicities, women who are married to Kuwaiti men and “third-culture” Western families who move from country to country every few years. While Al-Adwani treats problems such as grief, depression and anxiety, she also handles a host of issues foreign to most U.S. counselors — including what to do when a husband or father takes a second wife, whether to wear a hijab (head scarf), the adjustment and challenges of wearing a hijab and the consequences of removing it. Lesbian-gay-bisexual-transgender issues also have a different slant in Kuwait, she says.

“Members of the LGBT community face many challenges, but for many here, it is not an option for them to come out to their close friends or family members. This brings a new layer of challenges for this population as they pass through adolescence, face forced marriages and grow into adulthood.”

Second-generation trauma is another issue Al-Adwani sees quite frequently. Several Arab countries have experienced war in the past 20 years, she explains. “Kuwait’s landscape has been repaired...”
since the Gulf War, but the people still carry the residual effects of witnessing death and destruction. Students who were small children and remember little or nothing about the war now wonder why their parents are short-tempered, judgmental, easily angered, irritable and unable to teach their children effective coping skills.” The kids take it personally, Al-Adwani says, so she tries to help them see that these responses are not about them but about the extreme situations their parents experienced. “After gaining a broader perspective, the students are often able to talk to parents calmly to work through disagreements, compromises, confrontations and boundaries and develop a much healthier self-esteem.”

When Al-Adwani arrived in Kuwait, she was amazed at the apparent lack of resources. It took her years of networking and using word of mouth to piece together a group of counselors, doctors, psychologists and a psychiatrist with whom she is comfortable working so she can give her clients the comprehensive care they need. In Kuwait, there are no mental health laws, and local laws are not always strong enough to protect victims, Al-Adwani says. “In fact, many sexual assault victims feel they cannot report the crime for fear they will not be able to get married or that the family will punish the victim for bringing shame to the household. Instead of a typical referral process used in the U.S., it is helpful for counselors in Kuwait to know when to facilitate an alliance with the strongest female family member to form an effective intervention for younger clients, especially in cases of domestic violence.”

Counselors in Kuwait need to be comfortable discussing religion, Al-Adwani says, because it is very closely tied with culture in Arab countries. In terms of techniques, Al-Adwani has made a couple of tweaks. “I have adapted my family systems framework to include drawing respectful connections between religions and using the clients’ own religious rituals as part of the process. I have increased my use of storytelling and analogies in this oral-based society, as well as helping clients reclaim their musical and dance heritage as methods of self-expression during a time when the conservative society bans public concerts and performance arts are often seen as a lower-class activity.”

Al-Adwani has also learned that it isn’t worth staking out positions she feels are “right” on certain issues if it offends the client or discredits the profession. “I may consider it perfectly fine to wear red nail polish, a sleeveless shirt or a knee-length skirt, but if I am working with a conservative Arab family, they will not even consider my help if I am dressed in a way they deem scandalous,” she says. And while Al-Adwani might otherwise feel comfortable going to work with little or no makeup, in Kuwaiti society, that signals a woman isn’t taking care of herself and, therefore, probably isn’t taking care of her family or her work. That woman would be seen as low class, Al-Adwani says. “In a classist society, people do not want to associate with someone who obviously appears to be from a lower class and will not consider them as a professional. ‘Dress for success’ means something very different in Kuwait.”

Kuwait is, in many ways, a shame-based society, Al-Adwani says. Individuals will give up autonomy rather than endure the possible shame of ruining the reputation of the family or causing younger siblings to be unable to find a good spouse, she says. “The good of the family is considered more important than the good of the individual because, in ancient times, it was the strength of the tribe that was able to protect the families and individuals. In modern times, people still do not want to be perceived as being weak or crazy, so many families choose to take their loved ones to Europe for treatment instead of risking someone in Kuwait finding out there is a problem and ‘ruining’ the family name.”

For other international counselors and even U.S. counselors with clients from an Arab culture, Al-Adwani offers a word of advice: Proceed with caution when your bias is very different from the client’s way of life. “If the client feels they are being judged by the counselor or that the counselor has a preference in the decision that the client makes, then the client may be influenced to make a decision that makes the counselor happy instead of the decision that works best for them in their culture. Clients will also terminate therapy if they make a decision that they believe will disappoint the counselor. Some clients would rather avoid contact than risk hearing or seeing shameful judgment from an authority figure, especially in a shame-based society.”

Reflecting on her five years of counseling practice in Kuwait, Al-Adwani says she’s learned not to compare cultures. “We are tempted to compare every new thing with the world we know. I have found that if I constantly compare life in Kuwait with life in the U.S., then I will always be frustrated, even angered.” The Arab mentality is quite different from Western thought, Al-Adwani says, but instead of picking one or the other, she has adopted both cultures separately. “I tell Americans who move to Kuwait that they must create a new ‘bubble’ in their head and put all the new culture in that new compartment because it simply will not fit into the same compartment as the information they bring with them from home. In my head there is both the Kuwaiti world and the U.S. world, and I can flow in and out of each of them while still maintaining the core beliefs that are important to me.”

That’s a difficult challenge and a tough mind-set to maintain, Al-Adwani admits, but she says it is crucial. “If I am tired, I can easily revert to my home culture and declare everything around me as ‘ridiculous,’ at which point I am very little help to my clients, my family or myself.”

Alemka Berliner, Uzbekistan

Wearing a backpack in the United States doesn’t usually signal that a person has a problem. But across oceans and lines of culture, perceptions can change. Being open to those different perspectives is crucial, says Alemka Berliner, a counselor and executive director of the Tashkent International Medical Clinic in Uzbekistan.
Berliner remembers hearing sincere concerns from the sister of one of her Central Asian clients who had begun wearing a backpack. “(She) was concerned because there is ‘nothing he really needs in this bag’ and he is probably taking it everywhere he goes ‘just to be different,’” Berliner recalls.

“She asked me if this is normal. I offered a very simplified response and shared that, in my culture, as long as the behavior does not cause harm to self or others or if the behavior doesn’t prevent the individual from functioning in society, it is not likely to be considered a disorder.” The client’s sister insisted she was still worried that her brother was not normal, even within Berliner’s definition. She told Berliner that wearing the backpack would hurt her brother because he would not be taken seriously and people would think he was strange. Because of the backpack, the sister said, her brother was not making friends, and she feared he would lose his job.

It might be hard to imagine that kind of concern in the United States, admits Berliner, who has also worked as a counselor in Croatia and Belgium. “I found that the origin, process and manifestation of many disorders are often similar across cultures, but at the same time, even the concept and understanding of what is to be considered a disorder or deviant behavior is not an agreed upon and accepted concept across cultures.” What Berliner does see as a commonality across all the cultures in which she has counseled is a search for meaning and purpose. “How we go about this search and how we see ourselves in this search clearly differ because our human experiences are different. Yet I found that the drive to make sense of one’s life, to take control of one’s life within the cultural boundaries, and a need to make reasonable explanations for one’s experiences are common to all my clients.”

Uzbekistan is a multiethnic country, with Uzbeks, Tajiks, Russians, Tatars and Koreans being just a sampling of the cultures represented among the Central Asian nation’s 28 million residents, according to Berliner. The Tashkent International Medical Clinic focuses on providing health care to foreign nationals, so Berliner’s clients hail from a multitude of cultural and ethnic backgrounds and vary in age, gender and religion. The topics Berliner addresses with clients include marital and relationship problems, work and stress-related concerns, substance abuse, grief, depression and anxiety. “Each and every presenting problem is related at least in some way or affected by the transitions or contact and experience with other cultures,” says Berliner, who earned her counseling degree from the University of Maryland University College Europe.

Counseling as a profession is not something many people are familiar with outside of the United States, Berliner says. Translating the word counselor is so difficult in some languages that psychologist is used instead. The trouble with that, Berliner says, is that the idea of psychiatry or psychology sometimes carries the stigma of a professional who works with the mentally ill or the “abnormal.”

In working abroad, Berliner has also noticed that the local law often doesn’t regulate counseling practice. “Guidance or requirements on issues involving minors and mandatory reporting may...
not be available,” she says. “Often there are no regulations, or they don’t apply to foreigners, and sometimes there are limited or no social services and support available for referral and consultation.”

Most of the courses on counseling culturally diverse clients as it relates to race, culture and ethnicity focus on counseling within the United States, says Berliner, who moves to a new international location every few years with her husband, a U.S. diplomat. But international counselors’ experiences with clients often involve the reverse — an individual’s cultural adjustment not to the United States but to a different country, such as Uzbekistan, after living for several years in America or elsewhere in the West, Berliner says. “I don’t speak all the native languages of the clients I see, nor can I claim full familiarity with their cultures. In the absence of that, the openness to accept and understand different realities, value systems, customs, spoken and unspoken expectations, social hierarchies (and) different ways of understanding self and others are the first steps in effective counseling in an international environment. The way of accessing this information also varies from client to client, so even assessment strategies may need to be reconsidered.”

Berliner has found that some treatment strategies, including cognitive behavioral, solution-focused and generally directive techniques, work better than others with culturally diverse and well-educated clients. But some of her Western clients seem to respond better and are more receptive to a person-centered approach, she says. “So again, no one approach fits all. In a multicultural environment such as Uzbekistan, all assumptions about human interactions are challenged, so counseling needs to take on a new dimension of sensitivity in all its aspects, from intake interview and treatment planning to counseling intervention.”

When Berliner thinks about what it means to counsel internationally, she looks at the ACA membership certificate hanging on a wall in her office. “There are words on the certificate that I believe best summarize my experience of counseling outside the U.S. — ‘uniqueness of each individual.’ I believe that working overseas requires a continuous search for and understanding of that uniqueness. I learned to guard my counseling from any attempts to fit my clients in any familiar, previously formed concept of who they may be based on their country of origin, their ethnic background, gender, age or presented life experience.”

Counselors in the United States would benefit from taking the same approach, Berliner says. “Counselors do well when they work on their awareness of their own cultural makeup and experiences, continuously work on expanding knowledge relevant to different cultural groups we work with — but making sure that we don’t try to fit our clients into what we learned about their particular culture — and strive to learn new skills and therapeutic techniques that could improve the effectiveness of our counseling intervention.”

**Carly Henderson, Tanzania and Czech Republic**

Knowing where you come from and taking the time to realize what that means to you and others was the most important lesson Carly Henderson learned during the six years she spent abroad working as a professional school counselor in international schools. Henderson counseled children age 3 years through fifth grade, as well as their families, in Dar es Salaam, Tanzania, from 2002 to 2005. From 2005 to 2007, she was a middle school counselor in Prague, Czech Republic. “The cultural piece is very, very important,” says Henderson, now working as a behavior consultant in a school district outside Portland, Ore. “And by this I mean my culture — all that I bring to the counseling setting. My assumptions and biases, my internalized view of others, my worldview toward politics and human rights, my racial identity development, my knowledge of and sense of self as an American overseas.” Henderson says being aware of your own culture and making the effort to understand its significance is likewise the most important thing in counseling relationships at home in the United States. “I need to know my own biases before I can ethically meet you at the table as my client.”

The majority of Henderson’s work overseas was with children of expatriates. Between the two posts, Henderson worked with children and families from Tanzania and the Czech Republic as well as Holland, South Africa, the United States, Great Britain, Romania, Russia and Japan, among others. Because few native English-speaking counselors or psychologists were present in either location, Henderson says she did more family counseling than school counselors typically do. “In some ways, my job mirrored that of a school counselor working in the U.S. However, there were several unique aspects to the job — namely, the transitory nature of the community and how that affects lifestyle and personal identity, cross-cultural factors and multiculturalism, third-culture kids, social and economic status in the home and guest countries, and access to resources and networking.”

The issue of third-culture kids, described by Henderson as children who have lived a significant part of their developmental years outside their parents’ culture, is one that she encountered quite frequently in the two international schools. “Third-culture kids build relationships to all of their cultures, while not having full ownership in any. It’s different than an expatriate adult lifestyle in that it takes place during the developmental years, leading to a defined profile of strengths and challenges, which are shared among third-culture kids, even though their individual geographical histories vary.”

Henderson offers the example of a child who grows up in India but identifies herself as Canadian because either she was born in Canada or because one or both of her parents are Canadian. “When she lives in New Delhi as a 14-year-old, she is clearly not Indian. But when she
returns to Canada for summer holidays after spending several years abroad, she is clearly not ‘Canadian’ either.’

In addition to the third-culture kids, Henderson did group and individual work with children who stayed put at the same international school from kindergarten through high school while friends and peers regularly came and went. “The effects are often overlooked. The concept of friendship and permanence of relationship changes in this setting. Children — and adults — either become quick to befriend, skipping the first few stages of bonding and getting right to the heart of it, or avoid it altogether, creating isolation and difficulty attaching to others.”

International school settings often lack a full team of experts, Henderson says. In the absence of professionals who specialized in school psychology, special education, speech language pathology and occupational therapy, Henderson was called on to provide additional services, including counseling families. In addition, she made efforts to build relationships with the embassies and corporations that employed her students’ parents to ensure child safety. “For the expatriates in our school communities, there were less options or mandates for things like child protective services or wrap-around mental health services for families in need of intervention. Sometimes, the only recourse I had when faced with a situation of child abuse was to work with my school administrators and the family’s embassy or employer. The employer or embassy would put pressure on the family or return them to their home country.”

Looking back, Henderson, who found her first post through International School Services and her second through Search Associates and the European Council of International Schools, wishes she had known more about how other cultures view counseling before heading overseas. “With that said, the best way to learn this was to ask a lot of questions once I got there. There was a lot more initial work to be done in establishing the counseling relationship, including some ‘fishing’ to learn how I was viewed by my families and what they saw as my role.” Henderson even made an effort to get the word out to the teachers, who hailed to the word out to the teachers, who hailed the word out to the teachers, who hailed the word out to the teachers, who hailed to the heart of it, or avoid it altogether, creating isolation and difficulty attaching to others.”

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Looking back, Henderson, who found her first post through International School Services and her second through Search Associates and the European Council of International Schools, wishes she had known more about how other cultures view counseling before heading overseas. “With that said, the best way to learn this was to ask a lot of questions once I got there. There was a lot more initial work to be done in establishing the counseling relationship, including some ‘fishing’ to learn how I was viewed by my families and what they saw as my role.” Henderson even made an effort to get the word out to the teachers, who hailed from all parts of the world, about her role and what she could offer.

Henderson also reiterates the vital importance of culture. For the most part, she says, the books she read about other cultures before going abroad stereotyped groups, were overgeneralized and were written from a U.S. perspective. “African Americans, Asian Americans, Native Americans — I met few of these people overseas. However, I did work with many people from African and Asian countries. They are big and diverse places, and my bringing stereotypes to the table did me little good. I had to listen to teacher colleagues and parents and kids to understand where they were coming from and how to interpret situations from their perspectives.”

Henderson concedes she also had to learn what her own culture represented on a superficial level to those from other cultures. “(I discovered) that being an American meant things to others, and when I walked into the room as the counselor, I didn’t walk in tabula rasa.” While working in Tanzania, Henderson became a leader in the Seeking Educational Equity and Diversity...
Christopher Kozlowski, Ireland

program, housed at Wellesley College, but still she admits she had a lot to learn about being White. “Even in Tanzania, being White meant unearned power and knowledge. How I allowed space for others to tell their stories and assume leadership was something I needed to learn and reflect on constantly.”

To counselors in the United States, Henderson says learning about themselves and reaching out to others can make a big difference. “It’s not enough not to make assumptions. As counselors, we need to actively investigate ourselves — all that we have learned and absorbed in our lives as ‘U.S.-ians.’” Also remember that the world is large and full of intelligent people, she says. “We can learn so much from others that will help us in our work and personal lives. Our national dialogue too often is about ‘What can we do for Africans?’ or insert another group who needs our money and our compassion. But forming relationships with people from other places can help us in so many ways.”

Counseling Service (NCS) for the past four years. NCS was founded to help people who experienced institutional abuse in Ireland’s government-funded industrial schools and orphanages (the country’s prime minister issued a formal apology for the systemic pattern of abuse in 1999). “Our service works from a counseling perspective, looking at the individual as an individual rather than a diagnosis,” says Kozlowski, who worked as an outpatient manager with the Union County Counseling Service in Anna, Ill., before moving to Ireland.

Kozlowski’s clients are adults who experienced abuse, whether emotional, physical, sexual or neglect, before the age of 18. Kozlowski and his colleagues work exclusively with trauma; NCS clients either meet the criteria for post-traumatic stress disorder or exhibit significant symptoms. The duration of sessions varies widely. Kozlowski has seen clients for as few as six sessions and for as long as four years. “As a consequence of their early experiences, most if not all of my clients tend to be caretakers (but) find it extremely challenging to care for themselves or ask for help.”

One of the most powerful parts of the clients’ experience at NCS, Kozlowski says, is the respect paid to their needs. The simplest example of that, he says, is how clients are given tea or coffee and biscuits while they wait for their appointments. “This simple act has often been mentioned to me by clients and how they are made to feel at home, safe and cared for when attending services.”

One of the biggest differences Kozlowski has noticed between counseling in the United States and Ireland is the degree to which health care administration and financial reimbursement steer the course of counseling. “My experience in the U.S. was that managed care often dictated the most ‘appropriate’ service or means of engagement. Whereas here, I find counselors practicing as psychoanalytical therapists, with Gestalt, cognitive behavioral therapy and person-centered techniques, and client needs take a front seat to financial concerns.” Although Kozlowski says concise documentation is a key part of his work in Ireland, the paperwork is limited to notes about progress. His experience in the United States was that insurance companies had a great deal of influence on the number of counseling sessions and relied heavily on the diagnosis. In Ireland, however, the number of sessions is dependent on the client’s needs, and a diagnosis isn’t necessary to proceed with counseling work. “The emphasis in Ireland would be more about the well-being of the client and the client’s specific needs as opposed to the external restraints placed on counselors in the U.S. by third-party payers,” he says.

Counseling is a young profession in Ireland. Most work is done by clinical psychologists who are part of teams led by psychiatrists within a medical model, Kozlowski says. Although that means counseling opportunities are limited, he feels optimistic about the future. “Irish counseling organizations are working to establish professional standards and qualifications of practitioners while simultaneously lobbying policy makers to recognize the counselors and expand their (area of practice).”

Initially, Kozlowski was a little nervous about connecting with his clients because the Irish tend to be “fiercely nationalistic and proud of their heritage,” he says. Being a foreigner to the country and culture, Kozlowski worried that his clients wouldn’t trust him fully and would fail to benefit from the therapeutic process. “Fortunately, what I have found is that we all struggle with the same basic challenges of humanity. These common challenges link us as humans regardless of where we come from and make mutual understanding possible.”

Beyond the commonalities, Kozlowski finds being genuine of the utmost importance. “I find clients want me to be who I am. That means that I do not try and be Irish or (act like) someone with the answers to all their concerns. Instead, (it’s about) being an American who practices in Ireland and who, although a trained professional, is human, makes mistakes and sometimes needs clarification on things which may seem obvious to a client.”

While he says his clients are the ones to be congratulated for their successes or improvements, it’s clear Kozlowski’s clients think he plays a role in their healing, too. His client’s poem concludes:

I found you when I needed you
At the end of a telephone
I had no one else to turn to
I was feeling so alone
And you listened
And you listened
And you listened
As my problems I poured out.

Those are the first lines of a poem written for Christopher Kozlowski by one of his first clients in Ireland. Kozlowski, who earned his degree in community counseling from Southern Illinois University, has been working as a counselor in Ireland’s National
Deborah Pinkston, Venezuela

During her eight years of counseling in Venezuela, Deborah Pinkston learned that, sometimes, the best thing a counselor can do is listen. One client in particular stands out in Pinkston’s mind. A young woman who was born in China but whose family immigrated to Venezuela when she was an adolescent came to Pinkston because she was struggling with the pull between Chinese tradition and her new life in another country. The client had quickly adapted to the Latin culture and fallen in love with a Venezuelan man. The client’s parents, however, had picked out a Chinese man for her to marry, leaving her feeling torn between her family’s wishes and the life she wanted to lead.

“There are no easy answers in situations such as these,” says Pinkston, who lived in Venezuela for 24 years before moving back to Arkansas in June, where she is now interning at Northwest Counseling Inc. while working to obtain counselor licensure from the state. “I sat with her as she struggled with this issue, as she poured out her pain and anguish. Joining the client and walking beside (him or her) through the process is sometimes the most valuable thing the counselor can do. It would have been easy for me as an American to say, ‘Just do what your heart tells you.’ But she was from another culture, another family, another world, and that line of reasoning wouldn’t have been of any value to her.”

During her time in Venezuela, Pinkston provided counseling services through a church, for two local orphanages and for a private hospital in the city of Valencia. She counseled people of all ages, socioeconomic levels and cultural backgrounds. Valencia is an international city, Pinkston says, so her client base included a range of different nationalities.

Many of the young adults Pinkston counseled struggled with issues of family and self. “They felt that they had a duty to their family but also had ideas about what they wanted to do with their lives that was in opposition to what their family expected or needed. Again, for a North American, the answer is easy: ‘Do what you want to do! They’ll get over it!’ In counseling language, ‘What is it that you want to do?’ It’s not that easy for a young person who is born into a collective culture.”

In Venezuela, the “client” is often the entire family, sometimes spanning three generations, Pinkston says. “With clients from ethnic backgrounds different from our own, we must be prepared to find that the client approaches the counseling session with a completely different expectation or mental picture of what counseling is all about.”

For example, she explains, Hispanic culture is a collective rather than an individual-based culture, so the well-being of the group is given priority. “It seems that Hispanic families are a perfect example of systems theory — what affects one affects everyone else, and all the relationships and dynamics are interrelated,” says Pinkston, who had as many as eight family members in a single counseling session. “The actual counseling session with a complete family can be very interesting and challenging as Grandma goes to sleep, the teen pouts and the toddlers run around the room while Dad is trying to talk.”

Although challenging, counseling the entire family at once is a fun version of group therapy, Pinkston says, and there’s never a dull moment. “It gives the counselor a unique opportunity to observe how the family interacts and all the issues that are affecting the well-being of the family and its individual members. Communication exercises can be practiced in the counseling session, and no one is left out or in the dark about what is happening in counseling.”

It could have all been so different
I may not have made it through
But thanks to you and all your helpful staff
My mind is now renewed

MAKE YOUR GIFT DO TWICE THE WORK!

Can you help meet the challenge
Dr. Gerald Corey has put before ACA members?

The Gerald and Marianne Corey Graduate Student Scholarship Fund has been established to help personally involve graduate students in their chosen profession by providing scholarships for ACA Annual Conference attendance.

Establishing the Scholarship Fund was a very generous act by Dr. and Mrs. Corey, but it came with a challenge we now have to meet – a challenge calling for ACA members to match the Corey’s gift. And while, individually, you may not be able to match the amount of the Corey’s donation, we know you can match the spirit of their gift.

Please take a minute today to make a tax-deductible donation to expand the reach of the Scholarship Fund and to provide Conference attendance for more deserving graduate students.

You can donate through the ACA Foundation website www.acafoundation.org or by calling 1-800-347-6647, x350 or by mailing your check to the ACA Foundation 5999 Stevenson Avenue Alexandria, VA 22304.

Help match the Corey gift and help the future of counseling.
She says it was actually refreshing to work with entire families — something that isn’t always easy to arrange with Caucasian families. “So much can be done with several individuals at once when they are all present in the counseling session. Although it may feel overwhelming at the beginning — I certainly felt overwhelmed the first time I counseled a family of three generations together — it can also be very effective in bringing about positive changes in family dynamics and relationships.”

Looking back, Pinkston wishes she had grasped from the start just how much she could learn from her clients. “I’m ashamed to say it, but at the beginning, I went in thinking I had the answers. I found out that much of what I thought I knew didn’t work for some clients because of their ethnic background.”

Pinkston says counselors must put aside their biases and open their minds in order to learn. “We must be students of the individuals we are serving and students of their culture if we are to guide them through a healing process that is effective for them. Even when we feel that we are familiar with a particular culture, we must not assume that all individuals from that particular ethnic group are the same and share the same culture. There are subcultures within each culture, so the learning process never ends.”

As for counseling within U.S. borders, the advice Pinkston brings back from Venezuela is to embrace multicultural counseling. “The more relationships the counselor can build with individuals from diverse cultures and the more the counselor can travel, read and inform himself about various cultures that he may be called upon to counsel, the more prepared the counselor will be to understand the issues that may affect the counseling process and outcomes.”

When seeing clients from other cultures here in the United States, Pinkston says it’s important for counselors to keep in mind that many of the issues will be related to loss — loss of home, family, jobs or a familiar way of life — when individuals leave their home country. “We often assume that everyone who comes to the U.S. is gaining everything — a ‘step up’ for immigrants — but sometimes the opposite is true. Many individuals have left nice homes, successful careers,
and they have left many of their family members behind when they come from countries that are torn by war and conflict. Others are leaving a dictatorship where the country they once loved has become a living hell.”

Parents might also be grieving the fact that their children will not fully experience the customs and traditions of their home culture, assimilating into American culture to a certain degree instead. “I raised my children in Venezuela and, at times, I grieved that they weren’t in the U.S. for Thanksgiving, Christmas, Easter and the Fourth of July,” Pinkston says. “We tried to celebrate these holidays and traditions the best we could, but it wasn’t the same as being in our home country at those special times.”

The most important thing a counselor can do is simply be there for clients and try to understand what they are going through, Pinkston says. “So much loss has occurred for many individuals, and they are dealing with these losses while at the same time trying to survive in a new culture. Adjustment issues are huge, and a caring counselor can go a long way in showing the support and guidance that our clients need.”

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O
n Oct. 11, California Gov. Arnold Schwarzenegger signed Senate Bill 788 into law, making California the 50th and final state to license professional counselors.

“This is a momentous occasion,” said American Counseling Association President Lynn Linde. “Now all 50 states and the District of Columbia and Puerto Rico have licensure. What this means is that professional counseling is now recognized in all areas of the country and, more important, that protections for the consumers will now exist everywhere. Licensure for counselors significantly expands the availability of mental health services, which is crucial to helping meet the need for services.”

California began regulating the marriage and family therapy (MFT) field in the 1960s as a consumer protection, says A. Dean Porter, president of the California Coalition for Counselor Licensure (CCCL), which led the counselor licensure effort in the Golden State.

“Since then, those who wanted to do mental health counseling have pursued the MFT license. Those who wanted to do school counseling earned the Pupil Personnel Services credential. Those who wanted to do career or rehab counseling could practice without a license,” explains Porter, an ACA member who worked as a career counselor in private practice for many years.

As executive director of the California Registry for Professional Counselors, Porter received calls and e-mails from licensed counselors across the country asking how they could get licensed in California. “I had to respond that the only licenses available in California at the master’s level were the LCSW (licensed clinical social worker) and the MFT licenses,” she says. “The MFT license requires that the graduate degree focus on marriage and family, so many LPCs were unable to qualify.”

Approximately 10 years ago, Porter began educating herself on counselor licensure and presenting workshops at conferences in California about counselor licensure in other states. Then, in 2002, she convened a meeting of representatives of existing professional counseling associations in California. “Twelve of these organizations — three have since dropped out — formed the California Coalition for Counselor Licensure with the purpose of initiating state regulation of professional counselors through licensure,” Porter says. “Although there were separate attempts over the years by career counselors and rehabilitation counselors to be licensed, the recent effort by the CCCL is the first serious, well-orchestrated, persistent attempt to license counselors in California.”

CCCL’s first bill was introduced in 2005, the second in 2007. The third — and, ultimately, successful — bill was introduced in January by Republican Sen. Mark Wyland and Democratic Sen. Darrell Steinberg and received bipartisan support. Porter says the bill had the support of the Board of Behavioral Sciences, which will regulate the license, and the California Psychiatric Association. CCCL also had the cooperation and neutrality of the California Association of Marriage and Family Therapists, the California Society for Clinical Social Work and the California Chapter of the National Association of Social Workers. “After five years, we were able to work things out with the California Psychological Association and the California Chapter of the American Association of Marriage and Family Therapy so that SB 788 was not opposed when it went for the final votes,” Porter says.

“CCCL could not have accomplished this goal if it were not for the support of ACA and the National Board for Certified Counselors,” she adds. “Both organizations were generous with financial and technical support.”

Like many other states, California is facing a shortage of mental health providers. Adding well-qualified LPCCs into the workforce will help address that need, Porter says. California’s new pool of professional counselors will also be able to provide more access to the underserved and enable the state to participate in federally funded programs, such as providing for veterans through the Department of Veterans Affairs.

Scott Barstow, ACA’s director of public policy and legislation, says California becoming the 50th state to license counselors will help increase the profession’s visibility. “One of the hurdles the counseling profession has always faced is that the word counselor is so generic,” he says. “Now we’re at a point where every state in the country has established pretty comparable minimum standards for being licensed as a counselor, so that word really starts meaning something.”

The bill will go into effect Jan. 1, after which time California’s Board of Behavioral Sciences will work on implementing it. There will be a six-month grandfathering period from Jan. 1, 2011, through June 30, 2011, and applications for the license will be available Jan. 1, 2012. Interested counselors can read a summary of requirements and keep abreast of updates by visiting the CCCL website at caccl.org. Now that licensure is finally established in California, the next step will be ensuring an organization is in place to protect and maintain the license, Porter says. CCCL is exploring what that organization might be.
“Today is a victory for so many counselors who have been advocating for licensure in California,” said ACA Executive Director Richard Yep upon the bill being signed into law. “This legislation will serve to regulate the profession of counseling, and that is good for the profession and for consumers of mental health services. Gov. Schwarzenegger’s signing of this bill caps an effort that began more than 30 years ago when no state licensure existed. We express our appreciation to all who were so critical in this important effort.”

The road to 50

Bob Pate vividly remembers when Virginia became the first state to license professional counselors. The year was 1976, and Carl Swanson — whom Pate refers to as the “father of counselor licensure” — was leading the charge. Pate, professor emeritus of the University of Virginia Counselor Education Program, was then a young assistant professor who helped Swanson and a group of others push for licensure. The effort began after a court case in Virginia opened the door for counseling to be recognized as a separate profession from psychology. Swanson, a counselor educator at James Madison University who was also an attorney, enlisted others to help, Pate says.

