Congressional session ends in disappointing conclusion for counseling profession

Congress finished its 2005 session just days before the end of the year, reaching agreement on an array of important legislation. Unfortunately, the decisions made were less than desirable for the counseling profession. Despite the combined efforts of the American Counseling Association, the American Mental Health Counselors Association and the American Association for Marriage and Family Therapy, the budget reconciliation legislation developed by the House-Senate conference committee did not include a provision to extend Medicare coverage to counselors and marriage and family therapists. The provision had been included in the version of the bill submitted by the Senate in November. The House-Senate conference

Counseling on the front lines

Providing a safe refuge for military personnel to discuss emotional wounds

BY JON MARSHALL

Editor's note: The names of soldiers and Marines in this article have been changed to protect their privacy.

John Moore was flying home recently from California to Chicago. Next to him sat a 22-year-old Marine traveling to visit his family before being deployed to the Iraqi town of Ramadi. When the Marine learned that Moore was a counselor who worked with military personnel, he began sharing his feelings.

“He talked about his fears,” Moore said. “He had just got engaged, and he was worried about leaving his wife behind and about who would take care of his mother — his dad had just died.”

Moore, an American Counseling Association member, is accustomed to helping people with these kinds of concerns. Through both his private practice and the online classes about relationships he teaches for American Military University, U.S. troops tell him about family troubles and emotional wounds that have festered while serving in Iraq, Afghanistan and other danger zones.

The soldiers share stories about snipers, land mines and car bombs. They also tell Moore how they’re afraid their spouses are cheating on them or how they’re riddled with guilt because of their own infidelity. They tell him about wanting to come out of the closet or about their pregnant girlfriend or partner.

The legend versus the legacy

Counseling pioneer Albert Ellis at odds with his institute

BY ANGELA KENNEDY

Since last fall, one of counseling’s living legends, Albert Ellis, has been engaged in a ferocious battle with the board members of the Albert Ellis Institute, the not-for-profit organization he founded more than 50 years ago. During the past three months, the dispute has escalated into a mud-slinging campaign complete with name-calling, message board flaming and pending lawsuits — actions some may say are far from the teachings of rational emotive behavior therapy, which Ellis developed in 1955.

According to Michael Broad-er, former executive director of the Albert Ellis Institute, the spark that finally ignited this heated dispute took place in September 2005. That’s when independent auditors told the board Ellis had received “excess benefits” of more than $500,000 in 2004 and they were obligated to report this on the institute’s tax return.

The Internal Revenue Service defines excess benefits as compensation paid to an employee or consultant, in either cash or noncash benefits, at a level higher than reasonable market value. The recipient of the benefits and those who govern the nonprofit organization may be penalized. Broder, who is still one of the institute’s board members, stated the excess benefits resulted from the institute paying living, business and mounting medical expenses for the 92-year-old Ellis.

The Albert Ellis Institute hired attorney