Swanson was wise enough to understand that the licensure effort needed to be cohesive and involve everyone in the counseling profession, not just the subset of people who wanted to be in private practice, Pate says. Some advocates also wanted the license to be at the doctoral level, he remembers, but Swanson knew setting the bar at the master’s level would get more people behind the effort. “His genius was seeing that this was never getting started unless it was a movement of the united counseling profession,” says Pate, a member of ACA.

Putting things in perspective, before Virginia made history, counseling wasn’t recognized as a legitimate licensed profession, Pate says. But the 1976 passage of the counselor licensure bill in Virginia spread hope around the country. “It energized people to think, ‘Gee, this is really possible,’” Pate says. “Virginia was all but held up as an example.”

By the dawning of the new millennium, 44 other states and the District of Columbia had followed suit with...
Tracing the passage of counselor licensure laws
Virginia and passed counselor licensure legislation, but counselors in California, Hawaii, Minnesota, Nevada, New York and Puerto Rico were still struggling to achieve recognition. Judith Ritterman, executive director of the New York Mental Health Counselors Association, worked for 11 years on the effort in New York before a bill passed through the state Legislature in 2002. Before the passage of counselor licensure legislation, New York had almost 40 graduate school programs offering counseling, Ritterman remembers, but options for employment for those graduates were few and far between without licensing. “There was really only one thing to do, and that was to work on getting licensed,” she says.

Ritterman credits on-the-ground efforts for the bill’s eventual success. “We established a massive grassroots effort, and when you have a large-scale grassroots effort, it’s unlikely to fail,” she says. But licensure is only the beginning, Ritterman emphasizes, adding that subsequent steps include revising language in the bill, getting insurance reimbursement and educating government agencies and the public about who counselors are.

Sandra Joy Eastlack, a program specialist in Hawaii’s Department of Human Services, served as president of the Hawaii Counselors Association from 2006 to 2007. She estimates that she and her colleagues spent approximately 20,000 hours working to get counselor licensure passed in Hawaii. HCA and the Hawaii Rehabilitation Counselors Association joined together to form the Alliance for Professional Counselor Licensure in an effort to push through legislation. After years of hard work, a bill passed in 2004, and after the sunset date, the governor signed it into permanent law in 2008.

Eastlack says the licensure goal was finally attained only because of constant effort. Previously, she says, Hawaii counselors had tied all their hopes to a single bill or to a single year’s effort and didn’t regroup and try again once the initial attempt failed. But one-shot thinking doesn’t work with legislation, Eastlack says, so she committed herself to seeing counselor licensure through in Hawaii, no matter how long it took.

**Looking ahead**

Even though all 50 states have finally secured counselor licensure, ACA’s Barstow says there’s no reason for counselors to stop their advocacy efforts now. Many lofty goals still remain for the profession. One is having counselors included in Medicare, and another is getting counselors recognized under defense health care programs. It’s Barstow’s hope that the profession’s long and concerted effort to earn licensure in every state will pave the way for even more advances. “Being licensed in all 50 states will make it easier to convince federal policy makers that now is the time to get those (other) things done,” he says.

License reciprocity is another major goal for the counseling profession — one the American Association of State Counseling Boards is fully behind. “Reciprocity is a commendable goal for AASCB to help states achieve,” says Chris Greene, AASCB president and chair of the North Carolina Board for Licensed Professional Counselors. “The National Credential Registry is the logical vehicle to move these efforts along. Each state’s board will

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### Ph.D. Program in Counselor Education and Supervision

Graduate Assistantships and Fellowships Available

The Counselor Education Program in the College of Education at the University of Central Florida invites applications for the CACREP accredited Ph.D. Program in Education-Counselor Education. You can contact the program coordinator, Mike Robinson at erobinso@mail.ucf.edu or visit the web site at http://education.ucf.edu/counselored/ or the graduate office for more information. The application for admission can be found at http://www.graduated.ucf.edu. All applicants will be considered for graduate assistantships and fellowships.

**The Program:** The Ph.D. Program is designed as a full-time immersion experience with a heavy emphasis on individual mentoring. As such, the program seeks to matriculate six students per year. The curricular experiences stress the development supervision, teaching, and research in preparation for the professorate. The faculty members are actively involved in the profession through research, publication and service to ACA, its divisions and other professional organizations. During the past four years the program faculty has been awarded grants in excess of $5 million dollars.

**Program Honors:** The Ph.D. Program at the University of Central Florida has been honored with several awards in the years since its inception. In 2005, the Robert Frank Outstanding Counselor Education Program Award was given by the Association for Counselor Education and Supervision. Also in 2005, the Southern Association for Counselor Education and Supervision presented the Outstanding Program Award for Doctoral/Masters level programs to UCF. In 2007, UCF faculty members received the Outstanding Counselor Award for both tenured and non-tenured professors by the Southern Association for Counselor Education and Supervision.

**Financial Assistance:** Fellowships/Assistantship packages are available, which can exceed a value of $30,000.00 per year. Currently the program needs Ph.D. level Graduate Assistants with a background or interest in Marriage and Family and/or Mental Health Counseling to work with the new UCF Marriage and Family Research Institute (MFRI). The MFRI has received $5.9 million in federal research dollars and is currently one of eight national demonstration sites for the Supporting Healthy Marriages (SHM) research project providing marriage education and family support services to couples. The Heintzelman Eminent Scholar Chair graduate research assistant is responsible for cataloging current studies in the field of altruism and greed, assisting in data collection, analysis, scholarly writing, and publication. Additionally, the research assistant is expected to submit proposals for local, regional, national, and international meetings and conferences. Other graduate assistantships are also available. All students who hold assistantships receive 100% tuition waivers and the current students in the Ph.D. program receive over $200,000.00 in aid.

**The Institution:** The University of Central Florida is located in Orlando and is one of the fastest growing institutions in the country with a current enrollment of over 52,000 students. The College of Education is the largest in the state and leads all colleges with external funding in excess of $20 million.
have to decide exactly how reciprocity fits in with its state’s statutes regarding licensure. Now that all states have counselor licensure, it seems to me that our next efforts might be cooperative work for reciprocity insofar as our individual statutes will permit.”

Thomas Sweeney, professor emeritus at Ohio University and executive director of Chi Sigma Iota Counseling Academic & Professional Honor Society International, echoes the need for licensure to translate from state to state. “Because of all the changes made by legislators responding to pressures from other providers, there is a lack of portability of credentials among the states,” says Sweeney, a past president of ACA. “Establishing compatibility among the laws or at least some means of states accepting another state’s credential must be a high priority for professional counseling.”

Not only would a move toward reciprocity help individual counselors, it would also help the profession, says Sam Gladding, professor and chair of the Department of Counseling at Wake Forest University and a past president of ACA. “Portability of licensure and a unification of standards in the various states is the next step forward,” Gladding says. “If we can achieve these two goals, we will be better yet as a profession, and the public we serve will be better off because they will be assured of who we are as professionals and as a profession.”

Thirty-three years after Virginia passed the first national counselor licensure bill, Pate is still looking ahead. “I have great pride in seeing what Virginia started (in the counseling profession) nearing completion,” he says. “We still need to work on equal employment and reimbursement opportunities. But 50 is a great milestone.”

Developing Clinical Skills for Substance Abuse Counseling

DANIEL YALISOVE

“This book takes the counselor-in-training from the beginning to the end of the counseling relationship. The concepts of substance abuse counseling come alive in the classroom through carefully prepared role-play exercises and an Instructor’s Guide, which is a real bonus for teachers and students alike. If I am a counselor, I want this on my bookshelf.”

—James L. Sorensen, PhD
UCSF at San Francisco General Hospital

This handbook teaches the basic concepts and skills necessary for effective substance abuse counseling. In Part I, Dr. Yalisove discusses counselor roles and the principles of substance abuse counseling. He then provides a synopsis of several key substance abuse theories as well as his own Building Session Goals and Strategies method and the Eight Stage Process of Counseling approach, all of which are practical, compatible means for learning and mastering clinical counseling skills. Part II illustrates applications of these approaches in clinical situations using experiential exercises, role-plays, and clinical scenario examples. Chapters on group work, counseling clients with dual disorders, family counseling, and working with diverse client populations follow, with a helpful chapter on creating client treatment plans and writing clinical reports rounding out the book. Dr. Yalisove’s practical approach to developing critical thinking and counseling skills makes this an ideal supplemental text for addictions courses.

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Counseling and neuroscience: The cutting edge of the coming decade

“Experiences, thoughts, actions and emotions actually change the structure of our brains. … Indeed, once we understand how the brain develops, we can train our brains for health, vibrancy and longevity.” — John J. Ratey, A User’s Guide to the Brain

Counseling builds new brain networks. Research in neuroscience and cognitive science is highly supportive of our emphasis on listening, empathic understanding and building strengths and wellness. Somewhat surprisingly, neuroscience’s findings on the brain result in a more complete awareness of how environment and culture shape the individual. The bridge between biological and psychological processes is erasing the old distinction between mind and body, between mind and brain — the mind is the brain.

How and why are neuroscience and cognitive science relevant to counseling practice? First, neuroscience provides comforting research that suggests most of counseling theory and practice is on target. But it also gives us a clearer understanding of why what we do actually works. Moreover, it imparts ideas for improving our work with clients. We also learn that our wellness and environmentally based orientation is correct. Unless we have a meaningful and effective environment, we cannot grow and change. In counseling, this means that our key word relationship is all that more important and that we need to honor and respect what we have done and what we can do in the future.

You likely have noticed frequent stories on television and in the popular media on brain research and its implications for the future. This research has reached a state of precision where it now has immediate meaning for counseling process and outcome. Neuroscience and neuroimaging have found that measurable structural changes occur in client brains as a result of cognitive and interpersonal therapy. Advances in positron-emission tomography scans and functional magnetic resonance imaging have made it possible to measure areas of the brain that “light up” or “fire” under various stimulus conditions. And it is not just the client who develops new neurons and neural nets in the process of counseling; the counselor’s brain is changing as well.

Getting our field to accept and learn this new area will be challenging, however. We aren’t aware of any curriculum that includes a serious discussion of how we can use neuroscience and cognitive science in counseling and therapy practice. Fortunately, our major accrediting association, the Council for Accreditation of Counseling and Related Educational Programs, anticipated this future in its 2009 standards. In relation to one of CACREP’s “eight common core curricular areas,” we found the following statement incorporating these new ideas: “Human Growth and Development — studies that provide an understanding
of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;
b. theories of learning and personality development, including current understandings about neurobiological behavior …

This CACREP Standards statement provides a rationale and direction for our new future. We are now at a point where neuroscience and its related areas can and will provide a powerful impetus for adding new content to our counseling curriculum and practice. Unless we become aware of this new paradigm and change, we are in danger of falling behind in our daily practice, teaching and research. John Cacioppo and Jean Decety have written that “psychological science in the 21st century can and should become not only the science of overt behavior, not only the science of the mind, but the science of brain function.” Not only does neuroscience clearly indicate that we are on the right track, but it also demonstrates the need for updating our field if we are to remain current and relevant.

Many counseling professionals worry about the “medical model” and a possible focus on pathology. However, you will find that neuroscientists have a strong environmental orientation — client development over the life span clearly impacts the brain. Evidence suggests that effective counseling and therapy can change the brain in positive ways. In truth, neuroscience reinforces counseling’s wellness model.

Five basic concepts

Five basic concepts illustrate the usefulness of neuroscience to counseling.

1) Neuroplasticity: Simply put, the brain can change — it is not fixed. Instead, it responds to external environmental events and/or actions initiated by the individual. The old idea that the brain does not change is simply wrong. Neuroplasticity means that even in old age, new connections and neural networks are born and can continue development. Regardless of age, genetic background or life experience, change can happen. As Jeffrey Schwartz and Sharon Begley have noted, “Neuroplasticity can result in the wholesale remodeling of neural networks … a brain can rewire itself.” Effective counseling not only changes minds but changes brains as well. As helpers, we find that our brains also grow and change.

2) Neurogenesis: Counseling can support the building of new neurons! One of the most startling findings is that completely new neurons can be generated in the learning process, even in older people. The idea that we only go “downhill” in later life has been proved wrong. Neurogenesis occurs in many areas of the brain. We develop new neural networks throughout the life span in response to new situations or experiences in the environment. Exercise is particularly important as a lifetime process to ensure brain and physical health. Exercise increases blood flow and the release of positive neurotransmitters such as serotonin. Many of you reading this article have experienced the serotonin “high” of running or other physical activity. This positive high...
through exercise needs to be part of your treatment regime for clients. Serotonin release is particularly helpful in mitigating depression. If clients are sad, encourage them to walk or run. Not only will they feel better, but their brains will be expanding as well.

3) The importance of attention and focus: Our basic concepts of attending behavior and attention — required for the learning process that is counseling — are measurable through brain imaging. When client and counselor attend to the story, the brain of both interviewer and client become involved. Factors in attention include arousal and focus. Arousal involves the reticular activating system, at the brain’s core, which transmits stimuli to the cortex and activates neurons firing throughout many areas. Although the brain is holistic, the executive frontal cortex can determine the direction of attention. If you attend with energy and interest, and this is communicated effectively, expect your client to see you as a positive resource. The microskill of attending behavior becomes ever more important. Meditation is an excellent treatment to facilitate client focus and attention. As with exercise, evidence is clear that meditation is an important treatment and wellness alternative.

4) Clarifying our understanding of emotions: We think of the basic emotions as sad, mad, glad and fear. Disgust and surprise have been added through Paul Ekman’s research. Brain imaging now reveals that each of the emotions fires different parts of the brain. Again, we see that our basic counseling concepts are verified. The amygdala is the major seat of the negative emotions of sad, mad and fear, but it is also an energizer for learning and absorbing new input and memories. Many areas of the brain are activated by positive emotions. The prefrontal cortex and the hippocampus are obviously important, but the nucleus accumbens sends out signals to the dorsal cingulate cortex and prefrontal cortex, making it possible to focus on the positive. Thinking and feeling positively are heavily influenced by executive cognition functions.

5) Focusing on wellness and the positives: When counselors focus on negative issues and problems, this builds a self-reinforcing circularity between the “demons” of the amygdala and the frontal cortex. The result? Negative thinking, accompanied by negative feeling, which is characteristic of depression. Pessimism feeds on itself.

Research is clear, however, that an effective executive frontal cortex focusing on positives and strengths can overcome the negative. Appropriate medication (for example, Lexapro and Wellbutrin) can enhance positive thinking by increasing the supply of serotonin. Albert Ellis’ and Aaron Beck’s cognitive behavior counseling does the same thing. As the old popular song goes, “You’ve got to accentuate the positive, eliminate the negative.”

Keep in mind that wellness activities such as exercise, positive reframing of old stories, interpersonal relationships, meditation and leisure all facilitate our ability to control the demons of negative thinking and feeling.

Empathy and mirror neurons

Empathy is not just an abstract idea; it is identifiable and measurable in the physical brain. Fascinating research on brain activity validates what the helping field has been saying for years. As Decety comments, “The basic building blocks (of empathy) are hardwired into the brain and await development through interaction with others. ... Empathy (is) an intentional capacity.”

Let us “unpack” the meaning of that complex sentence and its implications. Mirror neurons are neurons that fire when we behave, think or feel, and they also fire when we see others behave, think or feel. Mirror neurons enable you to sense and understand what the client is saying and feeling. These neurons even impact your internal bodily responses when you are empathically experiencing the world of the client. This is a natural talent you can encourage and develop by increasing your awareness of the client and noting what happens inside your own body.

At the same time, you are awakening the mirror neurons in the client and facilitating his or her development of new connections in thoughts, feelings and action. This awakening shows in the...
verbal behavior of clients and the action they take as a result of the interview. And as clients restory their issues, new neural connections are born. Your empathic behavior and the relationship are central to change, further emphasizing the importance of a positive approach to change. If we listen and selectively attend only to problems as counselors, this will reinforce negative patterns in the brain and make the change process slow and clumsy.

What we learn here is that the empathic person’s brain responds to another person’s experience, even though he or she does not actually experience that person’s world. Many studies over the years back up this central point. For example, around their second year, children indicate concern for others cognitively, emotionally and behaviorally by comprehending others’ difficulties and trying to help. Perhaps you have seen two young children playing together. One falls and starts crying. Even though the second child has not been hurt, he or she also cries. This ability to observe the feelings of others could be considered the developmental roots of empathic understanding.

Decety points out that the antisocial, criminal personality has a reduced ability to appreciate the emotions of others. There is less firing of mirror neurons in the prefrontal cortex, and this deficit also appears to be a dysfunction of the energizing amygdala and hippocampus (long-term memory). Decety’s breakthrough work with children diagnosed with conduct disorder again reveals less activity in mirror neuron areas of the brain.

The nucleus accumbens is related to sexual functioning and the “high” from certain recreational drugs. It is particularly responsive to marijuana, alcohol and related chemicals and thus is key in addiction. When we seek to help an addicted client, we are working against some very powerful parts of the brain. One of our great challenges is helping these clients examine and rewrite their stories and find new actions through healthy alternative highs to replace the strengths of addiction. When you find these clients developing new life satisfactions and interests (wellness), you are influencing them toward behavior that can result in new positive responses in the nucleus accumbens and other parts of their brain. William Glasser, the founder of reality therapy, long ago stated the importance of building positive addictions to combat drugs, antisocial behavior and alcohol.

**Neuroscience, stress and social justice**

Stress management becomes a central strategy as we develop an increased understanding of neuroscience. Toxic and long-term stress is damaging. Paul Krugman summarizes: “Poverty in early childhood poisons the brain. … Neuroscientists have found that many children growing up in very poor families with low social status experience unhealthy levels of stress hormones, which impair their neural development. The effect is to impair language development and memory — and hence the ability to escape poverty — for the rest of the child’s life.” Racism, sexism and other forms of oppression send damaging cortisol into the brain.

Clients need to be informed about how social systems affect personal growth. As counselors, we can help clients understand that the issue does not lie in them, but in oppressive systems. They should avoid self-blame and self-pity. We can build strengths through a wellness approach and a focus on positive gender and cultural identity.

Neuroscientists have found that the brain fires most when seeing faces that resemble one’s own. This is an important component of antiracism training. We all need to work against our personal and cultural conditioning. We can do this by studying, but more effective is moving into culturally different communities.
and meeting and working with people different from ourselves.

Finally, there is social action. What are you doing in your community and society to work against social forces that bring about poverty, war and oppression? Are you teaching your clients how to work toward social justice themselves? A social justice approach includes helping clients find outlets to prevent oppression and work with schools, community action groups and others for change.

**Looking to the future**

Neuroscience research provides an important biological foundation for understanding the impact of our work as counselors. The very act of interviewing and counseling produces changes in client memory (as well as your own). Always be aware that learning and new ideas are being constructed in the session. We suggest that counselors continue to study and learn about brain structures and functions because new findings may provide further support for our work and suggest specific guidelines for practice.

Space does not permit exploration of how specific microskills, theories and therapeutic strategies are likely to affect neurotransmitters at the deepest levels. But data are beginning to suggest that effective counseling can be more long lasting than medication in many cases. Why? We are clearly impacting neurotransmitters in the process of developing new neural networks, which contain our thoughts and feelings, which lead to behaviors. And we are simultaneously teaching skills that will last long after medication has ceased.

Brain research is not in opposition to the cognitive, emotional, behavioral and meaning emphasis of interviewing and counseling. Rather, it can help us pinpoint types of interventions that are most helpful to the client. In fact, one of the clearest findings is that the brain needs environmental stimulation to grow and develop. We can offer a healthy atmosphere for client growth and development. We advocate the integration of counseling, psychotherapy, neuroscience, molecular biology and neuroimaging, and the infusion of knowledge from such integrated fields of study, into practice, training and research.

**Note:** This article is adapted from Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society, seventh edition, by Allen Ivey, Mary Bradford Ivey and Carlos Zalaquett (Brooks/Cole/Cengage).

**Allen Ivey (allenivey@gmail.com) is a 2009 ACA fellow and distinguished university professor (emeritus), University of Massachusetts, Amherst.**

**Mary Bradford Ivey was one of the first individuals named an ACA fellow and is vice president of Microtraining Associates.**

**Carlos Zalaquett is an associate professor at the University of South Florida and coordinator of the mental health counseling specialization.**

**Kathryn Quirk is a college counselor with Chyten Educational Services.**

**Letters to the editor:** ct@counseling.org

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**NO...NO... GRADUATE STUDENTS SHOULDN’T HAVE TO BEG!**

Yes, we know the ACA 2010 Annual Conference in Pittsburgh this March is a wonderful opportunity for counseling graduate students. It’s a chance to attend first-rate presentations, to interact directly with many of the nation’s leading counselors and educators, and to make networking connections to last a lifetime.

And yes, we know it can be hard for a graduate student to pay that registration fee.

That’s why the ACA Foundation’s 2010 Graduate Student Conference Scholarships Competition wants to help!

Complete the simple online application and submit your essay explaining how the Conference might benefit you and you could win a scholarship to cover registration fees. Or you might win the Grand Prize that includes registration fees and a hotel room for three nights at the Conference.

Visit the ACA Foundation website, www.acafoundation.org, for full rules and details.

But don’t delay! Entry deadline is December 30, 2009.

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Pre-conference Learning Institutes
Thursday, March 18 – Friday, March 19

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(M-F, 8 am to 7 pm ET)

Rates

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1-Day Registration ($225) / 2-Day Registration ($360)
12 Reasons Why You Should Attend the 2010 ACA Conference

1. 500+ peer-reviewed Education Sessions: More than 215 Advanced level!
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- **Practical Pointers for Graduate Students and New Professionals** by Sandra Lopez-Baez
- **What Graduate Students and New Professionals Need to Know About Neuroscience** by Allen and Mary Ivey
- **Get a Job! Strategies for Successful Transition to and Mobility in Careers in Counseling** by Rebecca Daniel-Burke
Thursday, March 18, 2010

ADVANCED LEVEL

◆ Exemplary Practices and Clinical Applications of Latino Counseling Competencies

◆ Advanced Techniques for Group Leaders: Essential and Creative Skills for Effective Group Leadership

◆ Rhythms of Discovery: An Introduction to The Bonny Method of Guided Imagery and Music

◆ Cutting Edge Reality Therapy Skills: Practical and Empowering for Counselors Caring for Clients Feeling “Put Upon” by Society


◆ Preparing and Supporting African American College Students

◆ Diversifying Your Practice: Conflict Resolution Strategies and Forensic Interventions for Children of High-Conflict Divorce

◆ The Practice of Emotionally Intelligent Clinical Supervision

◆ Adding Coaching to Your Counseling Private Practice: What You Must Know—Necessary Skills, Training, and Ethical Considerations

◆ DSM-IV-TR Diagnostic Training: Sharpening Your Skills as a Clinical Mental Health Counselor

INTRODUCTORY LEVEL

◆ Motivational Interviewing: Collaborative Counseling for the Ambivalent and Resistant Client

◆ A Personal Path to Professional Excellence: Personal Wellness as the Key to Counselor Vitality, Creativity, and Success

◆ Counseling to Get Students Ready for College: A Multidimensional Approach

◆ Effective Techniques for Dealing With Highly Resistant Clients

◆ Counseling Athletes Across the Lifespan

◆ The Long Good-Bye: Grief Work in Substance Abuse Counseling

◆ Using Structural Equation Modeling to Address Questions in Counseling Research

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

NOTE: A separate registration fee applies for Learning Institutes. Register by February 15 for lowest rates.
Friday, March 19, 2010

ADVANCED LEVEL

◆ The Many Facets of Grief

◆ Vicarious Trauma and Vicarious Resiliency in Cultural Context

◆ Challenging Discrimination Against LGBTQ Youth in Schools: A Guide to Transformative Advocacy for School Counselors

◆ Private Practice: Surviving or Thriving?

◆ Clinical Boundaries and Ethical Decision Making: How Supervision Can Help!

◆ Enhancing the Supervision Process: Incorporating Expressive Art Activities in Clinical Supervision

◆ When Talking Won’t Work: Implementing Experiential Activities With Resistant and Addicted Clients

◆ Culturally Sensitive Counseling Process Skills With Hard-to-Reach Boys and Men

◆ Teaching Multicultural Counseling With a Conceptual Approach

◆ Positive Approaches to Sexual Offender Treatment: The Good Lives Model in Action

INTRODUCTORY LEVEL

◆ Counseling Theory in Practice

◆ Counselor Know Thyself: Making Responsive Art to Enhance Counselor Self-Awareness and Empathy

◆ The Essence of Intimacy—Experiencing the Fundamentals of Sex Counseling Through Sexual Attitude Restructuring

◆ The Skills of Group Practice: A Mutual Aid Model for Practice in Counseling, Psychoeducational and Educational Groups

◆ Doing Solution-Focused Brief Counseling

◆ Domestic Violence and Trauma-Informed Best Practices

◆ Suicide Prevention, Assessment, and Intervention: Practical Information for Counselors

◆ Developmental Advocacy for Counselors and Educators

◆ Integrating Sand Therapy Into Counseling: Beginning the Process

Visit the Exposition—March 19–21

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

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Friday, March 19
Exposition Grand Opening & Welcome Reception 5:00 pm – 7:00 pm

Saturday, March 20
10:30 am – 6:00 pm

Sunday, March 21
10:30 am – 6:00 pm

And there’s much more happening in the Expo:
Food • Computer stations • Poster sessions • Private consultations on ethics, licensure, private practice, job searching • Graduate Student and New Professional Center
IMPORTANT: All ACA Conference hotel reservations must be made using the ACA Housing Bureau. The ACA Housing Bureau will accept reservations online, by phone, fax, or mail. Visit counseling.org/conference. Click on Travel & Lodging, then Online Housing Registration or call 800-974-3084. The deadline for receiving discounted rates is February 18, 2010. Be sure to submit your housing request to the ACA Housing Bureau on or before that date to take advantage of the special conference rates.

The Westin Convention Center Pittsburgh
(ACA Headquarters hotel)
1000 Penn Avenue
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Single/Double $164

The Westin offers an ideal location in the heart of downtown’s vibrant Cultural District. Walk to historic Station Square, Broadway theater, and renowned attractions, including the Andy Warhol Museum. The hotel is also within blocks of major sporting venues, and with three professional sports teams and three division-one universities, there is always a game in town.

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Omni William Penn Hotel
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Pittsburgh, PA 15222

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6 blocks from the David L. Lawrence Convention Center

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See the Treasures of Pittsburgh with these specially arranged tours!

**Pittsburgh Treasure Tours • Thursday thru Sunday • $54 Adults; $47 Children**

Andrew Carnegie’s gift to the people of Pittsburgh, **The Carnegie Museum**, houses four cultural centers under one roof. **The Museum of Art** is highly regarded for its permanent collection ranging from the old masters to the contemporary, with a fine representation of The Impressionists. A wealth of treasures await you at the Hillman Hall of Minerals & Gems, Dinosaur Hall, Hall of Architecture, and much more.

The tour continues to the **Nationality Rooms in the Cathedral of Learning of the University of Pittsburgh**. Each room, a gift from one of Pittsburgh’s ethnic societies, exemplifies the old-world culture of that particular nation. The King and Queen of Sweden dedicated the Swedish Room. The Syria-Lebanon room is the library from a Damascus palace. The English room contains linen-fold paneling, carved stone corbels, and a fireplace from the House of Commons. Visit 26 countries in one day!

A short campus walk away stands the lovely **Heinz Memorial Chapel**. This French Gothic structure is intended to inspire and celebrate human achievement.

**Art Tours • Thursday thru Sunday • $66**

**The Andy Warhol Museum** is celebrated as the most comprehensive single-artist museum in the world in the depth and range of its collections. Located in a large renovated warehouse, the museum houses an extraordinary collection of paintings, sculpture, drawings, and films covering the full range of Warhol’s production. Your tour will begin on the 7th floor; work your way down at your own pace.

**The Mattress Factory**, a museum of contemporary art, commissions, presents, and collects site-specific installations of exceptional quality. Some installations are determined by the architecture of the site; others are strongly influenced by the site history. In either case, the work is integrated into the site and depends upon its relationship to the setting for its final effect on the viewer.

**Science Center Tour • Thursday, Friday, Saturday, Monday • $67**

**The Carnegie Science Center** is a significant resource for regional schools, a major tourist attraction, and an entertainment complex. Enjoy four floors full of exhibits and programs covering nearly every field of science. The Omnimax Theater features larger-than-life films, a Planetarium & Observatory lets you chart your own course through the stars, and the Blue Cross Health Science Theater uses multimedia presentations to examine the latest in health medicine.

**The USS Requin** is a former Navy vessel commissioned in April 1945 but it never saw action in World War II. It is now docked on the Ohio River. Tour guides, many of whom are former submariners, tell how men lived and worked in such close quarters while submerged 412 feet underwater.

Enjoy the **Omnimax Theater**, a colossal movie-going experience that puts you in the film with a domed screen four stories high and an awesome sound system. It is said to be “the most extravagant, the most outrageous visual experience in the country.”

For tour times and to sign up for a tour, visit: [www.dmcpittsburgh.com/reg_aca09.php](http://www.dmcpittsburgh.com/reg_aca09.php)
Gerald Corey establishes scholarship fund to send counseling students to annual conference

It was hardly a surprise when Gerald Corey was invited to be a keynote speaker for the 2010 ACA Annual Conference & Exposition in Pittsburgh this coming March. Corey is one of the most recognized and renowned names in the counseling profession. Through his teaching, numerous books and stimulating presentations, he has exerted a significant influence on the training of counseling professionals around the world.

But a surprise did come when Corey demonstrated his dedication to the future of counseling through a unique gift related to his keynote speech. Rather than accept the normal speaker’s fee for the ACA Conference, Corey elected to use that money to establish the Gerald and Marianne Corey Graduate Student Scholarship Fund. The fund will provide scholarships so deserving graduate counseling students can attend the annual conference.

The impact of this new fund is already very clear. Although the ACA Foundation has provided free conference registration scholarships for numerous graduate students at past ACA Conferences, the recent economic climate was making it likely that fewer scholarships would be available for Pittsburgh. Thanks to the generosity of the Coreys’ gift, however, the ACA Foundation not only will be able to award at least as many conference scholarships as it did last year, but also has expanded the program with a new grand prize scholarship. One graduate student will receive three nights of complimentary accommodations at one of the ACA Conference hotels in addition to winning free conference registration.

“We know the scholarships help many deserving graduate students attend the conference,” said ACA Foundation Chair Howard Smith. “We expect this new grand prize to encourage more counseling graduate students to seek the chance to stay on-site in Pittsburgh and be immersed in the energizing world of the annual conference.”

The ACA Foundation has long supported graduate student participation in the ACA Conference because of the opportunities the event provides to gain firsthand exposure to the latest trends, strategies and issues impacting the counseling profession. For the more than 700 graduate students who participated in last year’s ACA Conference in Charlotte, N.C., that meant being able to attend presentations given by many of the leading teachers and practitioners in counseling. Smith said he heard from a number of students that it had been “an amazing experience” to interact directly with the authors of some of the textbooks used in their studies.

Scholarship competition open online

The application process for this year’s Graduate Student Conference Scholarships has been simplified. To enter, students must currently be enrolled in a counseling graduate course at an accredited college or university, must be an ACA member and must complete the online entry form and its short essay (300 words or less) on the subject of “How Will Attending the ACA 2010 Annual Conference Benefit Me?”

The entry form is available online through the ACA Foundation website (acafoundation.org) or in the “Students” section of the ACA website (counseling.org). The deadline for conference scholarship entries is Dec. 30.

A challenge to the counseling profession

“Dr. Corey’s gift will enable conference attendance for a number of counseling graduate students, but he’s also offered us the opportunity to do even more,” said ACA Executive Director Richard Yep, who also serves as secretary/treasurer of the ACA Foundation. “We are now inviting other counselors to step forward and extend the reach of this scholarship fund. It’s a way for every counselor to give something back to the profession through helping better prepare the next generation of counselors.”

Toward that end, the ACA Foundation Board of Trustees has established the Corey Challenge Gift Campaign to seek donations to help match and grow the generous donation that Gerald Corey has made. A $10,000 goal has been set to help expand the Gerald and Marianne Corey Graduate Student Scholarship Fund and bring the ACA Conference experience to even more students.

“While we all face difficult economic times, if enough of us can make even a small gift, we can make a significant difference,” Yep said. It is anticipated that the expanded scholarship fund will make it possible to provide scholarships to deserving graduate students for a number of years to come.

Donations to the Corey Challenge Gift Campaign are fully tax deductible and can be made online (go to the “Donate Now!” link on the ACA Foundation home page at acafoundation.org), by calling 800.347.6647 ext. 350 or by sending a check to the Corey Challenge Gift Campaign, c/o ACA Foundation, 5999 Stevenson Ave., Alexandria, VA 22304. Checks should be made payable to the ACA Foundation.

The ACA Foundation trustees request that donations be made as soon as possible and before the end of 2009 to allow adequate time for notifying students and processing their scholarship awards for the ACA Conference, which takes place March 18-22.

December 2009 | Counseling Today | 55
Learning about strength, identity, unity from ASCA

I’m writing in response to several recent articles in Counseling Today that have addressed the professional identity of counselors. The American Counseling Association’s attempt to add strength to the counseling profession is timely and appropriate. During the past decade, the American School Counselor Association has grown increasingly strong, with its number of members more than tripling to over 25,000 in less than 10 years. It’s obvious that school counselors across the nation are feeling tremendous support and value in ASCA’s recent initiatives, not the least of which is the development of the ASCA National Model: A Framework for School Counseling Programs. This framework has solidified and unified the understanding of what school counselors do by clearly defining the program within which we practice.

It’s possible that ASCA could help ACA replicate this success. I’ve noted, however, that the recent perspectives published in Counseling Today have included statements of concern regarding some of the very issues that have contributed to the strengthening of school counseling. Therefore, I intend to provide some alternative perspective to continue the dialogue in a more balanced fashion.

The NBCC Perspective article headlined “Professional identity: ACES, CACREP, NBCC share concerns with ASCA” (September 2009) included some strong positions that were indicative of a limited understanding of what most school counselors experience in their practice.

First, the issue of school counselors as educators seems to be a “hot button” topic. The leaders of the Association for Counselor Education and Supervision and the Council for Accreditation of Counseling and Related Educational Programs have been very clear that they do not understand how a practicing school counselor can also claim to be an educator. In the CACREP Perspective article “A call for professional unity” (August 2009), these leaders state, “We disagree, however, with any statement that distinguishes School Counselors as Educators with specialized training in school counseling.” In the NBCC Perspective article, the leaders of the National Board for Certified Counselors, ACES and CACREP express concern “that the use of these and similar words (‘school counseling profession’ and ‘educator’) creates conflict and leads to situations in which administrators, counselors, counseling students, legislators and the public misunderstand the role of school counselors.”

In my 14 years as a school counselor, it has been my experience that key stakeholders best understand my position when I explain it as being both an educator and a professional counselor. My license to practice as a school counselor in Wisconsin is issued by the Department of Public Instruction, which has a list of seven professional standards I must uphold. I belong to the teachers’ bargaining unit in my school district, and my contract with the school district is a teacher’s contract. My entire practice takes place in an institution with one primary objective — to educate students. There is strength for those of us practicing in the counseling profession as school counselors in identifying ourselves as both educators and counselors.

The ASCA National Model, with its inclusion of the ASCA National Standards and Competencies for Students, has helped solidify the relationship between school counselors and administrators, parents and teachers because they see that we are there to help all students in their academic achievement. Norm Gysbers, a past president of ACA and a major contributor to the modern understanding of school counseling, states in Comprehensive Guidance Programs That Work-II (1997), “Guidance programs include content that all students should learn in a systematic, sequential way. In order for this to happen, counselors must be involved in teaching, team teaching or serving as a resource for those who teach a guidance curriculum. This is not a new idea; the notion of guidance curriculum has deep, historical roots.” I understand my role to be both an educator and a professional counselor, and I firmly believe most stakeholders in education value and understand that combination more than if I were to identify myself solely as a professional counselor.

Being perceived as having only an ancillary role in schools is a battle that school counselors have recently begun to change. This is very positive movement and indicative of strength for the counseling profession, which I understand to be the goal of the 20/20: A Vision for the Future of Counseling initiative and its Principles for Unifying and Strengthening the Profession.

The move to a more program-focused approach to school counseling has been significant in providing a stronger foothold to school counselors. Since the early 1970s, Gysbers has been stressing the need for school counselors to identify themselves through their program, not through their position.

He stated in 1997, “Over the years, as guidance evolved in the schools, it became position oriented rather than program focused. As a result, guidance was an ancillary support service in the eyes of many people. This pattern placed counselors mainly in a remedial-reactive role — a role that is not seen as mainstream in education.”
The concern expressed by the leaders of NBCC, ACES and CACREP that the ASCA National Model lists “work with one student at a time in a therapeutic, clinical mode” as an inappropriate activity for school counselors indicates a lack of understanding of what is practical in the field. ASCA’s recently developed position statement on student mental health clearly indicates that one role of the school counselor is to “Provide responsive services including internal and external referral procedures, short-term counseling or crisis intervention focused on mental health or situational (e.g. grief, difficult transitions) concerns with the intent of helping the student return to the classroom and removing barriers to learning.”

Although we are trained in the skills of taking a therapeutic approach to child and adolescent problems, with caseloads that often exceed 400 students, we must be realistic about how best to serve our entire clientele. It’s akin to the system that often exceed 400 students, we must be realistic about how best to serve our entire clientele. It’s akin to the system depicted in the TV show *M*A*S*H*. Hawkeye and Trapper John were medical doctors, but their primary role was to patch injured soldiers up so they could be transported to a larger medical facility for more intensive care. School counselors do provide brief counseling on a one-to-one basis, but if the issues are more significant, we work with our counseling colleagues in the community to provide more intensive services. School counselors’ use of time is well defined by the ASCA National Model, which we know is derived from decades of reflection on what has the most impact on student outcomes.

The task of unifying and strengthening the counseling profession that ACA has undertaken (as a cosponsor of the 20/20 initiative with the American Association of State Counseling Boards) is most certainly a difficult one. I hope that in its quest for a stronger professional identity, ACA is open to hearing from the field of one of the largest groups of professional counselors in the nation—school counselors. Judging from the comments of leaders of other divisions of ACA and other counseling organizations, however, my sense is that there is little to no recognition that ASCA has successfully unified and strengthened the position of school counselors nationwide.

Conversely, many of the elements that have led to ASCA’s success seem to be the very areas to which other counseling organizations’ leaders have voiced opposition.

The elected leaders of ACES, CACREP and NBCC state that they “recognize school counseling as inseparable from the counseling profession.” I’m pleased to hear that and hope that this acceptance comes with the wisdom to build upon and learn from the success of school counselors in finding strength and unity.

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**Connie Miller NCC, LPC, TEP**

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connie@souldrama.com
Bradley T. Erford  
Professor, Loyola University Maryland, Timonium, MD

Education  
Ph.D. in counselor education (University of Virginia); M.A. (Bucknell University)

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

Recent Professional Experience  
Professor, School Counseling Program, Loyola University Maryland, 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 of Maryland ACD, MAME, MACES and MAMHC

Awards and Honors  
ACA Fellow; 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  
Fourteen 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  
As president of ACA, I will work tirelessly to unify our professional identity, increase membership services, advocate for social justice and strengthen the professional image, visibility and employment 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 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  
*How will you balance the multiple goals of the organization, including financial solvency, additional revenue streams, social justice and advocacy and the creation of a smaller and more nimble infrastructure?*

I am on ACA’s Strategic Plan Implementation Task Force, charged with constructing and implementing a strategic plan to guide ACA’s future course and resource allocation. Advocacy and social justice principles will solidly underlie that plan. We will explore how to restructure the governance of ACA to be more nimble and efficient, while still reflecting the diversity and values of the members, divisions and regions. Strategic technological innovations will also lead to further cost savings; witness electronic membership, conference registration, conference proposals, journals and newsletters. Cost savings can occur while efficiency and quality actually increase.

ACA publications hold the greatest promise for an increased revenue stream. ACA must invest in more book, journal and special projects to capitalize on this potential. ACA has begun realizing
have one professional voice both now and in the future?

First, we celebrate — this is a momentous accomplishment! Now we need to address new challenges — and with a unified voice. With health care reform on everyone’s mind, and with many politicians in Washington knowledgeable and appreciative of what counselors do, we can make progress in mental health care to help our clients and counseling practitioners.

Licensure portability is a significant challenge. I am licensed in three states and had to jump through quite different hoops in each. ACA, divisions and partners are working with the American Association of State Counseling Boards to make portability a reality, but changes must be made state by state. In nearly every state, counseling organizations affiliated with ACA have built a grassroots coalition and developed productive relationships with key state and federal legislators. Legislative change requires timing, drive, influence and resources. Focus leads to accomplishment.

We also must protect the gains we have made. I aided Maryland’s efforts to achieve licensure and, more recently, to protect and guarantee a Maryland LCPC’s right to administer and interpret psychological tests. I am no stranger to legislative battles against opponents who seek to restrict our rights to practice counseling and serve the public. Our unity amplifies our advocacy voice.

What are your plans to ensure that ACA meets the needs of all professional counselors, including practitioners, students and counselor educators?

Professional counselors and counseling students join ACA for two primary reasons: professional identity and value for the membership dollar. Of all doctors, 90 percent belong to AMA. Of all psychologists, 70 percent belong to APA. Their profession is their identity. Of all professional counselors, less than 15 percent belong to ACA; this is a professional identity crisis.

Students are our future. Recently, we implemented a program whereby students receive free liability insurance with ACA membership as a way of inviting students into the profession. Student numbers are increasing dramatically. Now it is up to us to make sure their counselor identity is solidified and that valuable services are available so they stay members once they become practitioners!

Practitioners want time- and cost-effective professional development opportunities and legislative advocacy. 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.

Counselor educators are ACA’s most stable membership group, but their needs are quite different. Counselor educators want scholarship, presentation and professional service opportunities. Expansion of ACA journal and book publication, conference presentation, mentoring and committee/association service opportunities will help meet counselor educator needs.
Association Experience
ACA Governing Council, NECA
President, ASERVIC Board, C-AHEAD
Wellness, President NJCA, NECA,
NJDCA, NJECA, NJASERVIC, Executive
Director NJACC, Delegate NAR

Awards and Honors
2009 NJCA President’s Award, 2009
NJ DOL Partnership Award, 2008
State of NJ Professional Achievement,
Distinguished Professional Service
(NECA, NJCA, NJASERVIC), NJCA
LPC Award, NECA Professional
Development for Creating & Developing
Website

Publications and Presentations
Presentations include “On the Path to
Wellness”; “Experiencing Spirituality”;
“The Latest & Greatest Labor Market
Facts, Getting Hired by the Federal
Government”; “Delivering Superior
Customer Service”; “The Art of
Engagement”; “Seeking Employment in
the 21st Century”; published articles:
“Learning From Seniors How to Find
Meaningful Work,” “50-Cent How-to-
Get-a-Job Lecture,” “Job-Seeking Skills
from a Marketing Perspective”; blog:
“Employment Counseling in the 21st
Century”; newsletter editor (several print
and online publications), journal editor,
webmaster

Goals Statement
I offer optimism, and a positive healthy
focus for the future. We are coming of
age. Collectively, we offer a myriad of
healing techniques for our fellow humans.
We work with the homeless, displaced
corporate executives, colleagues, future
counselors and everything in between.
We champion diversity and tolerance.
This is a very noble helping profession.
My primary goal is to contribute to the
marketing of our trade so that the services
we provide will not only be fully recog-
nized and accepted, but the sought-after
option. Fortunately, our association is
rich with resources and offers an incred-
ible selection of products. Legislators, the
public and nonparticipating counselors
need to better understand how we serve
the needs of all our members and the
general public.

The question is why am I the best
candidate. I love this profession and our
association. I have been a member since
1975, and my participation has continu-
ally risen. I have been called a counseling
zealot. For quite some time now, I have
been acknowledged for my passion, ener-
gy and communication skills. In retroflec-
tion, I stumbled through life. I think we
all do. But I made some good decisions,
captured a few breaks and successfully got
through the major challenges.

I have been delivering wellness work-
shops at the ACA conference for years.
“My Greatest and Latest Facts on the
Labor Market” prompted two local
television interviews in Charlotte. Since
then, I have been on The Diane Rehm
Show (NPR) and quoted in The New
York Times. Perhaps during this economic
turmoil is the time for a professional
employment counselor to lead our asso-
ciation? My life is an open book. Google
my name.

Counseling is on the doorstep of future
possibilities. Give me your vote, and I
will take us to the limits of our collective
will. I promise!

Candidate Questions
How will you balance the multiple goals
of the organization, including financial
solvency, additional revenue streams,
social justice and advocacy and the
creation of a smaller and more nimble
infrastructure?

Smaller and more nimble infrastructure
is a fact of life in the current world econ-
y. With reduced staff and resources in
my career center, we had to reassess our
goals and offered services to determine
priorities. We had to become more ef-
ficient and be better trained in the latest
techniques of our trade, with awareness
of the newest concepts. We had to form
viable partnerships to share resources with
organizations having similar objectives.
We had to listen and ensure that every
dentity saw personal benefit to maximize
participation. We created an environment
that was alive with excitement, task shar-
ing and possibilities.

We have many counselors that include
social justice and advocacy in their prac-
tice. There are times when the truth is
clear. ACA needs to support their efforts
while maintaining a position that seeks to
hear all points of view.

On the revenue issue, I am interested in
further exploring profit sharing. We are
in an age of entrepreneurs. We are among
the most educated on the planet. Tech-
nology and modern communication offer
limitless possibilities. I have been help-
ing people find their dreams and make
money my whole career. Let me show you
what I can do for our association.

What ideas do you have for rebuilding
fractured or inoperable branches?

I chartered NJASERVIC in 1989, was
elected president, published a newsletter
and journal, and it became the third-
largest division in New Jersey. In 1999,
I had to restructure the presidency of a
then-fading association, published a
website with an online newsletter, found
a president-elect and helped her bring the
association back to full strength (geocities.
com/ijnaservic).

In 2001, both NJECA and NJDCA
had dwindling boards with burned-out
leaders. I orchestrated a merger, wrote
new bylaws and was elected president.
Another website, another newsletter, the
recruitment of new leaders and, today,
it is the second-largest division in New
Jersey (njcareercounseling.org).

In 2004, while away at ACA Governing
Council, NJCA experienced a divisive
meeting and numerous board resignations
(including the president). I invited all
board members to convene, mediated a
solution and brought the association back
into a legal and healthy position. This
year, I was acknowledged for that effort
and a history of helping NJCA remain
vital.

I communicated with the national
presidents during these ventures for their
wisdom, experience and advice. I exuded
passion, listened, found the needs of
those I encountered, delivered service and
inspired. Professional association partici-
pation is part of being professional.

Now that all 50 states have licensure,
what does this mean for the counseling
profession as a whole? How will you
facilitate licensure portability? How will
you work with our sister organizations to
have one professional voice both now and
in the future?

The passage of California licensure
poses another chapter in our quest to be
fully included in the health care system.
Portability is next. The federal govern-
ment is receptive, as evidenced by the
grants available under the American
Recovery and Reinvestment Act of 2009
(Public Law 111-5), which provides
“support for State professional licensing boards to carry out programs under which licensing boards of various States cooperate to develop and implement State policies that will reduce statutory and regulatory barriers for telemedicine.” This is significant, reflecting both the need to serve across state lines and the fact that we can do it.

I have not found many words arguing that licensure portability is a bad thing. The problem appears to be more about the difficulty creating viable lines of communication and facilitating compromise among licensure boards with varying state laws. I suppose we could identify the states with the closest legislation and attempt reciprocity legislation?

With sister organizations (and, perhaps, distant cousin entities), I continually do research to keep up with what appears to be happening. I listen a lot during communications and respond with honesty. We find ways to collaborate for mutually beneficial growth. Just like counseling!

**What are your plans to ensure that ACA meets the needs of all professional counselors, including practitioners, students and counselor educators?**

I am a practitioner and have found ACA to be a perfect vehicle to serve my needs. Attending conferences is always rejuvenating and puts me in contact with some of the most talented and most successful counselors on this planet. Some jobs I have held were less than ideal. I was isolated or performing on weak teams or had weak supervision. My network of ACA colleagues — individuals who share my love of this profession — helped me meet those challenges, traverse adversity and continue to grow. Professional associations allowed me to participate on executive boards and let me learn skills that facilitated career advancement. And long before my talent was being acknowledged at work, I was receiving service awards from my professional associations.

The vast majority of our ACA presidents have been counselor educators. They edit and publish our journals, write the majority of our books, dominate governance and bring in graduate students. Graduate students meet people who help them jump-start their careers, and I have noticed we continually increase activities for graduate students because we understand they represent the future.

I will ensure that we continue to explore ways of interacting because the contact is healing and enhances our careers.

**Don W. Locke**

Professor of Counseling and Dean, Mississippi College, Clinton, MS

**Education**

Ed.D., Counselor Education; M.Ed., School Counseling; B.S., History

**Certification and Licensure**

LPC, LMFT, Licensed School Counselor, Approved Supervisor

**Recent Professional Experience**

Counselor educator, limited private practice, consultant, administrator

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

IAMFC, ACES, Mississippi Counseling Association

**Association Experience**

ACA Governing Council (Parliamentarian); ACA Executive Committee; ACA Governing Council Representative for IAMFC; Member of AACC and APGA Board of Directors representing SPATE/AHEAD/C-AHEAD; Past President, IAMFC; Past President, C-AHEAD; Past President, SACES; Former Council member and Vice-Chair, CACREP; Past President, Louisiana ACES

**Awards and Honors**

ACA Presidential Award; IAMFC Leadership Award; AHEAD Leadership Award; SACES Leadership Award; Louisiana Counselor Educator of the Year Award; 25th Anniversary Award as Founding Director of the Marriage and Family Therapy Programs at the University of Louisiana–Monroe

**Publications and Presentations**

Numerous publications, presentations and workshops in areas including licensure and accreditation, professional identity, family therapy, counselor roles and responsibilities, interpersonal skill development and racism in counseling.

**Community Service**

Member of Homeowners Association; Service on Deaf Action Council; Consulting Rosarian for American Rose Society; Health Systems Planning Agency Representative

**Goals Statement**

It has been my privilege to be a part of ACA, AACC, APGA and several divisions during my professional career. I have received benefits from networking, publications, licensure, accreditation and collegial relationships. I have had the constant challenge to review who I am both professionally and personally. It is time for me to give back to this association that has been such an integral part of my life.

A mentor insisted that I join what was then APGA because it had given him so much. I now understand why he was so adamant about membership and involvement. I, too, have come to care passionately about our profession and the association that we have. I have had the opportunity to be a participant and a leader as our profession has established itself as the critical provider of counseling services in every state. I am proud to see all counseling professionals together as members of the American Counseling Association.

The responsibilities of the ACA president include being your representative, giving leadership to the Governing Council and providing oversight to the ACA professional staff. As a result of my experiences within the association, I know where we have been, what we are doing and the limitless opportunities that are in front of us when we work together as professional counselors and make things happen.

Having been a member of the Governing Council during each of the past four decades, I understand how successful it can be under the right leadership. I know how to enable council members to facilitate association business. I have both managerial and financial skills that
Candidate Questions

How will you balance the multiple goals of the organization, including financial solvency, additional revenue streams, social justice and advocacy and the creation of a smaller and more nimble infrastructure?

As written, this question implies that there is a need for the creation of a smaller and more nimble infrastructure to achieve the multiple goals of the organization. Infrastructure is, however, only one small part of the problem. As the ACA president, I hope to extend our goal of inclusiveness and diversity with a positive focus and listen to the ideas presented by all members.

The goals of ACA must reflect the membership needs, and the infrastructure must be sufficient to enable appropriate consideration of the concerns of all members. Continued drops in ACA membership are of vital concern because declining numbers contribute to the financial solvency issue and the need for revenue streams. Some evidence exists supporting the premise that recent emphases in the association have interfered with meeting the needs of all ACA members. Disheartened members are voting with their membership dues. If ACA could tap the potential of the thousands of counselors who are not members, we could actively address concerns including wellness, advocacy, social justice, professional preparation, ethics, effective practice and applied research. I would not be in favor of small and nimble over careful attention to the needs of a fully inclusive membership.

What ideas do you have for rebuilding fractured or inoperable branches?

My plan includes determining which areas are perceived to have fractured or inoperable branches. Some do, some don’t. As an active leader, I will become involved with each branch, not in a ceremonial manner, but in ways to help them become more effective in meeting member needs.

Historically, the branches have been a key to the vitality of ACA. When one reviews the beginnings of most of the landmark actions of ACA, they began in one or more of the branches. Most branches grew and developed because counselors with common needs came together and worked together. As these groups expanded, they included a more diverse group of professionals.

Instead of capitalizing on the diversity and allowing for inclusion, various groups within branches have become either exclusive or have developed limited scope. The result has at times caused fractures in branch structures. We need to look back to the rationale for ACA and branch development and concentrate on what brought counselors together. We must remember why ACA exists and how it was organized and learn from our past to be able to reestablish our effectiveness in the future.

Now that all 50 states have licensure, what does this mean for the counseling profession as a whole? How will you facilitate licensure portability? How will you work with our sister organizations to have one professional voice both now and in the future?

Licensure success in California completes another chapter in the quest to have counseling recognized as a profession. It has been encouraging to see the California Coalition for Counselor Licensure, along with counselor educators and LPCs, come together and develop legislation that was favorably received and signed by the governor. Those of you who have worked for licensure know how unique the battle has been in each state. You also know that the next challenges will include maintaining the state licensure laws that have been approved (as West Virginia and Montana learned this year) and securing state-to-state license portability.

This issue must be a top priority for ACA. Licensure portability will again be a state-by-state process and will be hampered by the lack of consistency in the state licensure laws and the boards that regulate them. By using the ACA networks already in place, promoting communication between state branches and using NBCC as a template, ACA must take the lead in promoting reciprocity agreements with new vigor. These challenges will be accomplished as ACA meets with “sister organizations” on a level playing field in each state to determine win-win scenarios for all concerned counseling professionals.

What are your plans to ensure that ACA meets the needs of all professional counselors, including practitioners, students and counselor educators?

My plans are to encourage the Governing Council, the state branches and the divisions to embrace the rationale that existed when ACA was formed nearly 60 years ago. The premise was that when operating alone, counselor organizations were not as effective as they could be together. As ACA president, I hope to represent all counselor organizations under one banner and present a united front.

Entities within ACA have different needs, but there is a basic core that should bind us together. Those core needs apply to all counselors regardless of setting or specialty. Counselors must embrace our similarities, not our differences, and should allow for organizational/structural differences. ACA should encourage each counselor to embrace the individual needs they face within their own state and help them to identify with their work settings or special interests, but we should be united in the profession of counseling. ACA should be the entity that binds us together. ACA should be the source of satisfying the core needs of any professional counselor, regardless of the setting, the specialty or the clients they serve. ACA will survive and thrive to the extent we articulate a core professional identity and focus on membership needs, not organizational needs.

BE SURE TO VOTE IN THE ACA ELECTIONS!
ASSOCIATION FOR ASSESSMENT IN COUNSELING AND EDUCATION

President-Elect

Danica G. Hays
Associate Professor of Counseling, Old Dominion University, Norfolk, VA

Education
Ph.D., Counseling (Georgia State University); M.S., Professional Counseling (Georgia State University); B.S., Psychology (Kennesaw State University)

Certification and Licensure
Licensed Professional Counselor-Virginia, National Certified Counselor

Recent Professional Experience
Associate professor of counseling at Old Dominion University (2006-present) with primary teaching responsibilities in qualitative and quantitative research methods, program evaluation and assessment

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

Association Experience
Founding editor of Counseling Outcome Research and Evaluation (CORE) journal; Member-at-Large Membership (2007-10); Member-at-Large Publications (ex officio, 2006-07); Secretary (ex officio, 2005-06); 2009 AACE National Assessment and Research Conference Chair; member of the Awards and Diversity in Assessment committees

Awards and Honors
Selected: ACA Counselor Educator Advocacy Award (2009); ACA Research Award (2008); AACE President’s Special Merit Award (2006, 2008); AACE/MEDC Patricia B. Elmore Award for Excellence in Measurement and Evaluation Research (2007); SACES Pre-Tenure Counselor Educator Award (2008); SCHEV Rising Star Faculty Award (finalist)

Publications and Presentations
Twenty-five refereed articles published or in press, primarily in top-tier counseling journals; four other refereed works published or in press; four books; 17 invited book chapters published or in press; 11 manuscripts and three book chapters in review

Community Service
Volunteer counselor at Norfolk Public Schools; Promoting Healthy Relationships Project

Goals Statement
I am excited about this opportunity to serve as president of AACE! Over the past five years, I have been privileged to serve various Executive Council positions to learn about the governance of the division and be a part of significant growth in division scope as well as membership numbers. One of the greatest honors for me has been to serve as your founding editor for the second peer-reviewed AACE journal, Counseling Outcome Research and Evaluation. This journal was born from AACE’s expansion to attend to evidence-based research and assessment in counseling. In sum, these collective leadership experiences have solidified for me my passion for and commitment to this division.

As president, I will continue to promote AACE’s focus on assessment, evaluation, diagnosis and outcome research. In an age where demonstrating “what works” in counseling for “which clients” is necessary, attending to culturally relevant and rigorous client evaluation methods in schools and agencies must continue to be at the heart of our division. I pledge to do everything I can to support this effort.

Part of attending to AACE’s mission is creating opportunities among educators, practitioners and students to foster collaboration and dialogue. The future of this division relies on bringing together existing and prospective members of all personal, cultural and professional backgrounds. This goal is more fully realized by strengthened professional development opportunities (e.g., annual conferences, scholarly contributions in our journals and newsletter, NewsNotes) and an increased sense of belonging to the division for all members.

If elected, it is my greatest hope that during my presidency I can facilitate, in partnership with the Executive Council, a sense of belonging and ownership for existing and prospective AACE members as well as an even greater attention to assessment, evaluation, diagnosis and outcome research in counseling and education. Thank you for your consideration.

Shawn L. Spurgeon
Assistant Professor, University of Tennessee at Knoxville

Education
Ph.D., Counseling and Counselor Education (2002), University of North Carolina at Greensboro (UNCG); Ed.S., Marriage and Family Counseling (1998), UNCG; M.S., Community Counseling (1998), UNCG

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

Recent Professional Experience
Cochair, ACA Ethics Committee, 2006-2009; Secretary, Tennessee Counseling Association, 2007-2009

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, ACES, AMCD, ASERVIC, IAMFC, Chi Sigma Iota, Tennessee Counseling Association

Association Experience
AACE Treasurer, 2007-2009; Past Member, Awards Committee

Awards and Honors
Chancellor’s Award for Excellence in Teaching, University of Tennessee at
Knoxville, 2009; Coreipient, SACES Research Award, 2004; Courtland C. Lee Multicultural Excellence Scholarship Award, 2002; Graduate Research Award Recipient, University of North Carolina at Greensboro, 2001; Intern, Chi Sigma Iota, 2000

**Goals Statement**

I have enjoyed serving AACE as its treasurer for the last two years. I have seen how the organization contributes to the counseling profession by increasing the awareness of testing, measurement, evaluation, education and research for professional counselors. I have seen how the executive officers, committee members and membership have worked to live out AACE’s mission in promoting scholarship, professionalism, leadership and excellence in the development and use of assessment and diagnostic techniques in counseling. My main goal would be to continue this mission by forging a stronger relationship between professionals and counselors-in-training so that more counselors-in-training can learn to see the value in and importance of effective assessment and measurement techniques. This area has been identified as critical in the development of competent and effective professional counselors, and I believe it is important for future professionals to increase their awareness of these issues that will manifest in the clients they see.

I have applauded the efforts of those current professional counselors who work to help other professions understand the importance of the use of testing and measurement procedures in their work with clients. AACE has done an excellent job of supporting these efforts, and my second goal would be to work to continue this support. I believe the work being done at the state level has implications for the counseling profession in the areas of testing and assessment, and I would work to ensure AACE remains a cocontributor to those efforts. I believe these two goals will help AACE continue to live out its vision and mission. It has been an honor to work with a group of individuals who are warm, genuine and clearly committed to the organization, and as president-elect, I hope to continue to work within the organization.

**Secretary**

**Nichelle Chandler**

Dallas, TX

**Education**

B.S., Psychology; M.A., Counseling; Ph.D., Counselor Education

**Certification and Licensure**

Licensed Professional Counselor-Supervisor, Licensed Chemical Dependency Counselor, Registered Play Therapist, National Certified Counselor, Master’s Addiction Counselor

**Recent Professional Experience**

Private practitioner specializing in adolescent chemical dependency and child play therapy

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

AACE and ASGW

**Association Experience**

Presented at the 2007 and 2008 AACE conference

**Robin Guill Liles**

Associate Professor, Greensboro, NC

**Education**

Ph.D., Counseling and Counselor Education, UNCG (2001); Ed.S., Gerontological Counseling (1998); M.S., Community/Agency Counseling (1998)

**Certification and Licensure**

LPC, NCC

**Recent Professional Experience**

Associate Professor; Associate Director for Assessment, NSF-ERC Education and Outreach; Co-PI for NSF Content Mentoring Grant, 2008-present; Assistant Professor, NC A&T, 2003-2008

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

AACE, AACE, ACES, NCCA, SECRA

**Association Experience**

President-elect-elect, NCCA, 2009-2010; President, Southeast CASE Research Association, 2007-2008; Secretary, NCCA, 2006-2008; Secretary, AMCD, 2004-05

**Awards and Honors**

Certificates of Appreciation, SECRA; HDSV Outstanding Research Award; LANGURE Research Ethics Senior Fellow; AMCD Presidential Award; SECRA Best Newcomer Case

**Publications and Presentations**


**Community Service**

Juvenile Diabetes Association International

**Casey A. Barrio Minton**

Assistant Professor of Counseling, University of North Texas, Denton, TX

**Education**

Ph.D., Counseling & Counselor Education, University of North Carolina at Greensboro (UNCG); Graduate Certificate, Women’s & Gender Studies, UNCG; M.S., Counseling (Community Emphasis), UNCG

**Certification and Licensure**

NCC

**Recent Professional Experience**

Assistant Professor of Counseling, University of North Texas (2005-current)

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

AACE, ACES, AACE, AMCD, SACES, Texas Counseling Association, Texas ACES, CSI International
**Amy Land McLeod**
Assistant Professor, Counseling Department, Argosy University/Atlanta, GA

**Education**
Ph.D., Counselor Education and Practice, Georgia State University (GSU); Ed.S., Professional Counseling, GSU; M.S., Professional Counseling, GSU

**Certification and Licensure**
Licensed Professional Counselor in Georgia, NCC

**Recent Professional Experience**
Assistant Professor at Argosy University/Atlanta, 2008-present; Ridgview Institute, Access Center Supervisor and Clinician, 2004-2008

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
ACA, AACE, ACES, SACES, CSI-Chi Epsilon Chapter

**AACE Secretary, 2008-2010; AACE National Conference On-Site**

**Awards and Honors**
ACES Outstanding Dissertation Award (2009), ACA Glen E. Hubele National Graduate Student Award (2008), SACES Outstanding Doctoral Student Award (2007), Chi Sigma Iota International Fellow and Intern (2007-2008), AACE Donald Hood Student Research Grant (2006)

**Publications and Presentations**
I have presented at national and regional conferences on topics including multicultural issues in counselor supervision, crisis assessment, the role of culture in diagnostic decision making, counseling female trauma survivors and strategies for teaching group counseling. I have also coauthored several manuscripts and book chapters on these topics.

**Community Service**
Georgia State University, Counseling and Psychological Services Department, Community Advisory Committee Member

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**Donna S. Sheperis**
Program Coordinator and Assistant Professor of Counselor Education, Cleveland, MS

**Education**
B.B.A, Marketing, University of Mississippi; M.Ed., Counseling, Delta State University; Ph.D., Counselor Education, University of Mississippi

**Certification and Licensure**
NCC, ACS, MS Licensed Professional Counselor, MS Board Qualified Supervisor

**Recent Professional Experience**
Counselor Education Program Coordinator; President, MLPCA; Editorial Board: Journal of Counseling Research and Practice, Journal of Professional Counseling

**AACE Secretary, 2008-2010; AACE National Conference On-Site**

**Awards and Honors**
ACES Outstanding Dissertation Award (2009), ACA Glen E. Hubele National Graduate Student Award (2008), SACES Outstanding Doctoral Student Award (2007), Chi Sigma Iota International Fellow and Intern (2007-2008), AACE Donald Hood Student Research Grant (2006)

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**Community Service**
Georgia State University, Counseling and Psychological Services Department, Community Advisory Committee Member

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**Dale Pietrzak**
Director, Office of Academic Evaluation and Assessment, University of South Dakota, Vermillion, SD

**Education**
Ed.D., Educational Psychology and Counseling (CE), University of South Dakota, 1992

**Certification and Licensure**
Certified Clinical Mental Health Counselor (NBCC); Licensed Professional Counselor-Mental Health; South Dakota; Faculty, Counselor Education Program, University of South Dakota; Director, Office of Academic Evaluation and Assessment, University of South Dakota

**AACE Secretary, 2008-2010; AACE National Conference On-Site**

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**Awards and Honors**
ACES Outstanding Dissertation Award (2009), ACA Glen E. Hubele National Graduate Student Award (2008), SACES Outstanding Doctoral Student Award (2007), Chi Sigma Iota International Fellow and Intern (2007-2008), AACE Donald Hood Student Research Grant (2006)

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**Community Service**
Georgia State University, Counseling and Psychological Services Department, Community Advisory Committee Member

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**Member-at-Large, Membership**

**Association Experience**
AACE Research & Knowledge Committee, Member (2007-2010); AACE Bibliometrics Task Force, Member (2007-2008); CSI Fellows Mentor Committee, Chair (2007-2010); CSI Strategic Planning Committee, Member (2008-2011)

**Publications and Presentations**

**Recent Professional Experience**
Supervisor, MS Board Qualified Counselor, MS, ACS, NCC, ACS, MS Licensed Professional Counselor-Mental Health; Certified Clinical Mental Health Counselor (CE), University of South Dakota, Vermillion, SD

**Certification and Licensure**
Certified Clinical Mental Health Counselor (NBCC); Licensed Professional Counselor-Mental Health; South Dakota; Faculty, Counselor Education Program, University of South Dakota; Director, Office of Academic Evaluation and Assessment, University of South Dakota

**AACE Secretary, 2008-2010; AACE National Conference On-Site**

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**Awards and Honors**
ACES Outstanding Dissertation Award (2009), ACA Glen E. Hubele National Graduate Student Award (2008), SACES Outstanding Doctoral Student Award (2007), Chi Sigma Iota International Fellow and Intern (2007-2008), AACE Donald Hood Student Research Grant (2006)

**Publications and Presentations**
I have presented at national and regional conferences on topics including multicultural issues in counselor supervision, crisis assessment, the role of culture in diagnostic decision making, counseling female trauma survivors and strategies for teaching group counseling. I have also coauthored several manuscripts and book chapters on these topics.

**Community Service**
Georgia State University, Counseling and Psychological Services Department, Community Advisory Committee Member

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**Member-at-Large, Publications**

**Amy Land McLeod**
Assistant Professor, Counseling Department, Argosy University/Atlanta, GA

**Donna S. Sheperis**
Program Coordinator and Assistant Professor of Counselor Education, Cleveland, MS

**Dale Pietrzak**
Director, Office of Academic Evaluation and Assessment, University of South Dakota, Vermillion, SD

**Education**
Ed.D., Educational Psychology and Counseling (CE), University of South Dakota, 1992

**Certification and Licensure**
Certified Clinical Mental Health Counselor (NBCC); Licensed Professional Counselor-Mental Health; South Dakota; Faculty, Counselor Education Program, University of South Dakota; Director, Office of Academic Evaluation and Assessment, University of South Dakota

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**Member-at-Large, Membership**

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**Association Experience**
Member ACA; Chair, SACES Community Counseling Interest Network; AACE Public Policy Committee

**Awards and Honors**
MCA-Research Award, DSU-College of Education Faculty Award, MCA-Emerging Leader, ACA-Emerging Leader Grant

**Publications and Presentations**

**Community Service**
Georgia State University, Counseling and Psychological Services Department, Community Advisory Committee Member

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**Member-at-Large, Publications**

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

Education
Ph.D., Counselor Education, M.Ed., Counselor Education, 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, SACES, ASERVIC, AMHCA, ASCA, ACC, C-AHEAD, VCA

Awards and Honors
2006 AADA Pathfinders’ Essay Contest; 2006 Darden College of Education Award for Innovation and Excellence in Teaching, ODU; 1996 ACA Best Journal Award as Editor of the Virginia Counselors Journal

Publications and Presentations

Goals Statement
I am honored to be nominated as AADA’s president-elect. If selected, I will strive to expand the association’s membership by encouraging young adults and individuals of all ages, ethnicities and orientations to join. I will seek to promote diversity by letting everyone know how incredibly accepting, welcoming and relevant AADA is and has always been.

I envision making aging “sexy” through consciousness-raising activities such as workshops, contests and networking. We live in an unprecedented epoch that will witness the “graying” of a large portion of our population. What message could be more timely than that we can add years to our life and life to our years by learning more timely than that we can add years to our life and life to our years by learning what message could be more timely than that we can add years to our life and life to our years by learning more timely than that we can add years to our life and life to our years by learning more timely than that we can add years to our life and life to our years by learning more timely than that we can add years to our life and life to our years by learning more timely than that we can add years to our life and life to our years by learning more timely than that we can add years to our life and life to our years by learning.

My motivation is to use my life span development experience to teach and model successful aging. It is the association’s mandate and privilege to promulgate this information through research, publishing and training.

Having been inspired myself, I hope to inspire others to appreciate the opportunities for growth and change that exist throughout life. As we enter this “new age of aging,” I will do my best to usher in a new paradigm in which the wisdom and vitality of later life is valued as highly as the beauty and vibrancy of youth. I will do my best to make AADA the premier organization for living well and long — and for achieving aging at its best.
conferences, National Hemophilia Foundation; columnist for HIV Plus magazine, write extensively for consumer health publications and author of body/mind/spirit books; author, After the Diagnosis: How Patients React and How to Help Them Cope, Cengage/Delmar, 2010 (expected)

Community Service
Secretary, Board of Directors, Miracle House; volunteer, CanCare

Goals Statement
I firmly believe that as the aging population grows in numbers, counselors are uniquely qualified to play a key role in promoting mutual understanding, communication and emotional healing from a cross-generational perspective. The future of entitlement programs such as Medicare and Social Security, the responsibilities of midlife adults in caring for aging parents, the needs of the newly retired and those who refuse to retire, services for the elderly in economically disadvantaged and minority communities, isolation and untreated depression among the elderly, the increasingly complicated and unresponsive health care system … these are but a few of the challenges our nation will face in the years ahead. The opportunities — and the responsibilities — for leadership from the counseling profession have never been greater.

I have been passionate about adult development and aging since I was an undergraduate and supported myself as a nursing home orderly. Since then, I have taught adult development at the undergraduate and graduate levels, been involved in research and, currently, work as a counselor and consultant, focused primarily on health care issues.

I am excited about the future of AADA. I am looking forward to working with my colleagues in the organization to impact the future of the counseling profession from the perspective of adult development by continuing our efforts to define the knowledge and skills that counselors will need in the coming years and create opportunities to teach, and learn from, each other. I want to see AADA in a leadership role — through publications, workshops and networking — in educating counselors, counselor educators, students and the public about adult development and advocating for increased access to counseling services for the older population.

Carolyn A. Melton Greer
Adjunct Professor, Texas A&M University-Central Texas, Killeen, TX

Education
Ed.D., UNT, Educational Administration & Counseling; M.Ed., UNT, Counseling & Student Services; Special Education Endorsement, TCU; B.A., UNT, English

Certification and Licensure
Texas LPC, LPC Supervisor; Certified Texas Professional Counselor, Superintendent, Mid-Management Administrator, Teacher

Recent Professional Experience
Private Practice; Adjunct Professor, TX A&M—Central Texas; Supervisor, Counselor Interns

AACA Branch, Division and Affiliate Membership and Other Related Memberships
AACA, AADA, AACE, TCA, TAAC, TACES, TAADA, TAHEAD, TxAMCD, TxCSJ

Association Experience

Awards and Honors
TCA Presidential Award, Outstanding TACES Supervisor, Molly Gerald Human Rights Award, Outstanding School Counselor, Texas Attorney General Appointee-Safe Schools Project, Governor Appointee-Safe Schools’ Center

Publications and Presentations
National, state and local presenter; author of several articles and book sections

Community Service
CASA volunteer, 2002-present

Goals Statement
Serving on the AADA Board for several years and especially as AADA president for the past two years, I have gained insight into not only the needs of the division, but also to the growing needs of the counseling profession. As an ACA Governing Council member representing AADA, my goals are to:

■ Work closely with the other ACA divisions and interest groups so that our efforts for the profession are united and focused
■ Promote professional preparation standards for counselors that address the needs of adults across the life span
■ Help counselors to understand the needs across the life span that impact each developmental stage and their impact upon the next and future stages
■ Encourage more counselors to become interested and educated about a growing aging population and to learn how important counseling can be to increasing the happiness, well-being and productivity of this group
■ Seek ways to increase the visibility of gerontological counseling for meeting the needs of an aging population through collaboration with other organizations that are interested in an aging population but which do not know the value of counseling
■ Address the concerns for this population to policymakers and money brokers
■ Establish a strong mentoring program that reaches out to graduate students
■ Develop opportunities for networking with the membership so that members can be more connected
■ Explore ways to not only increase the membership of AADA through a variety of sustained efforts, but also work toward more member involvement and retention
With my experience, professional knowledge and numerous leadership roles, I believe I can serve ACA and AADA to accomplish these goals by serving as Governing Council representative.

Catherine B. Roland
Professor and Director, Ph.D. Program in Counselor Education, Montclair State University, Montclair, NJ

Education
Ed.D. and M.Ed., University of Cincinnati; B.A., Marshall University

Certification and Licensure
Licensed Professional Counselor, National Certified Counselor

Recent Professional Experience
Chair, Department of Counseling and Educational Leadership, Montclair State (2003-2009); Director, Ph.D. Program, Montclair State (2008-present); Counselor Educator, University of Arkansas, (1993-2003); private practice, 25 years

ACA Branch, Division and Affiliate Membership and Other Related Memberships

Association Experience
Past President, AADA (2000, 2001); Editor, Adultspan Journal (2002-present); Chair, Committee on Older Adulthood and Chair, Committee on Mid-Life Adults (1995-1996); AADA Conference Coordinator (1996, 1997, 2000, 2002)

Awards and Honors
AADA National Distinguished Service Award (2007 and 2000)

Publications and Presentations
Various scholarly journal articles, book chapters and national/regional presentations over 30-plus years

Community Service
Community workshops/in-service on topics including bullying in schools, disordered eating issues of adults, developmental aging process and family counseling

Goals Statement
It would be an honor to represent AADA on the Governing Council of ACA at this critical time in our association's history. As a member of ACA for over 30 years and as a member of AADA from its very early years, I hope to bring a level of experience, combined with a continuous and current enthusiasm for our association work, to the position. As a former English teacher and school counselor and current counselor educator and private practitioner, my national service has remained consistent. My deep interest and commitment to AADA, in particular, has only increased through the past years.

ACA is facing many challenges, including membership lags, service to divisions and members, and maintaining the leadership and the voice of all counselors and counseling personnel. I conceptualize the ACA Governing Council as an advisory body representing their division or branch, at times a decision-making body and, always, a fair and representative body of experienced individuals who have a collective end goal of creating the best for the profession through ACA. If I were to be a member of the ACA Governing Council, I would work toward this goal while infusing the standards and beliefs of my division, AADA.

AADA is the division where member service, presentations, conferences and scholarly offerings through our journal are reflected within a developmental approach. Issues of adulthood are considered — young adulthood, midlife adulthood, older adulthood — along with the processes that enliven our work in all aspects of counseling and development. As Adultspan Journal editor, I have the privilege of reviewing the most current and exciting work in these areas. Our membership is varied and astute, and I feel I have a broad span of experience within AADA and ACA that would assist me in representing our member interests with integrity and enthusiasm.

Secretary

Robert Dobmeier
Assistant Professor, Counselor Education Department, College at Brockport,
SUNY, Brockport, NY

Education
Ph.D., Counselor Education; MSW; M.A., Theology

Certification and Licensure
LMHC, CRC

Recent Professional Experience
Assistant Professor, August 2007 to present; Director, Cattaraugus County Mental Health, January 2004 to August 2007

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES and NARACES since 7/07; ASERVIC 5/08; AADA 7/08, chairperson Professional Development Committee 7/08; New York Mental Health Counseling Association and Rochester, NY Chapter 11/07; Chi Sigma Iota and Nu Chapter 5/08

Association Experience
Member of ACA since July 2007

Awards and Honors
Nu Chapter Professional Service Award (2008)

Publications and Presentations
Dealing with disruptive behavior of adult learners, New Horizons in Adult Education and Human Resources Development, 22, 29-54; Presentations: Spirituality in the counselor education curriculum: A survey with interns from CACREP programs, 2008 ASERVIC Conference; Poster presentation, Spirituality in the counselor education curriculum: The intern's experience, 2008 ACA Conference; Developing skills in counselor training to address the spiritual and/or religious domains in client therapeutic issues, 2008 NARACES Conference
Community Service
I worked with NYMHCA, state education, agency directors and counselor educators to include DSM-IV diagnosis in the scope of practice for LMHCs. As AADA Professional Development Committee chair, I coordinated a community education project that entailed creation of six brochures addressing counseling needs of the aging.

ASSOCIATION FOR CREATIVITY IN COUNSELING

Governing Council Representative

Thelma Duffey
Professor of Counseling, University of Texas at San Antonio; LPC/LMFT in Private Practice, San Antonio, TX

Education
B.A. and M.Ed., Trinity University; M.A. and Ph.D., St. Mary’s University

Certification and Licensure
Texas-Licensed Professional Counselor; Licensed Marriage and Family Therapist

Recent Professional Experience
Professor of counseling at the University of Texas at San Antonio and licensed counselor in private practice, San Antonio

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACC, ACES, SACES, TCA

Association Experience
ACC Founding President; Governing Council Representative; Editor, Journal of Creativity in Mental Health, GC Liaison to the Interprofessional Committee

Awards and Honors
2008 – Thelma Duffey Vision and Innovation Award, ACC; 2006 – Professional Development Award, ACA; Counseling Vision and Innovation Award, ACES

Publications and Presentations
Creative Interventions in Grief and Loss Therapy: When the Music Stops, a Dream Dies, published by the Haworth Press, Taylor and Francis Group; over 40 publications and 60 presentations on RCT, Enneagram studies, music in counseling, grief and loss, and relationship counseling

Community Service
Sustaining member, Junior League of San Antonio

Goals Statement
I have served the membership of the American Counseling Association in a number of capacities, most notably as founding president of the Association for Creativity in Counseling, Governing Council representative, editor for the Journal of Creativity in Mental Health and ACC conference chair. My investment in the association has been steadfast.

The Governing Council is currently discussing opportunities for our practitioner and counselor educator members, primarily by maximizing collaboration within ACA and providing greater visibility of our work within the larger mental health context. Key to this work is the development and promotion of a unified counseling identity. As counselors, we wear many hats and cover a wide and diverse territory. Establishing a structure that promotes a greater understanding of who we are and what we do as counselors is a principal goal. My professional history and experience could be helpful in that regard.

I began my work in the schools working with at-risk adolescents and, later, with children with chronic and terminal illnesses. They continue to be among my greatest teachers. Later I established a private counseling practice where, for 20 years, I have served as managing partner for a multidisciplinary group. My interest in exploring novel ways of practice and joining with colleagues who value relational and creative approaches to counseling led me to organize a division within ACA and to establish a practice-based, peer-reviewed journal. I am also a professor of counseling and have held tenured positions at two universities. I have coordinated a marriage and family counseling program and currently serve as program director.

This experience has deepened my understanding of the myriad contributions that counselors provide and inspires my commitment to counseling. My principal goal is to continue to advocate for the counseling profession and to promote unity and collaboration among counselors.

Secretary

Tonya R. Hammer
Assistant Professor of Counseling, University of Houston Clear Lake, Houston, TX

Education
B.A. in English from University of Texas at Arlington; M.A. in Psychology and Counseling from the University of Mary Hardin-Baylor; Ph.D. in Counselor Education and Supervision, St. Mary’s University

Certification and Licensure
Licensed Professional Counselor

Association Experience
Volunteer at ACA Conference in Charlotte, NC

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACC, ACES, CSJ, TCA, TxCSJ, TACES

Awards and Honors
Alice Franzke Feminist Award; Educational Endowment Fund, TCA; Human Rights Poster Competition, TCA

Publications and Presentations
Cinematheory; Myths, Stereotypes and Controlling Images in Film; Be the Change: Social Justice in Action; The Impact of Humiliation on the Supervisory Relationship; and Counseling and the Relational Brain

Joanne Vogel
Director, Counseling and Psychological Services (CAPS), Rollins College, Winter Park, FL

Education
Ph.D., Counselor Education and Supervision; M.S., Mental Health Counseling

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Certification and Licensure
Licensed Mental Health Counselor (MH 8215), Qualified Sex Therapist

Recent Professional Experience
Director of college counseling center; adjunct professor

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACC, ACCA

Association Experience
Secretary for ACC

Publications and Presentations
Sampling of recent:

Community Service
Pro bono counseling

Trustee

Julia Y. Porter
Associate Professor of Counselor Education, Mississippi State University-Meridian, Meridian, MS

Education
Ph.D., 1999, Louisiana State University, Educational Leadership and Research, Specialty Area: College Counseling; M.Ed., 1992, Southeastern Louisiana University, Guidance and Counseling; B.S., 1976, Mississippi State University

Certification and Licensure
NCC, NCSC, MS LPC, MS Guidance Counselor

Recent Professional Experience
2000-present, Mississippi State University-Meridian; 1990-1999, Southeastern Louisiana University

ACA Branch, Division and Affiliate Membership and Other Related Memberships
MCA, ACC, ACCA, ACES, ASCA, NCDA

Association Experience
ACC member since 2007. Current ACA division service: Chair, Professional Advocacy and Public Awareness Committee, ACCA; Director, Graduate Student Department, Career Developments, NCDA; Chair, Resolutions Committee, ACA-SR

Awards and Honors
2008-2009 President, MCA; 2005 ACA Ralph Berdie Memorial Research Award; 2004-2005 MSCA Counselor Educator

Publications and Presentations
Publications: The Psychological Cost of Leadership (2009); Commuter Campus Suicide Prevention Program Challenges: Engaging Nontraditional Students and College Faculty/staff (2008); Helping College Students Develop Mental Wellness Skills Through Journaling Techniques (2007). Presentations: Combining Horticulture Therapy Techniques With Talk Therapy Techniques to Enhance Counseling Effectiveness (ACA, 2009); Developing Mental Health Informational Materials for Nontraditional Commuter Campus Students and Their Families (ACCA, 2008); Learning Communities as Vanguards for Change in Counselor Education Pedagogy (ACES, 2007)

Community Service
Member, East Central Health Network Board of Directors; Executive Director, Wellness Therapy Institute

Cheryl Sawyer
Counseling Program Coordinator and Associate Professor of Counseling, University of Houston Clear Lake, Houston, TX

Education
Ed.D., University of Houston; M.A., University of Houston Clear Lake; B.A., Sam Houston State University

Certification and Licensure
Texas Education Agency CSC, Texas State Board of Examiners of Psychologists: LSSP, APA

Recent Professional Experience
Coordinator of Counseling Program, Collaborative Bilingual Counselor Training Grant: Director

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACSA, ACA, TCA, ACC, ACES, TACES

Association Experience
ACA, TCA member for many years

Awards and Honors
Veritas Award (Dominican Nuns of Blauvelt); Legacy of Leadership Award (Innovative Alternatives Mental Health Project); Who’s Who in America

Publications and Presentations
Twenty-five publications in various formats; 91 international/national/state/local presentations; two federal grants; three foundation grants; two Texas Education Agency grants; creative publication published in Chicken Soup, U.S. Congress and posted on approximately 1,200 websites

Community Service
Galveston County Child Services Board of Directors; Bikers Against Child Abuse-Patched Member; Volunteer Crisis Intervention Counselor: School districts throughout Galveston, Brazoria and Harris County, TX; Volunteer Counselor: Hurricane Katrina Relief, Houston Astrodome, Galveston County Shelters
President-Elect

Monica Zozone Osburn
Director of Counseling, University of North Carolina at Pembroke, Pembroke, NC

Education
Ph.D., University of Arkansas, Counselor Education; M.A., The College of New Jersey, Counseling; B.A., Psychology, Rowan University

Certification and Licensure
LPC, NCC, ACS

Recent Professional Experience
Director of Counseling and Testing at UNCP (2002-present)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Past President of NCCCA (2003-2005); member of ACA, ACCA, AADA, ACES, IAAOC, AUCCCD; liaison from AUCCCD to NBCC for continuing education for LPCs; Adultspan Journal Board (2004-present)

Association Experience
Chair, ACCA Corporate Sponsorship (2003-present); ACCA State Branches (2003-2004)

Publications and Presentations
Back to school: Counseling college substance abusers, Addiction Professional; Parents’ perceptions of standardized testing: Its relationship and effect on student achievement, Educational Research and Policy Studies Journal; Counselor-In-Residence: A Counseling Service Model For Residential College Students, Journal of College Counseling. I have presented over 50 national, regional, state and invited presentations. Following are a few with the college population: Dissociative Identity Disorder on a College Campus: Does It Really Exist and How Do You Treat It? College Counseling Care: What Do Our Minority Students Need From a Counselor? Being a Parent While Running the Office: How to Handle Maternity/Paternity Leave, Eating Disorders and College Women Athletes: Counseling/Case Management Interventions. Counselors-In-Residence: An Innovative Approach to Crisis Response on a College Campus.

Community Service
Board of Directors, Communities in Schools (2002-present; chair, 2008-present)

Goals Statement
I started working with ACCA 11 years ago when I began my career in college counseling after leaving community mental health. Currently, I serve as the director of counseling at the University of North Carolina at Pembroke. I know what it is like to enter this organization as a graduate student, to be welcomed, mentored and put to work. It is equally gratifying to be part of this organization as a professional who can give back while continuing to absorb all that the membership has to offer. ACCA has always been my professional family. I have truly benefited from the leadership, advocacy and professional resources that have come with being a part of this group. Those three areas are the cornerstone to a successful association and the main areas of focus for me should I be elected.

Leadership must come in several forms: mentoring for our graduate students and new professionals, a strong voice to ensure ACCA is at the table for all issues in college counseling and an executive team that focuses on the organization, its members and their needs.

Advocacy for the students we serve, our college counselors and centers on a state and national level must be a priority. Our profession is impacted daily with ever-changing laws, media attention and crisis events. Particular attention needs to be focused on proposed confidentiality changes, staff-to-student counseling center ratios and opportunities for our graduate students in counseling center training programs.

ACCA does a phenomenal job of providing state-of-the-art professional resources. From the national conference to the website, from Visions to the Journal of College Counseling, we need to continue assisting our membership with professional development. I am committed to this organization and would be honored to serve in this capacity.

Mary-Jeanne Raleigh
Director of Counseling Services, St. Mary’s College of Maryland, St. Mary’s City, MD

Education
1985, B.A., Psychology, Castleton State College, Castleton, VT; 1987, M.Ed., Counseling/Therapy, University of Colorado, Colorado Springs, CO; 1989, M.A., Literature, SUNY Stony Brook, Stony Brook, NY; 2009, Ph.D., Environmental Studies, Antioch University, Keene, NH

Certification and Licensure
National Certified Counselor #93168, Licensed Clinical Mental Health Counselor (NH) #644, Maryland license in process

Recent Professional Experience
St. Mary’s College of Maryland, Director of Counseling Services: 6/08-present; New England College, Director of Health Services and Wellness Center: 7/04-6/08; Castleton State College, Director of Counseling Services: 2/94-7/04

ACCA Branch, Division and Affiliate Membership and Other Related Memberships
American College Counseling Association, Georgia College Counseling Association, Association of University and College Counseling Center Directors, Washington Maryland Association of Counseling Center Directors
Goals Statement

I bring to the position of ACCA president a uniquely wide view of our profession. I have been a member of ACCA for well over a decade and have served as secretary and as a blue ribbon panel member exploring alternative management structures for ACCA. I bring a view of our profession that includes political advocacy, research in nature and coping skills, as well as clinical and administrative experience in my role as director of counseling.

I have worked in a broad range of institutions, from large public universities to small private colleges. Each environment has its strengths and challenges for the counseling professional. My Ph.D. in environmental studies blended with my clinical licensure allows me to shift perspective, integrate differing views and see the global implications of our work. As counseling professionals in higher education, we work toward enhancing the quality of our students’ academic, social and emotional experiences. My central goal is to continue supporting our distinct contribution to that cause.

It is essential that we continue to carve out a stronger professional identity through the 20/20 initiative and increased political awareness as a profession. We must reach out to all the unique identities of mental health professionals within college counseling, such as alcohol and other drug, community college, social work, pastoral counseling, therapists, wellness advocates and educators.

As your president, I will continue and expand the services available to ACCA members, including our vital Listserv, CEU opportunities, podcast options and educational opportunities. In these difficult economic times, effective use of resources is critical to good stewardship of not only ACCA as an organization but to our profession. I will strive to increase membership, reduce cost and offer quality services to the membership with the ultimate goal of improving the quality of care we offer our students.

Perry C. Francis
Associate Professor, Coordinator of Counseling Services, COE Clinical Suite, Eastern Michigan University

Education
Ed.D., University of Northern Colorado

Certification and Licensure
LPC, NCC

Recent Professional Experience
Authorized Trainer, Suicide Prevention Resource Center; Authorized Trainer, Center for Aggression Management

ACA Branch, Division and Other Related Memberships

Association Experience

Awards and Honors
2003 ACCA Professional Leadership Award, 2008 ACCA Professional Leadership Award

Community Service
Volunteer for the American Cancer Society

Goals Statement
ACA has the opportunity to reinforce the gains we have made in the development of our identity as professional counselors and the continued development of ACA as the premier comprehensive professional organization for counseling. This can only be accomplished through the teamwork of divisions, chapters and branches coming together under our identity as professional counselors. ACA and the profession are moving quickly through their adolescence. As we do so, we are faced with the task of continuing to develop not only our corporate identity as professional counselors, but our specialty identities within our divisions. Additionally, we continue to gain recognition within the field of mental health providers, bringing our much-needed viewpoint (developmental), treatment style (preventative care as well as providing secondary and tertiary care) and specialties to the field. My goal will be to work toward the ideal of one strong voice advocating for all professional counselors.

Concretely, my goal would be to bring my viewpoint as a counselor educator and college counselor to the Governing Council table and join with the other counseling professionals to continue to build on the work done by our predecessors. To continue to work toward less division and more unity in our organization so that we can move forward advocating for the profession and providing more professional opportunities for service, enhanced educational events, increased practice opportunities with fellow mental health professionals and creative products that enhance the profession.
June M. Williams
Associate Professor, Southeastern Louisiana University, Hammond, LA

Education
Ph.D., Counselor Education, University of New Orleans, 1997; M.Ed., Counselor Education, University of New Orleans, 1991; B.S., English Education, Louisiana State University, 1983

Certification and Licensure
LPC and LMFT, Louisiana

Recent Professional Experience
Southeastern Louisiana University: Associate Professor, Counseling Program, 2007-present; Assistant Professor, Counseling Program, 2001-2007; Assistant Dean of Student Life, 1998-2000; Assistant Director, University Counseling Center, 1995-1998

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACCA, ACES, ACC, AADA, Chi Sigma Iota (Life Member), LCA, LCCA, LACES, LASERVIC

Association Experience
Chi Sigma Iota President (2007-2008); ACCA President (2005-2006); LCA President (1997-1998); LCCA President (1994-1995)

Awards and Honors
ACCA Professional Leadership Award (2009); ACCA Special Meritorious Service Award (2004); Presidential Recognition Award for Distinguished Service to the Louisiana Counseling Association (2003-2004); ACES Outstanding Dissertation Award (1998)

Publications and Presentations

Goals Statement
I believe that my leadership experiences with ACA and LCA over the past 15 years provide me with a strong foundation and understanding of ACA. Early in my leadership development (1994), I was selected as one of two emerging leaders to represent Louisiana at the Southern Region Branch Assembly of ACA, where I was exposed for the first time to ACA leaders, branch leaders and regional leaders. This experience was eye-opening for me and challenged me to see ACA as a vibrant, vital and relevant professional association and not just some entity “out there” to which I paid dues. Subsequently, I served as president of a branch division (LCCA), a branch (LCA), an ACA division (ACCA) and also of Chi Sigma Iota International. All of these positions have brought me into close contact with various aspects of ACA leadership, and I believe that my active involvement with ACA has made me aware of ACA’s strengths and challenges through the years.

In addition to my experiences with ACA, I believe that I possess qualities and skills that will enable me to effectively serve as a member of the Governing Council. My interpersonal relationship style is one that is very respectful of others’ opinions; I have the ability to listen carefully, consider various viewpoints and make sound decisions. In all of my leadership positions, I have gained a reputation as being inclusive, fair, responsible and thoughtful. I believe that these qualities would serve me well as your Governing Council representative.

Secretary

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

Education
M.A. in Counseling and B.A. in Sociology, University of New Mexico

Certification and Licensure
Clinical Mental Health Counselor (LPCC)

Recent Professional Experience
Senior Counselor at Santa Fe Community College, Adjunct Faculty member, served as Cochair of Staff Senate

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACCA, ACCA, ACCA Community College Task Force, New Mexico Counseling Association, NM Career Development Association, NM Association of Student Affairs Professionals, NM Academic Advising Association

Association Experience
Past President of New Mexico Career Development Association, Current Government Relations Chair/Member-at-Large

Awards and Honors
Staff and Faculty Excellence Award nominee 2008 and 2009

Publications and Presentations
National Presenter; NCDA Conference, Statewide Presenter; New Mexico Counseling Association Conference and NMCDA one-day workshops on college and career planning

Community Service
Member of College Consortium (Santa Fe colleges and community agencies) focusing on education programs to prevent dating violence

Melissa A. Nard
Assistant Professor, Slippery Rock University, Student Counseling Center, Slippery Rock, PA
Education
Ps.D. and M.S. in Clinical Psychology, Nova Southeastern University; B.A. in Psychology and English, Washington and Jefferson College

Certification and Licensure
Licensed Psychologist Pennsylvania #PS016452, Florida #PY7642

Recent Professional Experience
Assistant Professor in the Student Counseling Center at Slippery Rock University from 1/09 to present; Assistant Director of the University Counseling Center at Duquesne University from 9/07-1/09

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACCA, American Psychological Association

Association Experience
Current ACCA Membership Chair

Publications and Presentations
“Reducing Stigma and Increasing Awareness of Mental Health Issues on College Campuses,” poster presentation accepted by PCA (October 2009) and ACA–ACCA division (March 2010)

Community Service
Board of Trustees member, Homes for Kids Inc. Child and Family Solutions, Niles, OH

Member-at-Large

Phil Morris
Director of Counseling & Career Services, Midlands Technical College, Columbia, SC

Education
Ph.D., University of South Carolina; M.Ed., The Citadel; M.A., Lutheran Theological Southern Seminary; B.A., Southern Wesleyan University

Certification and Licensure
LPC, NCC, GCDF

Recent Professional Experience
I have been director of counseling and career services in a community college of about 11,000 students for four years. Before that I was a counselor at the same college for eight years.

Amy M. Lenhart
Counselor, Collin County Community College, Plano, TX (provides mental health and career counseling)

Education
Master’s in Counseling and Psychology in Education, B.A. in Psychology and English

Certification and Licensure
Nationally Certified Counselor, Licensed Professional Counselor (Texas)

Recent Professional Experience
Immediate Past President of TCCA, Current Senator for TCCA

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Member of NCDA, ACCA

Association Experience
ACCA-Current Committee Chair for Community College Counselors Task Force

Awards and Honors
Merit Award from TCDA “for being a strong advocate for career counseling, safeguarding the profession and being committed to students”; award from ACCA for assistance on a team that created a DVD to promote professional college counselors; award for TCCA from TCA for “outstanding division” while president of TCCA

Publications and Presentations
Published in ACCA Visions, “Facing Challenges and Finding a Unified Voice in Community College Counseling,” spring 2009. “Counseling the Whole Person,” spring 2005, ACCA Visions. Presented at the Texas Education Association Conference to speak on behalf of college counselors to discuss the importance of college counselors and the K-16 focus (July 2008). Presented at a TCA Conference on a panel for TCCA Hot Topics in College Counseling (Fall 2008).

ASSOCIATION FOR COUNSELORS AND EDUCATORS IN GOVERNMENT

President-Elect

HUB Chief ACES, Fort Benning, GA

Education
Ed.D., Adult Education; CAGS, Counseling and Human Services; M.S., Education Supervision; B.A., History

Certification and Licensure
NCC

Recent Professional Experience
Department of Army Education Director

ACA Branch, Division and Affiliate Membership and Other Related Memberships
President, AAACE; President, CMET
I feel I have the leadership skills and previous experience to assist ACEG as we look to the future. As I have in the past with previous organizations, such as while serving as president of the American Association of Adult and Continuing Education, I seek to put the best foot forward pertaining to military education. I would hope to expose the counseling world to all aspects of counseling in the military arena.

Alan Robert Iverson
Colonel (USAF-Retired), Honolulu, HI

Education
M.S., Personal Counseling; B.S., Biology; USAF Advanced Schools: Air War College, Armed Forces Staff College

Certification and Licensure
National Certified Counselor, Administrator of NCSS Licensure and Certification Exam

Recent Professional Experience
Private High School Counselor, eight years, Our Redeemer Lutheran School; Dean of Students, 12 years, Academy of the Pacific (combined High School and Junior High); Colonel, USAF, 24 years

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Association for Counselors and Educators in Government; Association for Spiritual, Ethical and Religious Values in Counseling; Chi Sigma Iota; Hawaii Counselors Association and the four state divisions; previously, American Mental Health Counselors Association and National Career Development Association

Goals Statement
As the ACEG representative to the ACA Governing Council, I will strive and continue to refine and support the needs of our membership of counseling professionals. This includes the national divisions, regions and state branches and their divisions. My question: Are there too many entities in this structure for this day and age when we have so many ways of rapid communication?
Education
Women’s Studies Certificate-UMUC, Germany; AAS Human Services-Southeast Community College, Lincoln, NE; B.S., Community Services Counseling-Wayne State College, NE; M.S., Education-Agency Emphasis, Wayne State; Post-Master’s coursework Ed.D in Counseling Psychology-University of Sarasota (Argosy), FL

Certification and Licensure
NBCC and Nebraska Certified Professional Counselor, Licensed Mental Health Practitioner (Inactive)

Recent Professional Experience
Federal Women’s Program Manager (two years), Wildflecken, Germany. Trained as a Community Readiness Consultant-USAF and served on Crisis Response Team. Served as Sexual Assault Response Coordinator/Victim Advocate, Incirlik AB, Turkey

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Association of Counselors and Educators in Government, South Dakota Counseling Association-West River Chapter, Lifetime member of Chi Sigma Iota counseling honorarium

Association Experience
Board of Directors, Secretary, President-elect, President and Immediate Past President of ACEG; formerly Board of Directors and Membership Chair, European Branch of ACA

Director

Katonya Bentley-Anderson

Education
M.A., Ph.D. (in progress)

Certification and Licensure
K-12 School Counselor

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACEG, ACCA, ACES, NCDA

Association Experience
ACEG newsletter editor (as of April 2009)

Lynna Thomas Meadows
Licensed Professional Counselor, Montgomery, AL

Education
B.S., University of Alabama, Human Environmental Sciences; M.S., Alabama State University, General Counseling; Doctoral Learner, Capella University, Psychology in Counseling

Certification and Licensure
LPC (Alabama), NCC

Recent Professional Experience
Owner/Counselor, Comprehensive Counseling Associates LLC; Associate Counselor, Clark Psychological Associates; Independent Counselor with Delta T/Logistics Health Services (military post deployment intake); Independent Counselor with Heritage of America (military post-deployment reintegration program)

Association Experience
Member of ACA since 2002

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ASGW member (2003-2005), ACEG member (2008-2009), member of ACA National Special Committee on Military and Veterans Affairs (2008)

Awards and Honors

Publications and Presentations
Presenter, ACA 2009 Conference, Charlotte, NC, “Battlemind”

Community Service
I provide marriage and family therapy for the surrounding community at The College of New Jersey clinic as part of my postgraduate internship.

Lisa D. Yanity

Operations Officer, Warrior and Family Assistance Center, Fort McPherson, Atlanta, GA

Education

Certification and Licensure
National Certified Counselor, Licensed Associate Counselor (New Jersey)

Recent Professional Experience
As the regional veterans employment coordinator for the Northeast, I provide career guidance, assistance and counseling to combat veterans with a special emphasis on the severely injured OIF/ OEF veteran population for an eight-state region.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACEG, ARCA, NECA, Chi Sigma Iota

Awards and Honors
Three Meritorious Service Medals (Department of the Air Force), Chi Sigma Iota induction (2007)

Publications and Presentations
Presenter, ACA Conference, March 2009, Counseling Combat Veterans; Poster Presentation, Rider University, 2006, Counseling Female Veterans

Community Service
I provide marriage and family therapy for the surrounding community at The College of New Jersey clinic as part of my postgraduate internship.

Andree’ M. Sutton
Region 8 Veterans Employment Coordinator, U.S. Department of Veterans Affairs, NY Harbor Healthcare, New York, NY

Education

Certification and Licensure
National Certified Counselor, Licensed Associate Counselor (New Jersey)

Recent Professional Experience
As the regional veterans employment coordinator for the Northeast, I provide career guidance, assistance and counseling to combat veterans with a special emphasis on the severely injured OIF/ OEF veteran population for an eight-state region.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACEG, ARCA, NECA, Chi Sigma Iota

Awards and Honors
Three Meritorious Service Medals (Department of the Air Force), Chi Sigma Iota induction (2007)

Publications and Presentations
Presenter, ACA Conference, March 2009, Counseling Combat Veterans; Poster Presentation, Rider University, 2006, Counseling Female Veterans

Community Service
I provide marriage and family therapy for the surrounding community at The College of New Jersey clinic as part of my postgraduate internship.

Lisa D. Yanity

Operations Officer, Warrior and Family Assistance Center, Fort McPherson, Atlanta, GA

Education
Ed.S., Counselor Education, University of South Carolina; M.Ed., Student Personnel Services, University of South Carolina; B.A., Broadcast Journalism, University of South Carolina

Certification and Licensure
LPC-South Carolina and NCC

Recent Professional Experience
Currently, I provide counseling to soldiers and family members in crisis. While I was deployed in Afghanistan, I volunteered in
the Combat Stress Control Unit when I was not out on my primary mission.

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

President-Elect

Kurt L. Kraus
Professor, Department of Counseling and College Student Personnel, Shippensburg University of Pennsylvania, Shippensburg, PA

Education
B.S., Special Education, 1979; M.Ed., Counseling (School K-12, Mental Health), 1987; Ed.D., Counselor Education and Supervision, 1996, University of Maine

Certification and Licensure
NCC, ACS (NBCC); LPC (Pennsylvania)

Recent Professional Experience
Current Chair of the NBCC Board of Directors; Visiting Professor, Beijing Language and Culture University, Beijing PRC

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, ASGW Professional Member; Pennsylvania ASGW (State President); Pennsylvania Counseling Association; past member of ASCA and CSJ

Association Experience
NARACES President (2006); ACES Strategic Planning Committee (2004-2007)

Awards and Honors
Pennsylvania Counseling Association 2007 David W. Hall Advocacy Award; Fellow in ASGW (inducted 2005); Coauthor JSGW 2002 Article of the Year Award

Publications and Presentations
Recent publications: *Lenses: Applying Lifespan Development Theories in Counseling* (Cengage Press 2008); *Groups in Schools: Preparing, Leading, Responding* (with Anne Geroski, 2010 Merrill/Prentice Hall); numerous local, state, regional, national and international presentations

Community Service
Teach taijiquan for the Carlisle YMCA four mornings per week for the past eight years

Goals Statement
I am honored to be nominated and proud to run for ACES president. If elected (and if not), I will advocate for ACES’s commitment to the mutual goal of one counseling profession that encompasses our members’ unique expertise and wide scope of practice settings and the public’s awareness of counseling professionals’ place in today’s mental health and wellness arena.

The three years that I would serve (elect, president and past) represents a brief time as an individual leader in our association’s history and development. Therefore, my overarching goal, if elected, is to build upon the work that previous leaders have begun. I promise to carry the vision and mission of ACES measurably forward; I believe valuing and evaluating our strategic plan is essential to ensuring that we are focused and committed to achieving an association that is dynamic internally, publicly relevant and professionally visible. I will work with regional leaders to strengthen ACES’s professional voice within ACA and, most important, to ensure that our association defines and codifies the gold standard for counselor educators and supervisors.

To that end, an additional goal will be to continue to foster the many initiatives I have been honored to be part of through my two terms on the Board of Directors of the National Board for Certified Counselors Inc. The invaluable nexus between ACES, NBCC and CACREP (representing counselor educators and supervisors, counselor certification and program accreditation) demands all three’s purposeful attention, dedicated effort and careful interdependence — built of common vision and shared purpose. I ask you to elect me to serve ACES.

Gerard Lawson
Associate Professor, Counselor Education, Blacksburg, VA

Education

Certification and Licensure
National Certified Counselor; Licensed Professional Counselor (Virginia); Approved Clinical Supervisor

Recent Professional Experience
Associate Professor, Virginia Tech (2008-present); Assistant Professor, Virginia Tech (2002-2008); Senior Clinician, Chesterfield (Va.) Community Services Board (2000-2002)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, AMCD, ASERVIC, C-AHEAD, Virginia Counselors Association, Virginia School Counselors Association, Virginia ACES, Virginia AMCD, CSI

Association Experience
President, Virginia Counselors Association (2009-2010); President, Southern ACES (2008-2009); President, Virginia ACES (2007-2009); Secretary, Southern ACES (2006-2007); ACA Task Force on Counselor Wellness and Impairment — Chair (2003-2007)

Awards and Honors
Virginia Tech School of Education, Outstanding Adviser (2009); Kevin Geoffroy Memorial Fellowship (2001)

Publications and Presentations
Ten publications in ACA journals, including the Journal of Counseling & Development, Counselor Education and Supervision, The Family Journal and

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the Journal for Humanistic Counseling, Education and Development; collaborated on over 25 national, international, regional and state presentations

Community Service
American Red Cross Disaster Mental Health Volunteer; Founding Member of the ACA Wellness Interest Network; Virginia Tech Mental Health Advisory Group (Internal Services Coordination Group following tragedy of April 16, 2007)

Goals Statement
It is an honor to be nominated for ACES president-elect. I have been actively involved in ACES at the state, regional and national levels for most of my career, and I am continually impressed with the role that ACES members and the organization play in supporting counselors’ development and shaping the future of the profession.

Right now, the counseling profession is revisiting and refining its identity through the 20/20: A Vision for the Future of Counseling initiative. This process has not been without controversy, but it has also provided counselors with an opportunity to revisit the questions of who we are, what we do and what we believe. Our answers must be inclusive enough so that every counselor can find a home and specific enough to help counselors continue to gain the recognition and respect they deserve, in whatever setting they practice. We also recognize that counselor educators and supervisors will be central to making that vision a reality.

This provides the context for the next ACES president’s term. My leadership style is to communicate a vision for achieving organizational goals and allowing people opportunities to do what they do best, in service to the organization. If elected, my plan would be for ACES to lead through research, scholarship, training and supervision in relation to the future of counseling and how to achieve our vision. I would hope to energize members with specific tasks related to our interest networks and committees and through research grants and conference presentations, exploring the emerging vision of our professional future. Ultimately, as we prepare to move forward, ACES must lead to ensure that our path is consistent with our values, philosophically sound, honors professional and cultural diversity, and is well reasoned and supported. It would be a privilege to serve ACES in this important role.

Secretary
Edward P. Cannon
School of Education & Human Development, University of Colorado Denver, Denver, CO

Education
Ph.D., Counselor Education and Supervision, College of William and Mary; M.Ed., Community and Addictions Counseling, College of William and Mary

Certification and Licensure
LPC and LMFT

Recent Professional Experience
Assistant Professor, University of Colorado Denver

ACES, ALGBTIC, SACES

Association Experience
Chair, ACA Bylaws and Policies Committee; Secretary, SACES; President-elect, VACES; Trustee, ALGBTIC

Awards and Honors
Coeditor, Virginia Counselors Journal (awarded Best Large Branch Journal in 2008 and 2009)

Publications and Presentations
Regular presenter at ACA, ACES and SACES; various state and local presentations; numerous invited workshops and talks; publications in various national and state journals; several book chapters and reviews

Community Service
Volunteer work at Capital Hospice; Food and Friends

Kirsten W. Murray
Assistant Professor, Department of Counseling, Indiana University of Pennsylvania, Indiana, PA

Education
Ph.D., Counselor Education and Counseling, Idaho State University; M.Coun., Idaho State University; B.S., Psychology, University of Idaho

Certification and Licensure
LPC-Pennsylvania, LPC-Idaho, NCC

Recent Professional Experience
Assistant Professor, Indiana University of Pennsylvania, 2007-present; five years of counseling experience in community agency settings; provides trainings as a consultant on supervision, ethics and family counseling

ACES, ALGBTIC, SACES

Association Experience

Publications and Presentations
Refereed/submitted journal articles and more than 30 national, international, regional and state presentations in areas that include supervision, the impact of counselor training on student couple and family relationships, counselor training methods, counselor wellness, feminist informed counseling, sexuality and group work

Community Service
Service work with adolescent girls’ prevention efforts promoting healthy relationships and wellness; PFLAG and SafeZone volunteer work

Kirsten W. Murray
Assistant Professor, Department of Counseling, Indiana University of Pennsylvania, Indiana, PA
Amney J. Harper
Assistant Professor, Department of Professional Counseling, University of Wisconsin Oshkosh, Oshkosh, WI

Education
B.A., History (1994), Ball State University; M.A., Community Agency Counseling (2004), Ball State University; Ph.D., Counselor Education (2008), Auburn University

Recent Professional Experience
Assistant Professor, University of Wisconsin Oshkosh (2008-present)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ALGBTIC, CSJ, ACES

Association Experience
Cochair, ALGBTIC LGB Competencies Task Force (2009-2010); Member, ACES Social Justice Summit Planning Committee (2009-2009); Member, ALGBTIC Transgender Competencies Task Force (2008-2009); Member, Counselors for Social Justice Position Paper Task Force (2007-2008)

Awards and Honors
ACES Outstanding Graduate Student Leadership Award, 2007

Publications and Presentations

Community Service
Safe Zone Trainer/Facilitator (2008-present)

Goals Statement
What fuels my passion for leadership in ALGBTIC is the desire to lead from the center: to lead the division in a direction that is representative, transparent and poly-vocal. Central to this is creating and maintaining heartfelt, meaningful connections. As a counselor educator, I believe that connections between people can foster healing and growth. As a social justice activist, I believe that the best work happens when we are connected to the issues and the community personally. As a bisexual-identified queer woman, I am committed to serving the LGBTQIQA community, whose connections have provided me safety and restored my sense of self and family.

Through my work with the Transgender Competencies Task Force, I have been able to be a part of a truly supportive and collaborative community working toward a common goal. This is what I want to replicate as president. I will continue to focus on the issues of those marginalized within our own communities. I will foster connectedness in the work we do with current members to build up new leadership. Through my experience with community building and activism, I will seek to bring our roles as social justice advocates to the forefront through identifying important ways we can work together to make change in our communities.

What I see as most important at this particular time in the division is to expand the efforts of the recent leaders and promote inclusion through diversity initiatives. Specifically, I believe at every turn we need to be asking the questions, “What interests are being served with this particular task?” and “How can we expand our efforts to make them more inclusive?” I want every member and potential member of ALGBTIC to feel that ALGBTIC is their home and that the work we do represents their needs.

Ron McLean
CEO, The McLean Group LLC

Education
Ph.D., Counselor Education and Family Therapy

Certification and Licensure
LPC, LMHC

Recent Professional Experience
ALGBTIC Board Trustee and AMCD Cochair, Archivist Committee

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ALGBTIC, AMCD, ACES

Association Experience
ACA Ethics and Human Rights Committees; AMCD Chair, Nominations Committee; ALGBTIC Liaison to AMCD

Awards and Honors
ALGBTIC Trustee, 2008-2009

Publications and Presentations
Working with gay men from a narrative perspective, Journal of LGBT Issues in Counseling

Community Service
Board Member, Kiddie Keepwell Camp, a camping experience for children and seniors

Goals Statement
I am honored to accept the nomination for president-elect. I recognize that I am standing on the shoulders of many who made this opportunity possible. I am humbled by the freedom legacy that has been established and the example that has been provided — and which I wish to
emulate. If elected, I would focus primarily on the following three goals.

First, I would employ strategies to increase our membership. For example, instituting a “word-of-mouth” campaign along with attractive incentives is an idea. ALGBTIC is still a big “secret” in many ways, and we need more members to help us build our presence within ACA and the larger community.

Second, I believe it is paramount that we stay focused on our central purpose: to encourage dialogue and be a valued educational resource when it comes to facilitating understanding concerning LGBT issues. For example, I would like to see more partnership building between ALGBTIC and other divisions. Specifically, I envision making a request to each division president to appoint a member from their division to be a liaison to ALGBTIC. This kind of strategy will help ALGBTIC expand its ability to be a positive force within ACA, preserve professional relationships and maximize communication between divisions.

Third, I would like to lead our division in developing a strategic plan for the next five to 10 years.

Publications and Presentations
Publications on research include sexual risk-taking and HIV transmission among gay men, adolescents and women, and ethical decision-making with clients with communicable diseases. Numerous presentations on counseling LGBT populations; counseling the HIV-positive client; sexual risk-taking and counseling among gay men, college students and adolescents; and counselor self-care and ethics.

Community Service
I have been involved in the LGBT community and HIV/AIDS prevention and care services since 1985. I started the leading AIDS organization in Charlotte, N.C., and as an established community leader was involved in community organizing and consulting with LGBT organizations in North Carolina. I have been in private practice with a focus on counseling LGBT populations. Currently, as an assistant professor, my research is in HIV transmission and sexual risk-taking among marginalized populations. My vision is to help counselors work more effectively with LGBT populations.

Pamela S. Lassiter
Assistant Professor, University of North Carolina at Charlotte, Department of Counseling, Charlotte, NC

Education
Ph.D., Counselor Education, Georgia State University, Atlanta, GA; M.S., Counseling Psychology, University of Southern Mississippi, Hattiesburg, MS; B.A., Psychology, Coker College, Hartsville, SC

Certification & Licensure
Licensed Professional Counselor (North Carolina), Licensed Marriage and Family Therapist (NC), Licensed Clinical Addictions Specialist (NC), National Certified Counselor

Recent Professional Experience
Assistant Professor of Counselor Education at UNC Charlotte (2004-present). Teach courses such as Counseling Sexual Minorities, Women’s Issues, Group Counseling and Substance Abuse Counseling. Coordinate the Substance Abuse Counseling Program.

ACA Branch, Division and Affiliate Membership and Other Related Memberships

Association Experience
Member since 2001

Secretary

Tammy B. Bringaze
Director, Counseling Center, Westfield State College, Westfield, MA

Education
Ph.D., Educational Psychology-Counselor Education at Southern Illinois University-Carbondale (1998); M.A., Guidance and Counseling-Student Personnel at Truman State University (1986); B.A., Political Science at Truman State University (1984)

Certification and Licensure
Nationally Certified Counselor, Licensed Professional Counselor

Recent Professional Experience
Currently serving as director of the Counseling Center at Westfield State College in addition to teaching in the graduate program in psychology at Westfield. Before working at WSC, served as interim director at the Center for Counseling and Family Therapy at Saint Louis University and director of University Counseling Services at Truman State University.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Former memberships include ACES and ALGBTIC

Association Experience
Currently serving as appointed secretary for ALGBTIC for remainder of term

Publications and Presentations
I have six publications and 11 professional presentations, all in the area of LGBT and multicultural issues.
Community Service
While living in St. Louis, worked with Afghan refugees who were survivors of war trauma and torture

Kristin A. Smiley
Visiting Assistant Professor, Oakland University, Rochester, MI

Education
Ph.D. in Education: Counseling

Certification and Licensure
LPC – Michigan; NCC

Recent Professional Experience
Ten years counseling HIV/AIDS-related clients; nine years private practice with LGBT clients; seven years teaching at the university level; CACREP Self-Study Committee, Chair, OU, 2009

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ALGBTIC, ACES, NCACES, CSJ, MCA, MACES

Association Experience
Secretary, MACES, 2002-2004; MCA Conference Cochair, 2007

Awards and Honors
Nominated for 2008 Best Dissertation Award — OU

Publications and Presentations
One article (JSGW), HIV/AIDS Group Counseling; two ACA, two MCA and five other presentations; two years HIV/AIDS Speakers Bureau — WSU

Community Service
Provided in-service training to mental health professionals on transcending transphobia; guest speaker on grief and loss for newly singed lesbians support group

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
University of Central Florida

ACA Branch, Division and Affiliate Membership and Other Related Memberships
AMCD, CSJ, ACES, ASERVIC, EBACA, SACES, ASCA

Association Experience

Awards and Honors
AMCD Presidential Recognition for Outstanding Leadership Award

Publications and Presentations

Community Service
AMCD: South Africa-Botswana Outreach, SAMHSA: Katrina Assistance Project, New Orleans

Goals Statement
Striving for excellence has always motivated me to become a successful counseling professional! I believe in honesty and hard work. I also believe in being conscientious, ethical, dedicated, organized and a man of my word. This, I believe, has been the cornerstone of 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 and social justice; a legacy that inspires hope in many of us counselors who continue to 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 already-established efforts as well as create several new initiatives that:

- Support mentorship of student members and our burgeoning new colleagues
- 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

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José Arley Villalba
Associate Professor, UNCG, Greensboro, NC

Education

Certification and Licensure
Nationally Certified Counselor; Licensed School Counselor, K-12, North Carolina

Recent Professional Experience
Associate Professor, University of North Carolina at Greensboro, 2009-present; Assistant Professor, University of North Carolina at Greensboro, 2003-2009; Assistant Professor, Indiana State University, 2001-2003

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Association of Counselor Education and Supervision, Association of Multicultural Counseling and Development, Association for Specialist in Group Work, American School Counselor Association, North Carolina School Counselor Association

Association Experience
Member, 2003-present

Goals Statement
For me, AMCD is where I feel most at "home" in the social tapestry that is ACA and its many divisions and interest networks. As a Latino of Cuban-Colombian decent, the father of two multiracial children and a person whose main research interests focus on the experiences and concerns of Latina/o adolescents in emerging Latino communities, I have been able to consistently turn to AMCD policies and publications, JMCD and my fellow AMCD members as I have sought to answer both professional and personal questions. I value the organization, its history and the principles on which it was founded. I also admire the social advocacy of the AMCD membership and the voice it gives members of all diverse groups. In essence, I appreciate what AMCD has done for the counseling profession as well as the organization's potential to be a change agent in our national and global society.

We all find ourselves at the intersection of the most exciting time in history, as well as one of the most trying. Consequently, individuals and members of all diverse populations are confronted with opportunities for unimaginable goals, while also struggling with unforeseen hardships. As a result, AMCD and its members are presented with both challenges and opportunities to channel the promise and transform the hardships of this new era into opportunities, interventions and avenues for empowerment for present and prospective clients, in addition to counseling graduate students and practicing mental health providers.

As president-elect of AMCD, I believe I have the vision and capability for leading the organization's traditional and continued efforts to advance the causes and concerns of underrepresented and marginalized individuals and groups. Provided with the opportunity to serve as the next AMCD president-elect, I feel I will effectively and graciously represent the organization, its membership and the counseling profession.

AMCD Southern Region Representative

Michael Brooks
Assistant Professor, University of Alabama at Birmingham, Department of Human Studies, Birmingham, AL

Education
B.A., Psychology, Morehouse College; M.A., Counselor Education, University of Central Florida; Ph.D., Counselor Education, University of Central Florida

Certification and Licensure
Licensed Professional Counselor (Alabama), Counseling Supervisor (Alabama), National Certified Counselor

Recent Professional Experience
Assistant Professor of Counselor Education — duties include teaching, supervising and advising graduate students in the community counseling track. Outside university experiences include consulting with local school districts on school counselor effectiveness and evaluation and providing clinical supervision to beginning counselors seeking licensure in the state of Alabama.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Member of the Alabama Counseling Associate; member and Site Supervisor Liaison for the Alabama Association for Counselor Education and Supervision
William Louis Conwill
Assistant Professor, Counselor Education, University of Florida, Gainesville, FL

Education
University of San Diego (B.A., Philosophy); California State University, San Jose (M.A., Experimental Psychology); Stanford University (Counseling Psychology)

Certification and Licensure
NBCC

Recent Professional Experience
Consultant (Implementation Sciences International Inc./Wayne County, MI) in project introducing evidence-based family intervention in an economically challenged community.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
MCD, CSJ

Association Experience
AMCD Vice President for African American Concerns (2006-2007)

Awards and Honors
2007 AMCD Presidential Award for Meritorious Service, 2007 AMCD Exemplary Diversity Leadership Award

Publications and Presentations

Community Service
As part of a national multiethnic research team, I help conduct town hall meetings on race, peace and justice.

Catherine Y. Chang
Associate Professor, Georgia State University, Atlanta, GA

Education
Ph.D., Counselor Education, University of North Carolina at Greensboro; M.Ed., Community Counseling, University of North Carolina at Greensboro

Certification and Licensure
LPC (Georgia), NCC

Recent Professional Experience
Associate Professor at Georgia State University and Program Coordinator of the Counselor Education and Practice Doctoral Program

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACE, ACES, AMCD, ASCA, NCDA

Association Experience
Member of AMCD for 15 years. I have served on editorial boards of three ACA journals, been a member of ACA’s Research and Knowledge Committee and the NCDA/ACES commission on career development education and training, and served as secretary of the North Central Association of Counselor Education and Supervision in 2003-2004.

Awards and Honors
Received Outstanding Research Award and Outstanding Diversity Award from North Central Association of Counselor Education and Supervision; Distinguished Service Award from Association of Assessment in Counseling and Education
Publications and Presentations
I have actively and consistently published and presented in the areas of career development and assessment, counseling ethnic minorities, counseling school-age population and cross-cultural issues in counselor education in ACA journals and at conferences. Asian Americans in counseling and education is one of my focused area of research.

Community Service
Included consultation with a local school district to help at-risk youth through guidance curriculum revision and grant-funded prevention projects.

AMERICAN REHABILITATION COUNSELING ASSOCIATION

President-Elect

Caroline “Carrie” Wilde
Chair, Counseling Programs, Argosy University, Tampa, FL

Education
Ph.D., Counseling & School Psychology, Florida State University; M.H.D.L., Community Counseling, University of North Carolina at Charlotte

Certification and Licensure
Certified Rehabilitation Counselor, Licensed Mental Health Counselor (New York)

Recent Professional Experience
Academic Experience: Counseling Chair/Associate Professor, Argosy University, 2006-present; Associate Professor/Director of Counselor Education, St. John’s University, 2003-2006; Assistant Professor, LSU Health Sciences Center, 1997-2003. Clinical Experience: 10 years in public and private rehabilitation counseling settings.

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

Association Experience
Chair, ARCA Council on Public Policy & Legislation, 2002-present; Member, ACA Public Policy & Legislation Committee, 2004-2007; Chair, ACA Public Policy & Legislation Committee 2005-2006; Member, ACA Professional Standards Committee, 2007-2010; Chair, ACA Professional Standards Committee, 2008-2009; ARCA delegate, 20/20: A Vision for the Future of Counseling, 2006-present

Awards and Honors
Recipient of the 2004 ACA Counselor Educator Advocacy Award

Publications and Presentations
One book chapter, seven publications in various outlets and more than 50 presentations at local, state and national conferences

Goals Statement
As a longtime member of ARCA, I am committed to the continued growth and development of this organization. It would be a privilege to serve as ARCA president.

I have served as Public Policy and Legislation chair of ARCA since 2002. During this time, I have worked to advance the rehabilitation counseling field in several ways. In an effort to increase client access to qualified rehabilitation counselors, I work with state boards, CRCC and CORE toward the recognition of rehabilitation counselors in general counselor licensure laws. I forged a relationship with ACA public policy staff and served three years on the ACA Public Policy Committee to increase awareness and understanding of rehabilitation counseling within the larger counseling profession. I monitor federal legislation that impacts rehabilitation counselors and the clients whom we serve. I support states in addressing their legislative needs related to rehabilitation counseling. I serve as ARCA’s 20/20: A Vision for the Future of Counseling delegate, ensuring that ARCA is involved in shaping the future of counseling.

As president, I would like to continue building on the work of previous ARCA leadership. I would continue to focus on unifying the counseling profession and strengthening its identity. This includes highlighting what makes us, as rehabilitation counselors, unique as well as embracing those values and skills we share with other counseling specialties. We must continue to increase public awareness of rehabilitation counseling. I look forward to opportunities to increase the participation of general membership in ARCA activities. We must continue to increase and engage student membership and foster the development of their leadership skills. Lastly, I believe that we must continue to foster collaborative efforts within rehabilitation counseling toward the common goals of promoting excellence within rehabilitation counseling and in enhancing and supporting the lives of individuals with disabilities.

ASSOCIATION FOR SPIRITUAL, ETHICAL AND RELIGIOUS VALUES IN COUNSELING

President-Elect

Mark E. Young
Professor, Counselor Education, Child, Family & Community Sciences, College of Education, University of Central Florida, Orlando, FL

Education
B.A., Psychology, Miami University; M.S., Mental Health Counseling, Wright State University; Ph.D., Community Counseling, Ohio University

Certification and Licensure
NCC

Recent Professional Experience
Counselor Educator since 1987
Board Member

Harriet L. Glosoff
Associate Professor and Counselor Education Doctoral Program Coordinator, University of Virginia, Charlottesville, VA

Education
Ph.D., Counseling and Development, American University; M.A., Counseling and Student Personnel Services, University of Maryland; B.A., Psychology, State University of New York at Buffalo

Certification and Licensure
LPC, NCC, ACS

Recent Professional Experience
Counselor educator, clinical supervisor, and doctoral program coordinator at the University of Virginia (director of the Counselor Education Program, 2002-2008)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, Southern ACES, IAMFC, AMHCA, Florida Counseling Association

Association Experience
ASERVIC Spirituality Committee Cochair, 2006-2007; Elected Board Member, 2007-2009; Conference Committee Cochair, 2007-2008

Awards and Honors
2008 Florida Counseling Association Humanitarian of the Year, 2007 SACES Tenured Counselor Educator of the Year

Publications and Presentations
Author of Learning the Art of Helping (2009) and Counseling and Therapy for Couples (2007); articles mainly in the area of wellness and spirituality; presentations on couples counseling and meditation, spirituality and wellness

Goals Statement
In the next few years, ASERVIC will pursue some ambitious goals. On the heels of a very successful Spirituality and Counseling conference, we are planning another national conference for 2010 in Myrtle Beach, S.C. We are also moving forward on revising and distributing the Spiritual Competencies for counselors. Because of my experience in conference planning and in research on the spiritual competencies, I believe I can contribute to these two main organizational goals.

Shannon Ray
Assistant Professor, Center for Psychological Studies, Nova Southeastern University, Fort Lauderdale, FL

Education
Ph.D., Counselor Education and Supervision, University of Central Florida, CACREP Accredited Program, 2004

Certification and Licensure
Licensed Mental Health Counselor (Florida), National Certified Counselor, Certified Clinical Mental Health Counselor

Recent Professional Experience
Mental health counseling lead faculty, NSU’s Center for Psychological Studies; Associate Director of Clinical Training, NSU master’s field-based program

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACES, AMCD, ASERVIC, ALGBTIC, ASGW, CSI, SACES, VCA, VACES, VAMCD, VA-ASERVIC, VA Clinical Counselors, VA-ASGW

Association Experience
ACES President, ACES Secretary; SACES President; Member, ACA Ethics Revision Task Force; Member and Cochair, ACA Ethics Committee; Cochair, ACES Ethics Interest Network; Chair, ASERVIC Ethics Committee; Copresident, VA AMCD; Secretary, Virginia Counselors Association (VCA); Chair, VCA Ethics Committee; Chair, Ethics and Professional Practices Committee of MS Counseling Association (MCA); Cochair, MCA Governmental Relations Committee; Assistant Director of ACA (1992-1994)

Publications and Presentations
Eighteen book chapters, 15 articles in refereed national journals, approximately 100 presentations at national, regional and state conferences, including the 2008 ASERVIC Conference, one ACA online course and 40 invited professional development workshops for service providers in community mental health agencies, hospitals and schools

C. Jeffrey Terrell
President, Richmont Graduate University, Atlanta, GA

Education
Ph.D., Counseling Psychology and M.S., Counseling, both from the University of Southern Mississippi; M.Div., Biblical Languages, New Orleans Seminary; B.A., Music Education, Samford University

Certification and Licensure
LPC (Georgia), Licensed Psychologist (Georgia), NCC

Recent Professional Experience
President and Professor, Richmont Graduate University (1999-present); President, Compass Resources LLC (2004-present)

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ACES, ASERVIC, Christian Counselor Educators Professional Development Group

Association Experience
Past president, member of board of directors and executive committee; Christian Association for Psychological Studies (professional association of Christians in the behavioral sciences, not just psychologists); member of the board of directors, Families Across America; member of the advisory board: American Association of Certified Christian Sexual Addiction Specialists

Awards and Honors
Eagle Scout, National Merit Scholar

Publications and Presentations
Multiple publications and presentations

Community Service
Served on vestry of local church; frequent speaker in local church settings
Niloufer Merchant
Professor and Department Chair, Educational Leadership & Community Psychology, St. Cloud State University, St. Cloud, MN

Education
Ed.D., Counseling, University of Cincinnati; M.S., Counseling, University of Wisconsin-Whitewater; M.A., Psychology, University of Pune, India

Certification and Licensure
NCC, Licensed Psychologist (Minnesota)

Recent Professional Experience
Professor and Department Chair, Community Psychology, St. Cloud State University, 2004-present; Chair, Board of Directors, Multicultural Center for Central Minnesota, 2004-2006; Interim Director, Women’s Center, SCSU, 2002-2003; Diversity Coordinator, St. Cloud Public Schools, 2000-2001

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ASGW, CSJ, AMCD, MnCA

Association Experience

Awards and Honors
President’s Award, ASGW, 2008; ‘Ohana Award, CSJ, 2006, for contribution to community and counseling; 15 awards/recognitions for community service

Publications and Presentations
Over 90 presentations and 15 published articles and chapters in the area of multicultural group work, counseling; keynote speaker, ASGW Conference, 2008

Community Service
Board Chair, Multicultural Center of Central Minnesota, 2004-2006; Mayor’s Task Force-Create Community, 2003-2005; Community Anti-Racism Education Team, SCSU; Girls of Color Mentoring Project, 2003-2007

Goals Statement
I have benefited from the mentoring and leadership development provided to me by ASGW, and I am excited for the chance to give back to the organization. In addition to being chair of the Diversity Committee for six years, I have been fortunate to learn from the unique experience of serving as process observer for the ACA Governing Council for three years and the ASGW Executive Board for two years. This allowed me the opportunity to observe different leadership styles, understand the intricacies of governance and develop insight into the historical challenges and growth faced by ACA and ASGW. I have also learned much from my tenure as board chair of a local multicultural center, director of the Women’s Center and department chair.

Those experiences have challenged me to be clear about who I am and to lead and serve with integrity. I recognize the importance of how to be “still within the storm,” be true to the mission and vision of the organization, listen deeply to voices of members and stakeholders and serve with passion, transparency and dedication.

Past leaders and members have positioned ASGW in a place of strength. I plan to continue that legacy in the following ways:

- Make ASGW a welcoming, nurturing organization to its diverse membership
- Reach out to members and stakeholders and respond to changing needs
- Enhance the financial stability through products, programs and other innovative means

- Expand our outreach and visibility nationally and internationally
- Promote diversity-competent, ethical group work through research and training
- Use technological advances to better serve members
- Incorporate diversity competence in every aspect of the organization

I hope to bring my previous leadership experiences from within and outside the organization and look forward to working collaboratively in taking ASGW to the next level.

Bogusia J. (Molina) Skudrzyk
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

Certification and Licensure
NCC

Recent Professional Experience
Director: Community Counseling; 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
AACA Branch, Division and Affiliate Membership and Other Related Memberships
AACE, ACC, ACES, AMCD, CSJ, North American Society for Adlerian Psychology

Association Experience
Member-19 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

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 president-elect. ASGW’s website delineates our values: service, leadership and community. Our work speaks for itself thanks to our members: elders, past and present, students, practitioners and scholars. My goal is to support ASGW’s values and encourage focus on social justice.

The values identified by ASGW are interrelated: Service and leadership are about caring. Community is a feeling of being at home, no matter where home is. It is a result of competence and dedication of people who value relationships that are based on being in touch with their hearts, who listen and understand from each other’s hearts, and then they do what needs to be done, no matter how difficult it may be. A caring leader fosters synergy that invites members to develop and maintain an inspired life —

the kind of life that flows from the wisdom within, that shines without outshining, nurtures spirit, heart, body and mind, and honors essential freedoms: freedom to see “the way things are” and freedom to stand up for “the way things can be.”

In spite of the tumultuous times, I feel inspired by lessons for living that exist in every culture. Perhaps more than ever, our group work practices need a fabric interwoven with multicultural lessons and commitment to caring.

I am thankful for feeling at home at ASGW. I am Because We Are, and I remain grateful to the primary members of groups in my life, my family and my Polish roots — Polanie — the people of the fields. Aren’t we all people of the fields, visiting Mother Earth? Perhaps now more than ever, by working in groups we determine how the fields unfold for our children and their generations to come. Wholeheartedly, I am ready to serve and support the habit of care.

Amy Nitza
Assistant Professor, IPFW School of Education, Fort Wayne, IN

Education
Ph.D., Counseling Psychology, Indiana University; master’s degree, Mental Health Counseling, Purdue University

Certification and Licensure
Licensed Mental Health Counselor (Indiana)

Recent Professional Experience
Assistant Professor and School Counseling Coordinator, IPFW, 2004-present

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ASGW Member, 2003-present

Association Experience
ACA Member, 2003-present; ASGW Newsletter Editor, 2007-present; ASGW Media Committee Cochair, 2003-2007

Awards and Honors
Fulbright Scholar, University of Botswana, 2008-2009; ASGW President’s Award, 2007; ASGW Emerging Leader Award, 2004

Publications and Presentations

Community Service
East Allen County Schools: Career Advisory Board; Homestead High School: Gold Star School Counseling Advisory Board

COUNSELING ASSOCIATION FOR HUMANISTIC EDUCATION AND DEVELOPMENT

President-Elect

Michelle Perepichka
Assistant Professor, New Jersey City University, Educational Leadership and Counseling Department, Jersey City, NJ

Education
Doctorate in Counselor Education and Supervision from Texas A&M University-Commerce (2008)

Certification and Licensure
Licensed Professional Counselor, Registered Play Therapist, Nationally Certified Counselor

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Recent Professional Experience
I have experience counseling children and adults at domestic violence agencies. I also have experience assessing mental health needs of patients of all ages at medical facilities. Additionally, I am an assistant professor in a master’s counseling program.

ACA Branch, Division and Affiliate Membership and Other Related Memberships
C-AHEAD, AACE, ACES, Chi Sigma Iota, Association for Play Therapy

Association Experience
C-AHEAD: Research Chair, Outstanding Humanistic Dissertation Award Chair, reviewer for the Make a Difference Grant and JHCEAD editorial board member

Awards and Honors

Publications and Presentations
I presented numerous times at state and national levels as well as published on topics related to wellness, school counseling interventions and statistics anxiety of graduate students.

Community Service
Tutor undergraduate students with learning differences in college algebra

Goals Statement
C-AHEAD has a dynamic history grounded in strong humanistic traditions. This amazing group has dedicated the past several decades to putting great visions into action and moving the profession forward. The future is bright for this organization. I would be honored to serve as president to continue the humanistic work currently in process and foster new growth.

The goals for my presidency include the following:
1) Incorporate technology
   ■ Create online forums for members to interact
   ■ Update the website with news about projects, conferences and archives of humanistic work
   ■ Provide Infomatrix and JHCEAD in both print and electronic formats
2) Increase active membership
   ■ Increase new membership by 15 percent by actively recruiting graduate students and professionals who identify with humanism
   ■ Grow branches of C-AHEAD
   ■ Enhance membership involvement and retention by implementing an emerging leaders program for members to become active with committees and the executive board
   ■ Meet the needs of existing members by continuing the development and implementation of humanistic credentials
3) Promote humanism
   ■ Work closely with other divisions, branches, regions and interest groups with common interests to unite our efforts
   ■ Recognize humanistic work via division awards presented at ACA’s Annual Conference
   ■ Continue collaborative efforts to release a humanistic book and build toward a series
   ■ Organize an annual wellness retreat and humanistic conference
   ■ Call for humanistic manuscripts with high scholastic rigor for JHCEAD
   ■ Continue the Empty Plate Project and the Make a Difference Grant
4) Define the current vision
   ■ Re-energize C-AHEAD by constructing a focused humanistic direction for the division
   ■ Organize the infrastructure of the division
   This year will be characterized by new developments, fruition of projects and encouraging potential leaders. The ventures and people will carry C-AHEAD into the future. This will be an exiting time.

Recent Professional Experience
Executive director of agency serving developmentally disabled adults and children; private counseling practice in Bluffton, S.C.; adjunct instructor for USC Columbia

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Running for second term as C-AHEAD secretary; current chairperson of the South Carolina branch of the American Association for Intellectual and Developmental Disabilities

Association Experience
C-AHEAD member since 2005, second term as secretary

Community Service
Volunteer at animal rescues, litter patrol and variety of rotary functions with my husband

COUNSELORS FOR SOCIAL JUSTICE

President-Elect

Rhonda M. Bryant
Associate Professor, School Counseling, Albany, GA

Education
Ph.D., Counselor Education, University of Virginia, 2000

Certification and Licensure
Licensed Professional Counselor (Georgia and Tennessee), School Counselor (Georgia)

Recent Professional Experience
Associate Professor, School Counseling, Albany State University

ACA Branch, Division and Affiliate Membership and Other Related Memberships
NBCC Certified Counselor and School Counselor; ACES, ASCA, GSCA

Secretary

Deborah Walsh
Executive Director, Jasper County Board of Disabilities and Special Needs, Ridgeland, SC

Education
M.A. in Psychology, Yeshiva University; Master’s in Rehabilitation Counseling, University of South Carolina

Certification and Licensure
LPC-I
Association Experience
Community Representative, 2006-2009; Newsletter Editor, 2009-present; Delegate, 20/20 Strategic Planning Committee, 2006-present

Awards and Honors
CSJ ‘Ohana Award, 2009; Socrates Award for Teaching

Publications and Presentations

Community Service
Parent Advocate, Volunteer Tutor, Undergraduate Mentor

Goals Statement
These uncertain times underscore the need for social justice. Since its inception, CSJ has helped counselors improve systems that shape clients’ abilities to live without oppression. With consideration of CSJ’s accomplishments in mind, I offer my qualifications for president-elect.

My division experience includes serving as community representative from 2006-2009; participating in the Membership Committee, Media Committee, annual Day of Action and ACES/CSJ Social Justice Summit planning committees; and coediting the CSJ Activist. I received the 2009 ‘Ohana Award for my efforts to affirm diversity and advocate social justice. Currently, I represent CSJ on the strategic planning committee, 20/20: A Vision for the Future of Counseling.

Through service, I have built collaborative relationships across ACA and community organizations. Collaboration is necessary in accomplishing the major goal of my presidency if elected: grassroots operationalization of social justice. I envision CSJ leadership working with state chapters to codify continuous service learning initiatives and dialogues with community members whose voices are not traditionally heard in ACA or CSJ. Such grassroots initiatives will broaden CSJ’s diversity of thought and purposive action and facilitate the organization’s endeavors to empower clients and advance systemic change.

In presenting my professional accomplishments, I understand that people who experience injustice probably do not consider advanced degrees, research or ACA service as critical to achieving social justice. Yet, CSJ’s existence affirms our dedication to routing social injustice; forming equal partnerships with those who share our vision through other avenues outside of ACA is vital to our success. I would like to continue CSJ’s work through leadership characterized by passion, creativity, resourcefulness and collaboration as tools for building change. Co-laboring with membership to ally with persons who are marginalized will create new strategies that actively confront social injustice. Please accept my thanks for consideration of my candidacy as CSJ president-elect.

Manivong J. Ratts
Assistant Professor and School Counseling Program Director, Seattle University, Seattle, WA

Education
Ph.D.

Certification and Licensure
NCC

Recent Professional Experience
Served as CSJ treasurer and currently as an assistant profession in the Department of Counseling and School Psychology

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, ASCA, NCDA, ACES, CSJ, AMCD

Association Experience
Counselor representative and treasurer for CSJ. I’ve also been president of Washington Counselors for Social Justice and currently advise the Seattle University Counselors for Social Justice organization.

Awards and Honors
WSCA Service Award, 2009; WACES Multiculturalism and Social Justice Advocacy Award, 2008; LGBTQ Ally Award, Seattle University, 2008; AMCD Professional Development Award, 2008; WACES Emerging Leader Award for Multicultural Education, Global Diversity/Social Justice, 2006

Publications and Presentations
My publications and presentations have focused on helping counselors become change agents and social justice advocates.

Community Service
I currently serve on the editorial board of the Journal of Counseling & Development as well as the Journal for Social Action.

Goals Statement
It is truly an honor to be nominated for president of Counselors for Social Justice. I have been a member of CSJ since its inception and have served in the organization as the counselor representative and as the treasurer. I also serve as the president of Washington Counselors for Social Justice, and I helped to form Seattle University Counselors for Social Justice (sucesj.org). We are an organization that provides graduate counseling students at Seattle University with opportunities to engage in social justice work. I have dedicated my life to promoting issues of social justice because I believe that, as human beings, we all have a responsibility to make this world a better place.

If given the opportunity to serve as president, my goal would be to help promote social justice as a “fifth force” in the field. More specifically, I intend to focus on ways the profession can make social justice more pragmatic in the field and to help integrate social justice into the
fabric of counselor training, research and practice. I intend to accomplish this by collaborating with other ACA divisions to further develop the social justice counseling paradigm. It is through these partnerships that I believe we can help transform the field and make multicultural and advocacy competence more central to the profession.

Communication Officer

Melissa A. Odegard
Assistant Professor of Counseling, Southeast Missouri State University, Department of Educational Leadership and Counseling, Cape Girardeau, MO

Education
Doctor of Philosophy in Counselor Education and Counseling from Idaho State University, May 2009

Certification and Licensure
Licensed Professional Counselor (Idaho), National Certified Counselor

Recent Professional Experience
My teaching major emphasis is mental health counseling, including also the CACREP core areas of helping relationships, professional orientation, social and cultural foundations, and research and program evaluation. I recently taught the Career Development course at Southeast Missouri State University this past summer and plan to teach Mental Health Counseling, Counseling Practicum, and Social and Cultural Aspects of Counseling in the fall. Most of my clinical experience includes working at community agencies with individuals, couples and families with a broad range of mental health concerns.

Association Experience
Social Justice Summit Student Volunteer at ACES National Convention, 2007; Social Justice Summit Committee Member for ACES National Convention, 2009

ACA Branch, Division and Affiliate Membership and Other Related Memberships
American Counseling Association, Association for Counselor Education and Supervision, Counselors for Social Justice, Association for Multicultural Counseling and Development, American Mental Health Counselors Association, Rocky Mountain Association for Counselor Education and Supervision, Idaho Counseling Association, Chi Sigma Iota Counseling Academic and Professional Honor Society International, Phi Omicron Chi Chapter

Student Representative

Rebekah J. Byrd
Department of Educational Leadership and Counseling, Old Dominion University, Norfolk, VA

Education
Doctoral Student

Certification and Licensure
M.S.Ed., NCBLPC Board Eligible, NCC

Recent Professional Experience
CARE NOW In-School Program Director, Counseling Supervisor, Diversity Institute Faculty, ODU Course Instructor, Group Leader

ACA Branch, Division and Affiliate Membership and Other Related Memberships
CSJ, ACES, NARACES, SACES, AMCD, AACE, ALGBTIC

Association Experience
Member

Awards and Honors
Young Emerging Leader Award, AMCD, 2009; ’Ohana Award, CSJ, 2009

Publications and Presentations

Presentations: Byrd, R. (March 2009). Celebrating culture and promoting advocacy for lesbian, gay, bisexual, transgender and questioning students. Presented at the VS CA.

President-Elect

**Trevor J. Buser**
Assistant Professor, Rider University, Department of Graduate Education, Leadership and Counseling, Lawrenceville, NJ

**Education**
Ph.D. in Counselor Education, Syracuse University; M.A. in Counseling, Wake Forest University

**Certification and Licensure**
Licensed K-12 School Counselor, National Certified Counselor

**Recent Professional Experience**
Staff Therapist, Le Moyne College Center for Personal Growth and Counseling

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
IAAOC, ACES, NARACES, ASCA

**Association Experience**
IAAOC Treasurer, 2008-2009; IAAOC Reviewer for 2010 ACA Programs; IAAOC Graduate Student Carousel Presenter, 2006, 2007

**Awards and Honors**
Member, Chi Sigma Iota; Thomas M. Elmore Outstanding Counseling Student Award, Wake Forest University

**Publications and Presentations**


**Goals Statement**
While serving as IAAOC treasurer last year, I gained an in-depth perspective of the end goal of this association: to enhance therapeutic services for individuals engaged in addictive and/or criminal behaviors. Issues of addiction and criminal behavior cut across settings and touch the lives of clients in significant and life-altering ways. IAAOC contributes to the care of such clients by providing members with a variety of useful resources, including educational workshops, accessible research grants, reports of innovative research and online networks.

As president, I would dedicate myself to continuing IAAOC’s tradition of providing excellent resources to members. In particular, I would focus on two key areas: 1) continuing to add sophistication and a user-friendly character to our online services and 2) breaking new ground in the development of methods for training students in addictions and offender counseling.

I intend to invest the time and finances necessary to continue making our online services into a centerpiece of our association. Efforts are already under way to develop easy platforms for communication, archive PowerPoint presentations developed by members and announce workshop opportunities. My facility with online applications and my past service position me to understand the needs that remain.

Further, as a faculty member, my research interests have centered on counselor training. If elected president, I would turn increased attention to the way we train students in addictions and offender counseling. Toward this end, I would hope to encourage feedback and needs assessments from our students and practitioners, dedicate research grants to this specific area of training and propose special editions of our journal to highlight creative training methods. By drawing on the collective wisdom of our association and supporting systematic research in this area, we can make a lasting contribution to the abilities of the next generation of addictions and offender counselors.

**Secretary**

**Geneva M. Gray**
Assistant Professor, Argosy University, Atlanta, GA

**Education**
Ph.D., Georgia State University, Counselor Education and Practice

**Certification and Licensure**
NCC, LPC (Georgia)

**Recent Professional Experience**
Assistant Professor, Argosy University/Atlanta

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
ACES, SACES, CSI (AUA Chapter Adviser)

**Association Experience**
Chair, IAAOC Multicultural Addictions Counseling Committee

**Awards and Honors**
CSI, Chi Epsilon, Outstanding Doctoral Student, 2007, Georgia State University; CSI, Fellow, 2006; Chi Epsilon, Outstanding Service to the Chapter Award, 2006, Georgia State University

**Publications and Presentations**
Gray, G. & Dew, B. (2008 October). Addictions training that works! Understanding factors that influence positive student outcome in a graduate addictions course. Presented at the SACES Conference, Houston, TX.


Community Service
PFLAG/Atlanta, United Way African American Partnership, Gwinnett United in Drug Education Inc.

NATIONAL EMPLOYMENT COUNSELING ASSOCIATION

President-Elect

Kimberly Key
Owner, Encompass Work & Family, Austin, TX

Education
M.A., Counseling & Educational Psychology/Marriage & Family Therapy, University of Nevada, Reno (CACREP)

Certification and Licensure
National Certified Counselor, Certified Mediator

Recent Professional Experience
Business owner, entrepreneurial coach, trainer, public speaker, author of Ten Keys for Staying Empowered in a Power Struggle and former associate with Human Research, an international group of organizational psychologists and researchers focused on career management and mental health; also assisted in launch of Copilot, an online assessment tool that looks at the underlying emotional factors that hinder career placement

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, NECA, CSJ, IAMFC, TCA

Association Experience
Newsletter contributor, presenter at NECA Institutes and helped develop new Web design and facilitated content management (employmentcounseling.org)

Publications and Presentations

Community Service
Pro bono and reduced rate coaching for SIMS Foundation and other Austin-based nonprofits

Goals Statement
Economists predict our current recession will end with more people self-employed than ever before. In these new times, career counselors face increasing challenges helping their clients find a livable income.

Helping people adapt to economic uncertainty by exploring entrepreneurial opportunities as a career option and managing their employment with an “entrepreneurial mindset” is my passion and strength.

I have worked at a global level, associated with an international group of organizational psychologists. I’ve also worked nationally, providing entrepreneurial coaching and training in my private practice.

I view employment issues with a systemic lens and believe you cannot separate the person from their experiences in the workplace, family, community, country and culture. Counselors benefit clients most when they understand the interconnections among these, especially the nuances of employment and security.

Addressing these nuances and enhancing quality of life through employment counseling and education is what NECA and its members do for people every day. It’s why I joined NECA and got involved in the first place. I found an organization that provides resources, education and incredible support to its members.

The president-elect position will allow me to provide the same kind of support and camaraderie that I experienced. I am an advocate of technology in providing resources to a broad community. So far, I’ve been able to help design NECA’s new website (employmentcounseling.org), where people around the world can access NECA’s resource materials. In addition, an online Global Career Development Facilitator certification will soon be launched, thanks to Drs. Brawley and Neault. (Check the site to see its progress as more resources and training are added.)

I would also like to expand counselors’ awareness about the entrepreneurial process and share tools for counseling clients who are self-employed. Finally, I plan to further NECA’s collaboration with other ACA organizations.

Secretary

Karol Taylor
Owner, Taylor Your Career

Education
M.A., Counseling Psychology

Certification and Licensure
Job Transitions Coach

Recent Professional Experience
Career consultant with the White Hawk Group, teach federal job search classes at Prince George’s Community College, teach courses at the University of Phoenix, self-employed résumé/federal résumé writer

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, NECA, NCDA, ACEG

Association Experience
NECA, NCDA Committee, Maryland Career Development Association
Past President, Association for Career Professionals-DC Program Chair,
Metropolitan Career and Life Planning Network Board Member, Middle Atlantic Career Counseling Association Board Member

Awards and Honors
Secretary’s Award for Distinguished Service, U.S. Department of Health and Human Services, 2001 and 2003; Maryland CDA Award for Distinguished Service, 2008; Assistant Secretary’s Mentoring Award, U.S. Department
of Health and Human Services, 1997; Assistant Secretary’s Training Award, U.S. Department of Health and Human Services, 1998; Federal Training Officer’s Conference IT Award, 1998

**Publications and Presentations**

*Guide to America's Federal Jobs* (June 2009 book); KSAs Are Out, So What’s In? (July 2009 NECA newsletter); Uncle Sam Wants You! (June 2009 NCDA Career Convergence e-zine)

**Community Service**

Sing in church choir

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**Trustee**

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**Shawna A. Buchanan**

Career Counselor, Career Center, University of California, Berkeley, CA

**Education**

M.S., Counseling, San Francisco State University (May 2006); B.A., Speech Communication, California Polytechnic State University, San Luis Obispo (Dec. 2002)

**Recent Professional Experience**

I have worked at the UC Berkeley Career Center for almost three years now. As a counselor, I serve a diverse student and alumni population, supervise a graduate student intern and contribute as a team leader, member and program coordinator. I have made contributions by working on various counseling departmental groups such as internship, nonprofit/public service and liberal arts teams. I have hosted and facilitated professional development workshops for colleagues addressing continuing education and development of multicultural counseling competencies, students’ mental health concerns and the use of creative interventions in career counseling. I have conducted outreach and spearheaded campus collaborations resulting in the development of specialized programs targeting the career development needs of specific student populations (e.g., international students).

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

ACA, AMCD, NECA

**Publications and Presentations**

Copresented a poster session at the 2009 ACA Conference titled “The Inspired Counselor: Infusing Creativity Into the Career Development Process”

**Mary Joan Kozicki LaFontaine**

Career Center Manager, Lewiston, ME

**Education**

B.A., Studio Arts, University of Wisconsin-Stevens Point; Master’s, Adult Education, University of Southern Maine

**Recent Professional Experience**

Twelve years of experience in state government in labor and economic and community development; 10 years of experience in HR and training/staff development in the private sector

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

NECA

**Association Experience**

Central Maine Human Resource Association; Board of Directors for Androscoggin County Chamber of Commerce; Chamber of Commerce Education Committee Chair

**Publications and Presentations**


**Thalia Sofia Moshoyannis**

Director, Paraprofessional Academy, CASE/The Graduate Center, The City University of New York, New York, NY

**Education**

B.S., Human Development, Cornell University; M.S., Counselor Education, Syracuse University

**Recent Professional Experience**

Director, Paraprofessional Academy 1996-present

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

NECA

**Publications and Presentations**

Conference on the Training and Employment of Paraprofessionals in Education and Related Services (presenter from 1996-present); Published “The Evolving Roles and Education/Training Needs of Teacher and Paraprofessional Teams in New York City Public Schools” along with Anna Lou Pickett and Len Granick

**Karen M. Obringer**

Internship Coordinator/Career Counselor, Indiana University-Purdue University Fort Wayne (IPFW), Fort Wayne, IN

**Education**

B.S. in Education, Bowling Green State University (BGSU), December 2000; M.A. in Mental Health Counseling, BGSU, December 2007

**Certification and Licensure**

Professional Counselor (LPC) in Ohio #C0602090; Career Development/Employment Counseling Academy Certificate, 2009; ACA/American Red Cross Foundations of Disaster Mental Health Training, 2009

**Recent Professional Experience**


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


**Association Experience**

Career Development Professionals of Indiana, Fall 2008 Conference Programming/Activities Chair; Chi Sigma Iota Treasurer, 2006-2007

**Thalia Sofia Moshoyannis**

Director, Paraprofessional Academy, CASE/The Graduate Center, The City University of New York, New York, NY

**Education**

B.S., Human Development, Cornell University; M.S., Counselor Education, Syracuse University

**Recent Professional Experience**

Director, Paraprofessional Academy 1996-present

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

NECA

**Publications and Presentations**

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**Recent Professional Experience**


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


**Association Experience**

Career Development Professionals of Indiana, Fall 2008 Conference Programming/Activities Chair; Chi Sigma Iota Treasurer, 2006-2007
**Awards and Honors**
IPFW Ripples recipient, 2009; Fort Wayne Chamber of Commerce Graduate Retention and University Partners committees, 2008-present

**Publications and Presentations**
Roundtable presenter, NCDA conference, July 2009; Leisure and Counseling poster presentation, All Ohio Counselors Conference, Fall 2006

**Community Service**
United Way Day of Caring, August 2008; Young Leaders of Northeast Indiana, 2008-present

**ACA MIDWEST REGION**

**Governing Council Representative**

![Photo of Kelly Duncan]

**Kelly Duncan**
Assistant Professor of Counseling, University of South Dakota, Vermillion, SD

**Education**
Ph.D., Counselor Education

**Certification and Licensure**
NCC, LPC, Certified School Counselor

**Recent Professional Experience**
Assistant Professor/School Counseling Program Coordinator

**ACA Branch, Division and Affiliate Membership and Other Related Memberships**
ACA, ASCA, ACES, SD Counseling Association, SD School Counselors Association

**Association Experience**
ACA Governing Council Representative, ACA Financial Affairs Committee, ACA Bylaws Committee, Task Force on Branch Development, Midwest Region Chair

**Awards and Honors**
NCACES Outstanding Graduate

Student, numerous SDCA awards, appointed by South Dakota governors to four terms on the SD Board of Education — serving four years as president

**Publications and Presentations**


**Goals Statement**
I believe that promoting the profession of counseling is more important than ever. We need to promote the value of our profession, and this must be articulated in different ways to the various constituent groups we serve. I believe my past experience on Governing Council along with my involvement at the state branch and region levels allows me to bring a strong perspective of the profession as well as a big picture, futuristic view to discussions. My experiences on the ACA Financial Affairs and Bylaws Committees and the Task Force on Branch Development have been invaluable to providing me perspectives on the policies and financial affairs that impact our organization.

New professionals desire a different set of member benefits than we may have been offering in the past. We need to be open to meeting these member needs in new ways and to marketing membership in our profession in ways that appeal to those who have been lifelong members as well as to those who may never have seen a reason to join.

My leadership style is to listen to all sides of the issue presented and then to act in a manner that puts the needs of ACA and the clients/students we serve at the forefront of my decisions. Our diverse perspectives are what make us strong as a body of professionals.

**Jean Underfer-Babalis**
Private practice, Toledo, OH, since 1993 with 12 years of inpatient and intensive outpatient treatment in a hospital setting

**Education**
Master's Degree in Education, Counseling, University of Toledo, 1988; current doctoral student at University of Toledo

**Certification and Licensure**
Professional Clinical Counselor with Supervision Endorsement

**Recent Professional Experience**
Eating disorder, substance abuse and dependency, sexual assault counseling; clinical supervision, emotional and mental disorders, grief counseling, group counseling, HIV/AIDS counseling, transgendered counseling, counseling of adolescents and adults, family counseling

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

**Association Experience**
Goals Statement

1) Distribute information to MWR and branch leaders prior to GC about the upcoming GC meeting and the proposed agenda.

2) Initiate discussion with MWR and branch leaders about the agenda items.

3) Solicit feedback from MWR and branch leaders about agenda items prior to GC for the purpose of gaining understanding, insight and feedback about the various facets that embody the MWR and the professional counseling venues in the region to ensure accurate representation of MWR.

4) Accurately and fairly represent the viewpoints of the professional counselors (PCs) in the MWR so that the values, needs and priorities of PCs are correctly communicated to GC.

5) Advocate for the issues and values indicated by the leaders that are a priority to the profession as it pertains to the impact on client welfare, the professional counseling profession and PCs.

6) Remain in contact with branch and MWR leaders to ensure accuracy of viewpoints from the various branches that compose the MWR to ensure the vitality and functionality of the regions and the PCs in those regions are served wholly.

7) Circulate a written report to the MWR leaders and branches within 30 days of GC.

8) Serve on the committee that is appointed to me as a GCR:

   ■ Participate in meetings and the functioning of the committee to instill a regional flavor
   ■ Efficiently and effectively complete delegated tasks of the committee

ACA NORTH ATLANTIC REGION

Governing Council Representative

Kelley R. Kenney
Professor, Kutztown University Counseling & Human Services Department, Kutztown, PA

Education

Certification and Licensure
National Certified Counselor, Licensed Professional Counselor

Recent Professional Experience
Professor/Coordinator, Kutztown University Counseling & Human Services Department

ACA Branch, Division and Affiliate Membership and Other Related Memberships
Pennsylvania Counseling Association, Pennsylvania AMCD, Pennsylvania ACES, NAR ACES, ACES, IAMFC, AMCD, CSJ, ALGBTIC

Association Experience
1996-1997 Chairperson, Subcommittee on Multiracial Concerns, AMCD

Awards and Honors
Susan Sears Outstanding Counselor of the Year, Ohio Counseling Association, 2005; Distinguished Graduate Student of the Year, Ohio Counselor Education and Supervision Association, 2006

Publications and Presentations
Two juried articles with Darcy Granello in the Journal for Specialists in Group Work and Counselor Education and Supervision, more than 100 presentations nationally, statewide and locally

Community Service
Volunteered: prison system from 1988-1998; Inner City Youth and Women’s programs and projects in Toledo since 1990; volunteer positions in my church for the past 25 years

Goals Statement

I have been a part of and have served the North Atlantic Region in some capacity since 1998. This has given me the opportunity to work with and get to know members of the branches and divisions of the North Atlantic Region. It also allowed me to gain an in-depth perspective on the issues and concerns of the branches and the divisions of the North Atlantic Region, including a perspective on why we have so many inactive and/or struggling branches and divisions.

My roles within the region and within ACA, including my first term on Governing Council, have connected me with members and leadership of ACA and other regions, divisions and branches, providing me with the knowledge that the issues and concerns being faced in the North Atlantic Region cut across all entities of our association.

I am just completing my second year of my first three-year term as NAR Governing Council rep. This year, I’ve been a part of the movement within ACA to extensively examine the issues and concerns of all the regions, branches and divisions and the movement to develop and implement the plans that will allow us to address these issues and concerns.
thus making our association, including the North Atlantic Region, stronger.

My experience has confirmed what past Governing Council representatives have shared — that the first two years of Governing Council are a learning curve. Serving a second term as the NAR Governing Council representative, I will be a seasoned Governing Council representative. This will provide some stability and continuity on the Council and provide me an opportunity to achieve my primary goal for serving, which is to continue to work on the aforementioned plans that we have started to ultimately grow and strengthen our association, including all our regions, branches and divisions.

Terry Thurston Mitchell
Professional School Counselor, Central High School, Corinth, ME

Education
C.A.S., Educational Leadership, 2007; M.Ed., Community Counseling/School Counseling, 1995; B.A., Psychology, 1991, all from the University of Maine at Orono

Certification and Licensure
Maine School Counselor Certification

Recent Professional Experience
School counselor and lead counselor for mental health referrals and low-income students at risk programs; coordinate vocational/technical training programs and women in nontraditional trades; coordinate student leadership programs and administer standardized tests and inventories; currently adjunct instructor in psychology at the Penquis Higher Education Center

ACA Branch, Division and Affiliate Membership and Other Related Memberships
ACA, MeCA, EMeCA, MeASGW, CCA, ASGW, CSJ

Association Experience
Currently: Past Chair, ACA-North Atlantic Region; Past President, Maine Counseling Association, MeCA and Eastern Maine Counseling Association (EMeCA); Past President who established the Maine division of the Association for Specialists in Group Work (MeASGW)

Awards and Honors
ACA Presidential Leadership Grant, Atlanta, 2004

Community Service
Committee member for the local Boy Scouts of America, Troop #53, Corinth, Maine; Red Cross Volunteer, Disaster Trained Counselor

Goals Statement
I am very appreciative and honored to be nominated by NAR branch leaders as a candidate for Governing Council. My goals for this three-year term are consistent with the accomplishments made while NAR Chair. Basically, I made “Connecting, Communicating and Collaborating” the theme of my 2008 Fall Assembly, my mantra.

I believe most organizations could better serve their members with improved connecting, communicating and collaborating skills. Connecting, the basic beginning of any relationship, including first impressions, is so important. We never get a second chance to make a first impression. Communicating is an art that takes many forms. Have you ever thought you were communicating only to find out later, maybe not? Collaborating is something everyone says they are willing to do, but requires faith that people will do what’s right. Anyone who knows me and has seen my leadership understands my passion and commitment to all these skills. I deeply care about our profession and the important work we do. We are special people.

I have kept the focus and needs of NAR in the forefront of ACA. No longer is it acceptable to be status quo. Currently, our region has the largest number of inactive branches. I find this unacceptable and have started making leadership gains in two of those branches. If we want to be a united organization as the 20/20 initiative states, we all have to be willing to sit down and strategically work to solve our differences. We need to: Connect on “ALL” levels, Communicate so that “EVERYONE” understands and Collaborate in the “TRUE” sense. I will do these things and, more important, encourage others to do likewise. I will bring focused passion, seasoned leadership and persistent commitment to the table. I’m aware of ACA’s and NAR’s challenges and ready to serve, starting day one.

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Counseling Today | December 2009 | 96
Investing in graduate students and counseling’s future

I believe that children are our future. Teach them well and let them lead the way.

The opening lines of Whitney Houston’s classic song “Greatest Love of All” are an inspiring call to all those who have the responsibility of educating the next generation. In many respects, these lines have guided my work as a counselor educator for 30 years.

In that time, I have taught and mentored hundreds of master’s counseling students and directed the dissertations of a number of counselor education doctoral students. I am pleased that many of my former students have distinguished themselves as counselors and counselor educators throughout the country. Also, I am very proud of the fact that two students I have taught went on to become president of the American Counseling Association. Many of my former students are leading the way in educational institutions and agencies throughout the country.

As professional counselors, we are also stewards of the profession, which involves supporting and nurturing our graduate students. They truly are the future of the profession. That is why I invite you to support graduate students by contributing to the ACA Foundation. Support of graduate students is a major focus of the Foundation as it seeks to advance the counseling profession. Your contribution will aid in supporting students in graduate counseling programs in a number of valuable ways.

One very significant way is through helping underwrite graduate student scholarships to the ACA Conference. Such support allows students to have a professional experience at the national level, which often includes attending content sessions conducted by the authors of their textbooks. Imagine students’ excitement at being able to meet and interact with many of the profession’s leading scholars. Students’ graduate studies and subsequent careers are greatly enhanced by such experiences.

Contributions to the ACA Foundation also help support the annual Graduate Student Essay Competition, which the Foundation sponsors. This contest, being held this year in conjunction with the Ross Trust Scholarship Competition, not only allows graduate students to voice their opinions in essay format on important issues facing the counseling profession but also offers substantial awards for the top essays. This year’s winners for both the ACA Foundation Graduate Student Essay Competition and the Ross Trust Scholarship Competition will each receive a $2,500 scholarship grant, have their essays published in Counseling Today and get free registration, plus three nights at a conference hotel, for the 2010 ACA Annual Conference & Exposition in Pittsburgh. Eight runners-up will receive $500 grants, publication of their essays in Counseling Today and free conference registrations. Imagine graduate students being able to put such a distinction on their résumés.

Another way your Foundation donations support graduate counseling students is through the Glen Hubele National Graduate Student Award. This annual award recognizes outstanding scholarship by an ACA student member. It’s an honor that can boost a master’s student’s chances of being accepted into a prestigious doctoral program or help a doctoral student obtain his or her first faculty position as a counselor educator.

When you make a donation to the ACA Foundation in support of graduate students, you are making an investment in the future of the counseling profession. You are helping to ensure that excellence in counseling practice, education and research will continue into the next generation. Whether actively involved in the teaching of students or not, we are all educators as counselors, and we owe support to those who will come after us. The ACA Foundation believes that students are our future, and we want to support them well and help them lead the way. Please visit the donation page at the ACA Foundation website (acafoundation.org) and lend your support today.

Courtland C. Lee is the immediate past chair of the ACA Foundation.
Created in 2005 by the National Board for Certified Counselors Inc. and Affiliates, the NBCC Foundation actively promotes mental health through the advancement of professional counseling and credentialing. The NBCC Foundation evolved from the Research and Assessment Corporation for Counseling, which funded research and assessment projects in counseling, and while already active in creating infrastructure, it has started building programs that have had an impressive impact on the profession of counseling.

Most recently, the NBCC Foundation’s Board of Trustees created two new scholarships to promote counselor education among military personnel and individuals from rural areas, respectively. Each year, the NBCC Foundation will award a total of 10 scholarships — five to individuals with recent military service and five to individuals who reside in rural communities. Recipients must be enrolled in a CACREP-accredited counseling program. The scholarships, each in the amount of $3,000, are designed to increase access to needed counseling services among underserved communities and populations. The deadline for submission of scholarship applications was Oct. 31, and the awards are expected to be made by the end of the year.

The NBCC Foundation has also taken an active role in promoting mental health abroad. In the past year, the Board of Trustees has approved several international funding initiatives in Asia and Africa for Mental Health Facilitator (MHF) training. Critical in helping millions of underserved people, the MHF program teaches basic mental health skills and concepts, particularly for areas that have little or no access to formal mental health care. The initial NBCC Foundation grant provided $10,000 to send experts to administer the first MHF “training of trainers” course at the Guidance, Counselling and Youth Development Centre for Africa in Lilongwe, Malawi, in February 2008. There, participants learned to become trainers capable of teaching basic mental health skills to others. A recent NBCC Foundation grant provided funding for a training of trainers in Bhutan that took place in early October 2009. The grant also provided support for training materials and documentation. The NBCC Foundation has also funded several other international projects, including sending counseling textbooks to foreign countries, providing MHF emergency training in China’s Sichuan province and supporting international conferences.

In addition to program administration, the NBCC Foundation has been raising money to support further initiatives and program expansion. In 2008, the NBCC Foundation received more than $30,000 in individual contributions, primarily from National Certified Counselors (NCCs). Sixty-one individuals contributed $100 or more, and three contributed $1,000. In total, 918 individuals donated to the NBCC Foundation in 2008. Moreover, 2009 donations are on track to exceed the 2008 totals. In the first quarter, revenue has increased by almost 50 percent, totaling $10,769 and 268 donors. One counselor has named the NBCC Foundation as the recipient of $75,000 as part of a future estate distribution.

While the support of NCCs is strong, the NBCC Foundation receives funding from other sources as well. In an impressive show of support for the counseling profession, the Center for Credentialing & Education, another NBCC affiliate, dedicated revenue from the Counselor Preparation Comprehensive Examination (CPCE) to the NBCC Foundation. In 2008, this funding exceeded $30,000. Used by many counselor education programs as an exit examination, the CPCE endowment provides a consistent source of funding for the NBCC Foundation.

Although well poised to build revenue and increase programming, the NBCC Foundation continues to seek grants from external organizations to expand the organization’s outreach and capacity. The NBCC Foundation has submitted an application for funding from a global education foundation to improve career development in Europe. The funding would be used to create a Global Career Development Facilitator credential for the European Union to promote transnational workforce mobility. Additionally, the NBCC Foundation is seeking funding to introduce the MHF in Botswana and southern Africa.

The NBCC Foundation is governed by a distinguished group of leaders appointed to the Board of Trustees by the NBCC Board of Directors. Included in this group are Wayne Lanning (chair), William Byxbe (vice-chair), Harriet Mayor Fulbright (public director), Brenda Freeman (director) and Thomas Clawson (NBCC president and CEO). Counselors seeking more information or desiring to contribute to the NBCC Foundation should visit nbcf.org.

David Bergman is vice president-legal and external affairs/chief legal officer of NBCC (nbcc@nbcc.org).
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Source Code: CPFCT05
AMCD, ACES outreach tour a success
Counselors travel to South Africa, Botswana for knowledge exchange

By Laura R. Shannonhouse and Cirecie A. West-Olatunji

Building on the foundation of the collaboration and scholarship established two years ago, members of the Association for Multicultural Counseling and Development and the Association for Counselor Education and Supervision once again visited South Africa and Botswana this past July. The purpose of the trip was to provide supervision and consultation services as well as to exchange knowledge with mental health professionals, clinical faculty and community outreach workers in the two nations.

In addition to the service provision activities, outreach participants and other volunteers from the two American Counseling Association divisions planned and coordinated a three-and-a-half-day conference at the University of Botswana (UB) in partnership with the UB Department of Educational Foundations and Counseling. The intent was to assist in advancing knowledge of disaster response and trauma, giving voice to effective practices and connecting with colleagues in southern Africa. Another goal of the experience was to allow outreach participants the opportunity to immerse themselves in the cultures of southern Africa, thus experiencing the differences and similarities in day-to-day living for community residents and service providers and enhancing our cultural competence. Finally, the initiative was designed to advance our knowledge of culture-centered disaster work.

The international counseling conference, titled “Providing Culturally Competent Counseling Services in Trauma-Affected Communities,” was held in Botswana’s capital city of Gaborone. The gathering began with a half day of activities specifically aimed at graduate counseling students. The program consisted of a panel of counselor educators who spoke with students about scholarship and career advancement in counselor education. In addition, poster sessions and paper presentations were given. The next three days were filled with keynote speeches given by Scott Hinkle (clinical training coordinator for the National Board for Certified Counselors), Dan Busumane (UB counseling program chair) and Cirecie West-Olatunji (associate professor, University of Florida). In addition, UB faculty and counseling center staff, counselor educators from across the United States and practicing counselors from the region delivered concurrent sessions. Other activities included a reception open to community members and held at the Botswana National Museum and a luncheon at the scenic Phakalane Resort, where we dined in a pavilion on the water.

Throughout the conference, UB students shared their struggles with counselor development, giving new meaning to cultural discontinuity. We heard numerous accounts of how difficult it is for counselors in the region to connect with their clients, who often do not return. The more we heard, the more we realized that the training these counselors receive is similar to ours in that it is influenced by Eurocentric notions of helping.

As an outcome of the success of the conference, three practicing school counselors invited us to visit them in the village of Molepolole. Dressed in their traditional attire, the counselors hosted us for a visit to an orphanage, a local museum and a cave to view early markings on the walls. At the end of the day, it was hard for all of us to say goodbye.

As part of the outreach experience in both Botswana and South Africa, participants revisited the community agencies and schools we had been introduced to during the 2007 trip. At every site, we were greeted warmly and remembered from two years prior. Many of the agencies had further developed their services and were receiving government support. In South Africa, where they are preparing to host the 2010 World Cup of soccer, quite a bit...
We were significantly impacted by each encounter during our outreach tour and the associated personal and professional transformation. With this visit to the cradle of humanity, we felt we were connecting with a common family and truly felt the spirit of Ubuntu (I am because we are). To learn more about the 2009 AMCD/ACES Outreach and Tour, visit education.ufl.edu/Faculty/WestOlatunji/amcd09/index.html.

Our mission of prolonged engagement to connect with the global community will continue in another region of the world in 2011 when we will travel to Latin America. Information regarding the 2011 experience will be forthcoming.

We ask that interested parties continue to check the project website.

Laura R. Shannonhouse (lrshanno@uncg.edu), a National Certified Counselor, is a doctoral student in counseling and educational development at the University of North Carolina at Greensboro.

Cirecie A. West-Olatunji (cwestolatunji@coe.ufl.edu), associate professor and mental health track coordinator at the University of Florida, is AMCD’s representative to the ACA Governing Council.

Letters to the editor: ct@counseling.org

Announcing New Group Dental Insurance coverage from MetLife

ACA Insurance Trust and the American Counseling Association is pleased to offer ACA members valuable Dental Insurance Benefits. MetLife has more than 45 years experience providing dental insurance coverage and is the largest dental plan administrator among single commercial carriers in the U.S.* Our new dental insurance program features lower costs, freedom of choice, less paperwork, less worries, more service, and a focus on oral health.

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December 2009 | Counseling Today | 101
Deadline fast approaching for AMCD Mentoring Program
Submitted by Kimberly N. Frazier kfrazie@clemson.edu

The Association for Multicultural Counseling and Development is accepting applications for its 2009-2010 Mentoring Program. Graduate counseling students (master’s or doctoral level) and early-career counseling faculty members (untenured) are encouraged to apply.

Selected applicants will receive free registration for the upcoming ACA Conference in Pittsburgh and a ticket to the AMCD luncheon. Mentoring Program participants will be required to attend the AMCD Past President’s Reception, luncheon and Mentoring Program meeting at the upcoming conference. Selected applicants will be responsible for collaborating on a research project with a mentor within AMCD during the Past President’s Reception and Mentoring Program meeting.

To receive consideration, applicants must be AMCD members for a year or more, forward a letter of support from a current AMCD member and submit a 1,000-word essay (double-spaced) outlining how their current research/ professional interests fit the mission and goals of AMCD. Applications should include a cover sheet with full name, institutional affiliation and applicant status (either graduate student or early-career faculty member). Graduate students must also submit a letter from their adviser verifying graduate student status.

Application materials must be received by midnight (Pacific Time) on Dec. 1 by AMCD Mentoring Program Chair Kimberly N. Frazier via e-mail at kfrazie@clemson.edu or via ground mail at the Eugene T. Moore School of Education, Counselor Education Department, 318 Tillman Hall, Clemson, SC, 29634. Please check the AMCD website at amcdaca.org for updates on this program.

EB-ACA Learning Institute focuses on ‘reel’ therapy
Submitted by Vesta Freyhoefer Vesta.Freyhoefer@AMEDD.ARMY.MIL

The European Branch of the American Counseling Association held a Learning Institute, “Reel Therapy: Ethical and Professional Issues for Therapists,” at the Landstuhl Learning Center in Landstuhl, Germany. Presenter Michael E. Kahn is both a lawyer and a licensed professional counselor in private practice. “Reel to Real” therapy is a dynamic mix of audio and visual stimulation that reveals perceptions, techniques and ideas effortlessly. The workshop included slide presentations, movie clips, quotations, vignettes, relaxation techniques, creative expression, attendee contributions and great music. Participants enjoyed good food, good company and great information!

Ethical concerns are a primary focus for every clinician, as evidenced by our mandate to comply with specific laws, ethical codes and credentialing requirements. Every clinical provider knows how difficult it is to obtain his or her respective credentials, and protecting and honoring those credentials is essential. Through clips from various movies and television shows such as The Visitor, Huff, Common Practice, In Treatment, Running With Scissors and The Sopranos, multiple techniques were presented and discussed for their therapeutic value. In comparison with listening to lengthy dialogues, which may not be concise, congruent or intrigue the audience, film clips can summarize an abstract construct in mere minutes. Ethical concerns such as recognizing boundaries, evaluating dual relationships and dealing with self-disclosure can generate enormous debate.

Among the key areas discussed were valuing the need for self-care, recognizing symptoms of burnout, maintaining an interest in research, strengthening professional networks, respecting boundaries and honoring clients’ uniqueness and diverse backgrounds. These are short phrases, but each requires tremendous effort when truly respected for its professional worth. Through vignettes, attendee contributions and creative expression, several of these therapist challenges were addressed.

ASGW heads to New Orleans for national convention
Submitted by Don Ward dward@pittstate.edu


The gathering begins Feb. 18 with a series of preconference activities, including a service project in New Orleans. A session featuring Michael Garrett and Edil Torres Rivera will officially open the conference on Friday morning. ASGW fellow Rex Stockton will give the keynote address on “Art and Science in Groups” during the luncheon on Friday afternoon. Jerry and Marianne Corey will present on ethics in group work. A reception featuring poster presentations will be held Saturday night, with local New Orleans musicians providing the evening’s entertainment.

Opportunities to learn about the art and science of groups will be offered throughout the conference in 90-minute and 60-minute skill-building sessions, as well as in panel discussions and poster presentations. There will be scheduled events from 8 a.m. to 8 p.m. Friday and Saturday and until noon on Sunday.

There will be plenty of time built into the conference schedule to enjoy all the sights, sounds and tastes of New Orleans. Current and former New Orleans residents will provide tips and suggestions for getting the most from your visit and for enjoying all the richness of the Crescent City beyond just the French Quarter.

Visit the ASGW website at asgw.org to register for this exciting conference. Certifications for continuing education will be available.
For hotel reservations, contact the New Orleans Doubletree Hotel directly at 800.HILTONS. Our group is the 2010 ASGW National Conference. Reservations must be made by Jan. 17; however, it is best to call as soon as possible because this is a very active time, and we want to be sure you get a room! Conference room rates are $149 for a single or double room. You may have this room rate from Feb. 14-23, so come early and we want to be sure you get a room!

Note that there is a 13 percent tax and a $2 occupancy charge for each night.

Gurtler, Nunez earn accolades from Wyoming Counseling Association
Submitted by Janet de Vries jdevries@caspercollege.edu

Becky Gurtler recently received the Wyoming Counseling Association’s Outstanding Service Award, recognizing her many years of distinguished service to the organization. She has been described as the “draft horse” of the organization. Gurtler is a school counselor at Paradise Valley Elementary School in Casper, Wyo.

Johnna Nunez of Laramie received the WCA’s J.R. MacNeel Award in remembrance of the first counselor education department head at the University of Wyoming. Nunez distinguished herself as a doctoral student in counselor education at the university, demonstrating academic excellence, professional success, accomplishment and potential. While in graduate school, she volunteered as a counselor at the Laramie Downtown Clinic. Currently, she is a university employee and director of WyoCARE, an organization that distributes materials and offers trainings to decrease substance abuse and violence throughout our state.

ACES draws more than 1,000 to San Diego
Submitted by David Zimpfer dzimpfer@localnet.com

The Association for Counselor Education and Supervision held its biennial national conference in San Diego Oct. 14-18. With 1,137 attendees, registration represented more than 40 percent of our membership — not surprising for ACES, but well above the number typically attained by similar associations for their conferences.

ACES contracted with the American Counseling Association to handle many of the conference tasks. Conference Chair Leah Brew was strongly praised for her thorough guiding hand, both in major concerns and in details. Program coordinator Dale-Elizabeth Pehrsson capably received proposals and reviewed and planned the presentations. ACA staffers Robin Hayes and Theresa Holmes were extremely helpful preceding the conference and at the conference itself.

The major theme of the convention, “Transformative Actions,” centered on social commerce at its most fundamental level — the authentic relationship between persons. Keynote speaker Dana Comstock of St. Mary’s University in San Antonio delivered a poignant and personal view of transformative action in her presentation, “The Expanding Role of Counselor Educators in Dismantling ‘Rankism.’”

Important sessions included Project Inform (an Institute for Research
NECA promotes benefits of GCDF training
Submitted by Kay Brawley
kbrawley@mindspring.com

The National Employment Counseling Association Day of Learning, themed “Staying Power,” will be held Sunday, March 21, 2010, from 10:30 a.m. to 5:30 p.m. and will include the Awards Brunch.

Here are 10 reasons to consider introductory training at the NECA Day of Learning for Global Career Development Facilitator certification:

1) To enhance your professional competencies in the career development arena. Even if you’ve been in the career development/career counseling field for 25 or 30 years, working on this certification will update and refresh your skills.

2) When you accomplish something worthwhile that is also beneficial to your career, you have earned and deserve an appropriate self-care activity.

3) To ensure that you possess the minimum core competencies to perform the duties as a career management professional.

4) To fulfill the academic education requirement as partial fulfillment (in addition to experience and professional training) to complete the GCDF certification.

5) Regardless of the way you have advanced academically, you may still qualify for the certification through life experience and related professional client-contact hours.

6) To market your practice in a consulting capacity to individuals and organizations which require expertise in the area of career management.

7) To acquire an industry-respected certification on an accelerated track that allows you to stand out from the crowd with international recognition.

8) Because the convenience of a comprehensive online program allows you the flexibility of being able to work anywhere/anytime.

9) To create revenue by becoming a GCDF trainer-of-trainers.

10) To gain insight and a heightened perspective on facilitating client career development.

To learn more about NECA’s offering of “Working Ahead, Moving Forward” and how to acquire the GCDF certificate through our online/distance program, contact NECA Professional Development Director Kay Brawley at kbrawley@mindspring.com.

Join us at the ACA Conference on Sunday for brunch and then stay for the Day of Learning. Visit counseling.org/conference and click on “Division Brunch.” The registration fee is $75, including the brunch. Expand your mind. Refresh your knowledge. Connect with your peers. Register now online or call 800.347.6647 ext. 222.

ACCA seeks editor and program submissions
Submitted by Brian Van Brunt
brian.vanbrunt@wku.edu

The American College Counseling Association seeks applications for the position of editor of the Journal of College Counseling, a national, peer-reviewed journal with a distribution of 2,500. Its mission is to inform practitioners of research, recent innovations and critical issues impacting counseling services on university campuses. The appointment of editor is for a three-year term beginning July 2010 and is conditional upon:

■ Experience as an editorial board member of a professional publication or similar experience

■ A record of scholarly publications in refereed journals

■ A history of involvement in and contribution to the counseling profession

■ An understanding of and commitment to the mission of ACCA, including ACCA membership at the time of application submission

Interested individuals should submit a formal application containing the following materials by Dec. 15:

■ A current curriculum vitae

■ A complete list of publications and reprints of no more than five of the applicant’s most significant publications

■ A statement of vision for the editorial direction of JCC

■ A statement from an administrator from the applicant’s institution or organization describing support for the appointment

Phone interviews with top candidates will take place February/March 2010. Please send applications to Derrick A. Paladino, JCC Editor Search Committee Chair, at Rollins College, Graduate Studies in Counseling, 1000 Holt Avenue – 2726, Winter Park, FL 32789-4499 or e-mail dpaladino@rollins.edu.

Also make your plans now to come to the fifth ACCA conference in St. Louis from Oct. 6-9, 2010. The call for programs is posted on our website at collegecounseling.org/conferences.html; the deadline for program submission is Dec. 12. We are particularly interested in programs that emphasize clinical, career and academic counseling for college students. We also encourage community college counselors to submit a proposal.

Stay tuned to our website for more information on the conference. If you have any questions, please do not hesitate to contact Sylvia Shortt at sshortt@westga.edu. We hope to see you there! •
Norman C. Gysbers, Mary J. Heppner, and Joseph A. Johnston

This book presents a practice-focused approach to career counseling that will help you enhance the skills and techniques in your career counseling repertoire to meet clients’ current needs. It incorporates the most widely used traditional career counseling practices with new and emerging career development concepts, making it an exceptional text for both counselors-in-training and seasoned practitioners. Topics discussed include traditional and postmodern career theories and approaches; counseling an increasingly diverse workforce and addressing cultural context issues such as race, class, gender, and disability; forming a productive alliance with the client; gathering client information; using assessment inventories and instruments; developing client action plans; and navigating the termination process. 2009 | 325 pgs

Order #72881 | ISBN 978-1-55620-289-6
List Price: $64.95 | ACA Member Price: $45.95

More Than a Job! Helping Your Teenagers Find Success and Satisfaction in Their Future Careers
Richard T. Lapan

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 private practitioners 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. 2008 | 125 pgs

ISBN 978-1-55620-278-0 | Order #72863
List Price: $26.95 | ACA Member Price: $20.95

Family Matters: The Influence of the Family in Career Decision Making
Robert C. Chope

Family Matters places the family front and center as one of the premier influences in career decision making. It contains activities and exercises that job seekers, counselors, and counselor educators will find useful; gives innovative strategies for including the family as a part of the job seeker’s network; and offers new ideas about how people can break away from the influence of dysfunctional families. Published by ProEd and CAPS Press, LLC 2006 | 176 pgs

Order #72866 | ISBN 978-1-4164-0063-9
List Price: $32.95 | ACA Member Price: $24.95

Knowledge Nomads and the Nervously Employed: Workplace Change & Courageous Career Choices
Rich Feller and Judy Whichard

Practical, and highly readable, Knowledge Nomads and the Nervously Employed explores the abilities and personal traits needed to secure and maintain employment in our rapidly changing global economy. This book will motivate you to step out of your comfort zone, develop new skills and behaviors, and make courageous career choices that nurture your passions and maximize your potential in all of your life roles. Learn what it takes to succeed in today’s workplace, improve your skills, view career development as a lifelong process, stay ahead of shifting workplace trends, and use technology to its fullest. Published by ProEd and CAPS Press 2005 | 170 pgs

List Price: $29.95 | ACA Member Price: $22.95

Please include $8.75 for shipping of the first book and $1.00 for each additional book.

American Counseling Association
800-422-2648 x222
counseling.org
COMING EVENTS

Asociacion Puertorriquena de Consejeria Profesional Conference
Dec. 1-3
San Juan, Puerto Rico
The Asociacion Puertorriqueña de Consejeria Profesional invites its American Counseling Association friends and colleagues to its 32nd annual conference at the Puerto Rico Convention Center. The theme for this year's gathering is “Prevention and Ethical Service: Strengths of Professional Counseling.” For more information, contact Marta M. Carballo Betancourt at luzaura@aol.com.

Journal seeks editor
The American College Counseling Association seeks applications for the position of editor of the Journal of College Counseling. JCC is a national, peer-reviewed journal with a distribution of 2,500. Its mission is to inform practitioners of research, recent innovations and critical issues impacting counseling services on university campuses. The appointment of editor is for a three-year term beginning July 2010. Interested individuals should contact Derrick A. Paladino at dpaladino@rollins.edu for conditions and application material requirements. Submission deadline is Dec. 15.

Call for programs
The American College Counseling Association seeks programs for its conference in St. Louis, Oct 6-9, 2010. Visit collegecounseling.org/conferences.html to find the call for programs; the submission deadline is Dec. 12. We are particularly interested in programs that emphasize clinical, career and academic counseling for college students. We also encourage community college counselors to submit a proposal. For more information, contact Sylvia Shortt at sshortt@westga.edu.

Call for submissions
The Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling invites submissions for The Journal of LGBT Issues in Counseling. The intent of this journal is to publish articles relevant to working with sexual minorities and articles that will be of interest to counselors, counselor educators and other counseling-related professionals who work across diverse fields. Topics include new research, new/innovative practice and theoretical or conceptual pieces, including reviews of literature that reflect new ideas or new ways of integrating previously held ideas. The journal is distributed quarterly. For detailed submission guidelines, contact editor Ned Farley at nfairley@antiochseattle.edu.

Call for membership
The Nevada Counseling Association has re-formed and is now accepting membership applications. Please visit our website at nevadacounselingassociation.org to access a membership form and join your new state organization. For more information, e-mail info@nevadacounselingassociation.org or call Kitty Unthank at 775.742.1475.

Call for proposals/submissions
The Counseling Outcome Research and Evaluation Journal (CORE), a journal of the Association for Assessment in Counseling and Education, provides practitioners and educators with outcome research and program evaluation practices for work with individuals across the life span. CORE 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 evidence-based articles dealing with outcome research and evaluation practices, conceptual articles that move the profession forward and best practices articles in research methodology. Contact editor Danica G. Hays at core@odu.edu for additional information.

Bulletin Board submission guidelines
Items for the Counseling Today Bulletin Board must be submitted via e-mail to lshallcross@counseling.org with “Bulletin Board” in the subject line. Not all submissions are accepted for publication. Limit submissions to 125 words or less. Announcements will be published for a maximum of three consecutive months, after which an updated version of the announcement must be resubmitted for inclusion. The rolling deadline is the first of every month for publication in the following month’s issue (e.g., an item submitted by Aug. 1 would appear in the September issue).
Grad student competitions offering $2,500 scholarships
Midnight, Dec. 13 is the deadline for submissions for both the ACA Foundation Graduate Student Essay Competition and the Ross Trust Graduate Student Essay Competition for Future School Counselors. Each competition is offering a top prize of a $2,500 scholarship grant, publication of the winning essay in Counseling Today and free registration plus three nights of hotel accommodations for the ACA 2010 Annual Conference in Pittsburgh. Runner-up awards include $500 scholarship grants, publication of winning essays and free conference registration.

Full details, rules and entry forms are available at the ACA Foundation website at acafoundation.org or in the “Students” section of the ACA website at counseling.org. But remember, Dec. 13 is the final entry deadline.

Entries still open for ACA Conference scholarships
The ACA Foundation has announced an expanded program of graduate counseling student scholarships to attend the ACA 2010 Annual Conference. This year’s awards include free conference registration for the selected graduate students; a grand prize winner will also receive three nights accommodations at one of the conference hotels in Pittsburgh.

Current ACA members enrolled in counseling graduate courses at an accredited college or university may enter. A short 300-word essay is required. Full rules and the online entry form can be found on the ACA Foundation website at acafoundation.org or in the “Students” section of the ACA website at counseling.org. The deadline for all entries is Dec. 30.

Student volunteers wanted for ACA Conference
Becoming a volunteer is the best way for graduate students to connect with fellow ACA members, develop your leadership skills and become an integral part of the association — all while making a difference in the counseling profession. As a student volunteer at the ACA Annual Conference & Exposition in Pittsburgh (March 18-22), you will have the opportunity to meet and interact with leading counseling professionals. You will also find a wealth of information regarding future career choices and a number of student activities.

ACA is seeking as many as 100 graduate student volunteers who are willing to work a minimum of 12 hours during the conference. In exchange for your time and commitment, ACA will waive one-half of your registration fee. Graduate students who have previously volunteered in this program within the last three years are eligible for full reimbursement of their registration fee. The deadline to sign up for this program is Dec. 18. For applications or more information, visit counseling.org/Students/GetInvolved or contact Robin Hayes at 800.347.6647 ext. 296.

Depressed adults often sabotage chances of getting well
A recent survey of 2,001 adults living with depression revealed that despite being diagnosed for an average of 12 years, many unknowingly took actions that could have sabotaged their chances of getting well. On average, it took about six years for respondents to seek diagnosis from a health care professional, suggesting these adults may have been coping with depression for as long as 18 years.

The survey showed that among those who waited six months or more to be diagnosed, 69 percent reported they delayed diagnosis because they lacked knowledge about depression or lacked basic facts about available depression treatments and where to go for help. Additionally, among those who wanted more information about depression treatment at the time of diagnosis, 64 percent said they wanted to know what it meant to “get well.” Surprisingly, 91 percent of survey participants had been prescribed an antidepressant for depression, but among them, just 7 percent felt very knowledgeable about all basic aspects of the treatment.

The survey was part of a new depression educational program called Missing Pieces that was developed by leading mental health experts and supported by Eli Lilly and Company to help people identify the information they need to better understand depression. Overall, the survey demonstrated that many adults with depression are engaging in unhealthy behaviors that may jeopardize recovery:

■ 57 percent of those who delayed seeking a diagnosis thought they could manage their own depression symptoms.

■ Among respondents who had taken antidepressants for depression, 47 percent did not discuss when it might be necessary to change medications with their doctor, despite the fact they were still experiencing depressive symptoms.

■ Among those who had stopped taking antidepressants, 41 percent did so without telling their doctor.

■ 71 percent noted that talk therapy should always be part of a depression treatment plan, yet only 22 percent were currently enrolled in talk therapy.

Missing Pieces offers an educational website (MissingPiecesProgram.com) that provides additional survey details and in-depth information about depression.
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. ACA master’s level students now receive liability insurance coverage as part of their membership. In addition, all other ACA professional members with a HPSO liability insurance premium of $100 or more will receive a 10% discount on a new or renewing policy, and ACA new graduate members receive a 50% discount on their liability insurance premium through ACA’s insurance partner Health Providers Service Organization (HPSO). Discounts on health, dental and life insurance plans are also available.
- 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**
- ACA members earn one FREE CE credit each month, or 12 per year, a member savings of $216. At the start of each month, ACA sends all members an e-mail identifying an article or book chapter that is featured that month through the ACA Online Learning program.
- 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 (post-degree for licensure or certification renewal credit) designed to help you fulfill your ethical responsibility to stay current in the field.
- ACA’s monthly magazine, Counseling Today; quarterly journal of counseling research and practical articles, Journal of Counseling & Development; biweekly e-news bulletin, ACAeNews plus four new special focus e-newsletters; website, counseling.org Research Center and Online Library of resources are all designed to expand your knowledge, increase your skills and provide you with up-to-date information on the counseling profession.
- The **ACA-ACES Syllabus Clearinghouse** is a joint project of the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES). This unique resource was developed to help counselor educators discover creative approaches to course development, while also saving time and enriching the profession. The clearinghouse database is updated continually with new syllabi for all counselor educators.

**Make an impact on the counseling care of tomorrow and your job today — Advocacy**
- As an ACA member, you’re part of a powerful force. A highly effective advocate for counseling, ACA leads the legislative charge on every contemporary issue facing the profession. ACA provides the latest information on legislation that directly affects you and those who you serve, as well as updates on funding and program support at the national and state levels.
- The **ACA Government Relations listserv** provides you with free up-to-date alerts on new legislation affecting the counseling profession at the national and state level.

**Proud to be a counseling professional — Credibility**
- **Name recognition**: To be recognized as an ACA member brings a wealth of prestige and credibility.
- By stating you are a member of ACA on your business and marketing materials assures those you serve that you are committed to the counseling profession, and that you adhere to the **ACA Code of Ethics**.
- Put your membership on display with a frameable membership certificate.

**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.
YOUR PASSION. YOUR PROFESSION. OUR PURPOSE. 
Join Us Today!

1. MEMBER REFERRAL NAME ___________________________ MEMBER No. _______ Source Code COMPCT09
   Full Name ___________________________ M.I. ___________ Last Name ___________________________
   (e.g., “Robert” not “Bob”)
   Mailing Address ____________________________________________________________
   City ___________________________ State/Province _______ Zip _______ Country ____________
   Organization ___________________________
   Work Phone ( ) ___________ Home Phone ( ) ___________ Cell No. ( ) ____________
   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 select current student status:
   [ ] Master’s Level [ ] Doctoral Level [ ] Other
   Please indicate anticipated date of graduation (month/year) ____/____ and institution ____________________________.

3. Make A Voluntary Contribution (Tax Deductible)
   Optional, but a great way to support the profession!
   [ ] 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 (Add total amounts from steps 2 and 3)
   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) (Check Fund(s) from #3) $________
   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/ethics) 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 ( ) ____________________________
   Authorized Signature _______________________________________________________________________________ Date ____________
   Valid through 6/30/10

Three-month Payment Option Plan
   [ ] I elect to pay in 3 equal monthly installments (only available for payment by credit or debit card). A $2 processing fee will be charged on both the 2nd & 3rd installments.
   Total amount to be charged (divide total amount by 3) = $________
   [ ] VISA [ ] MasterCard [ ] American Express [ ] Discover

Thank you for your interest in ACA membership. This membership form contains all the information you need to join. Remember, membership in ACA means that you will abide by ACA’s bylaws and other governing documents. 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/ethics) 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.

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CALENDAR

DO YOU NEED CEU’S IN ETHICS?
Ethical Issues in Psychoanalytic Psychotherapy, NASW approved for 6 ceu credits. NBSS Approval #5709. Jan 6 and 13, 2010. 5 to 8 PM. 301 S Livingston Ave, Livingston, NJ Contact ACAP (973)629-1001; acapnj@acapnj.org or www.acapnj.org

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BUSINESS OPPORTUNITIES


OFFICE SPACE AVAILABLE

Office space available to sublet in Counseling Center in Catonsville. Located between Rt. 40 and Security Blvd. Call for more information 410-719-0086.

- Classified Ads: Categories include Calendar; Merchandise & Services; Office Space for Rent; Business Opportunities; Educational Programs; Books; Call for Programs/Papers; and others upon request.
- Rates: Standard in-column format: $9 per line based on 30 characters per line. Five-line minimum ($45). $8 per line for advertisers pre-paying for six months. No cancellations or refunds.
- Employment Classified Ads: Categories include Positions Available and Positions Wanted. Ads are listed as: International, National by State, then by Employer.
- Rates: Standard in-column format: $10 per line based on 30 characters per line. Ten-line ($100) minimum.
- ACA Members: If you are seeking a position you may place a 45-word ad for $10. This is a one-time insertion only.
- Deadlines: Vary per issue. Contact Kathy Maguire at 607.662.4451 or kmaguire@counseling.org for further details.
- Direct all copy or inquiries to Kathy Maguire via e-mail at kmaguire@counseling.org.
- Phone: 607.662.4451
- Fax: 607.662.4445
- Ads are subject to Counseling Today approval; however, Counseling Today cannot screen or evaluate all products or services advertised in the classified section and does not guarantee their value or authenticity. The publication of an advertisement in Counseling Today is in no way an endorsement by ACA of the advertiser or the products or services advertised. Advertisers may not incorporate in subsequent advertising or promotion the fact that a product or service has been advertised in any ACA publication. ACA endorses equal opportunity practices and will not knowingly accept ads that discriminate on the basis of race, sex, religion, national origin, sexual orientation, disability or age.
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GEORGIA

GEORGIA STATE UNIVERSITY
Clinical Assistant Professor, School Counseling, Limited Term

The Department of Counseling and Psychological Services at Georgia State University is searching for a clinical assistant professor in the school counseling program to begin fall, 2010. This is a limited term position of no more than three years. The individual chosen for this position must have an earned doctorate. This person must have a master's degree in school counseling and have worked as a school counselor in either public or private schools. The individual must be prepared to teach courses in the school counseling program, including supervision of school counseling practica/internships, as well as courses in the CACREP master's core. Eligibility for licensure in the state of Georgia is preferred. This individual's major responsibilities will be teaching and service. The School Counseling program has a strong commitment to training based on the American School Counselor Association National Standards for School Counseling Programs which influences curricula as well as faculty and student research. Ethnic minorities, women and persons with disabilities are especially encouraged to apply. Applicants should send a letter of application, curriculum vita, official transcript of highest degree earned and three letters of recommendation to Dr. Fran Mullis, School Counseling Search Committee Chair, Department of Counseling and Psychological Services, P.O. Box 3980, Georgia State University, Atlanta, Georgia 30302-3980. Please be advised that should you be recommended
for a position, University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment. Georgia State University is an equal opportunity educational institution and an equal opportunity affirmative action employer.

GEORGIA STATE UNIVERSITY

School Counseling, Tenure-Track, Assistant/Associate Professor

The Department of Counseling and Psychological Services at Georgia State University is seeking a tenure-track, assistant/associate professor in the school counseling program to begin fall, 2010. The individual chosen for this position must have an earned doctorate from a CACREP accredited program and a master’s degree in school counseling from a CACREP accredited program, paid experience as a school counselor, and membership in regional and national professional organizations. Applicants must show evidence of a clear line of research related to school counselor training and/or critical issues facing school-age children and their families. Preference will be given to candidates who have a well-defined research program that is supported by research funding granted based on rigorous peer review. The individual must be prepared to teach courses in the school counseling program, including supervision of school counseling practica/internships, as well as courses in the master’s core. Eligibility for licensure as a Professional Counselor in Georgia is required. The School Counseling program has a strong commitment to training based on the American School Counselor Association National Standards for School Counseling Programs which influences curricula as well as faculty and student research. Ethnic minorities, women and persons with disabilities are especially encouraged to apply. Applicants should send a letter of application, curriculum vita, official transcript of highest degree earned and three letters of recommendation to Dr. Brian Dew, School Counseling Search Committee Chair, Department of Counseling and Psychological Services, P.O. Box 3980, Georgia State University, Atlanta, Georgia 30302-3980. Please be advised that should you be recommended for a position, University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment. Georgia State University is an equal opportunity educational institution and an equal opportunity affirmative action employer.

MARYLAND

SUBURBAN PASTORAL COUNSELING

Interfaith Pastoral Counseling Private Practice in Catonsville, Maryland is seeking Licensed Clinical Psychologist (Ph.D.), Licensed Social Worker (LCSWC) or Licensed Professional Counselor (LCPC) with experience in working with individuals, families, or couples for a part-time contractual position. Insurance panel experience preferred. Mail resume to Joyce McCauley, P.O. Box 3274, Catonsville, MD 21228.

CHRISTIAN HEALTHCARE CENTER

Social Services, Part Time Therapist

MSW, LCSW and CADC required. Some Saturday hours required. Interested candidates may submit their resume to HR Dept. via fax: 201-848-5279 or e-mail: humanresources@chccnj.org 301 Sicomac Avenue, Wyckoff, NJ 07481. To learn more visit our web site at: www.chccnj.org christian healthcare center. Eoe m/f/d/v.

NEW JERSEY

MONTCLAIR STATE UNIVERSITY

Professor or Associate Professor, Counselor Education Counseling and Educational Leadership

Senior tenure-track position in two vibrant and growing graduate programs: a CACREP-accredited master’s program and a new Ph.D. program in Counselor Education. Appointment includes teaching courses and advising master’s and doctoral students in school counseling, community agency counseling, student affairs/higher education counseling, addictions counseling, LPC, and school post-master’s certificate programs. Faculty members are expected to be active scholars, have a significant body of refereed publications, engage in curriculum development, and participate in department, college, and university committees. Faculty also expected to participate with schools and community agencies and the American Counseling Association. QUALIFICATIONS: Earned doctorate in Counselor Education (CACREP preferred), established research agenda, strong record of scholarly publications, and evidence of on-going scholarly activities required. Experience teaching, advising, and serving on dissertation committees in a CACREP doctoral program required. Grant experience preferred. The department and the College of Education and Human Services are committed to student and faculty diversity and value the educational benefits that derived from such diversity. We are seeking candidates who demonstrate the ability to work collaboratively in and with socially, culturally, and economically diverse communities; have a commitment to education for social justice, democratic practice, and critical thinking; and are interested in addressing issues of diversity in research, teaching, and curriculum development. SALARY RANGE: Salary competitive and dependent upon qualifications. STARTING DATE 09/01/10. Send Letter of Application, Resume, and Three Letters of Reference to: (Include V number) Dr. Tamara Lucas, CEHS Associate Dean, Montclair State University, BOX C316, V - F33, Montclair, NJ 07043. APPLY BY Review begins immediately and continues until position is filled. Montclair State University is New Jersey’s second largest and fastest growing university offering a rich array of programs to approximately 16,000 undergraduate and post-baccalaureate students. Montclair State offers the advantages of a large university – a comprehensive undergraduate curriculum with a global focus, a broad variety of superior graduate programs through the doctoral level, and a diverse faculty and student body – combined with a small college’s attention to students. Characterized by a distinguished cadre of teacher-scholars, and a deep commitment to the values of multicultural diversity, Montclair State University is located 14 miles west of New York City on a beautiful 200-acre suburban campus. Additional information can be found on the MSU.

NORTH CAROLINA

EAST CAROLINA UNIVERSITY
Faculty Position, Doctoral Program
Department of Rehabilitation Studies

The Department of Rehabilitation Studies at East Carolina University seeks an additional faculty member with primary responsibilities in the doctoral program. The relatively new Ph.D. program in Rehabilitation Counseling and Administration admitted its first group of students in the Fall 2005 semester. This is a state funded tenure tract position. The ideal candidate will have a doctoral degree in rehabilitation counseling or a closely related field, a track record of successful research, publication, and grant activity, clinical work experience in rehabilitation, mental health and/or substance abuse fields, possession of or eligibility for licensure/certification as a Rehabilitation Counselor, Professional Counselor, Professional Substance Abuse Counselor, and/or Clinical Supervisor.

Duties: This faculty will be expected to conduct a comprehensive line of research facilitated via grant awards that leads to publications in rehabilitation journals and matriculation of doctoral students through the PhD program. This faculty will also be expected to significantly contribute to the course instruction needs of the department, as well as maintain an active service record with the community and profession. Salary/Rank: Salary and rank will be commensurate with qualifications. Successful candidate will need to be able to start by July 1, 2010. Deadline: Review of applications will start immediately and continue until position is filled. East Carolina University is an affirmative action/equal opportunity institution. Women and minorities are encouraged to apply. Interested candidates should submit their application via the East Carolina Website: http://www.ecu.edu/ Click the “Jobs @ ECU” link. Position #975032. For inquiries, please contact: Dr. Paul Toriello, Director of Doctoral Studies, Search Committee Chair, toriellop@ecu.edu 252-744-6297.

OHIO

THE UNIVERSITY OF AKRON
Assistant Professor,
Department of Counseling

Start Date: Fall (August) 2010 The University of Akron's Department of Counseling invites applications for a tenure-track Assistant Professor position in its CACREP-accredited school/community counseling master’s programs and its doctoral Counselor Education track beginning Fall (August) 2010 semester. Duties: Teach clinical and/or didactic courses in counseling at master’s and doctoral levels. Chair and serve on doctoral dissertation committees. Advise master’s and doctoral-level counseling students. Engage in research, grant writing, and professional presentations at state and national levels. Qualifications: Doctorate in Counselor Education from a CACREP-accredited program required. Receipt of doctoral degree prior to start date (August, 2010) required. Eligible for Ohio Professional Counselor license required. Supervisory training and experience preferred. School coun-
TITLES

THE UNIVERSITY OF NORTH TEXAS

Assistant Professor

The Department of Counseling and Higher Education at the University of North Texas invites applications for a tenure-track, assistant professor position in counseling. For additional information, qualifications and to apply, visit http://facultyjobs.unt.edu/applicants/Central?quickFind=50558. Review of applications will begin November 1, 2009 and continue until search is closed. UNT is an AA/ADA/EOE institution.

LECTURER

The Counseling Program at the University of North Texas (UNT) seeks a multiple-year lecturer to serve a nine-month, non-tenure track appointment beginning fall semester 2010. Based on successful annual evaluation, the appointment may be extended indefinitely with promotion. For additional information, qualifications and to apply, go to http://facultyjobs.unt.edu/applicants/Central?quickFind=50587. UNT is an AA/ADA/EOE institution.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Assistant/Associate Professor

The CACREP-accredited Counseling Program at The University of Texas at San Antonio invites applications for a full time, tenure track Assistant/Associate Professor Position in the Counseling Department for the 2010-2011 academic year. We are a vibrant, collegial faculty whose mission encompasses the fostering of creativity, diversity, and relational development. The position is announced pending budget approval. UTSA, a Hispanic serving institution, has over 29,000 students. UTSA is an Affirmative Action/Equal Opportunity Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply. Applicants who are selected for interviews must be able to show proof that they will be eligible and qualified to work in the US by the time of hire. For more information go to http://coehd.utsa.edu/Jobs/employment.html
Don’t bet everything you have that you’ll never be sued. A lawsuit can be an expensive nuisance – or a personal and financial catastrophe. Maybe you’ll just need a few hours help from a lawyer at $150 an hour to get that nuisance suit dismissed. Or you could be named in a suit that drags on for years and results in a huge award against you.

With Professional Liability Insurance offered through Healthcare Providers Service Organization (HPSO), you get the coverage you need so that if a high-dollar lawsuit strikes, your interests are protected. The individual professional liability insurance plan offered through HPSO features liability limits of up to $5,000,000 aggregate, up to $1,000,000 each claim.

Help protect your most valuable asset – your professional practice. Your license or certification enables you to support yourself and your family. Without it, your career and financial future are at risk. Most employer-provided professional liability plans do not provide license protection if a disciplinary action is brought against you before your state licensing board or other certifying body.

If your employer, a colleague or a client complains about you to the licensing board or accrediting body, you could face a hearing or trial – and thousands of dollars in legal and other fees. If that happens, HPSO will reimburse you up to $10,000 per proceeding and up to $25,000 aggregate for defense of disciplinary charges, including attorney fees, travel and other covered expenses. The plan offered through HPSO includes License Protection coverage, up to the applicable limits of liability, at no additional cost to you.

*Rates may vary by state.
*Minimum premium for Professional Counselors is $100. Active ACA members who are current HPSO policyholders will have the discount applied at policy renewal.

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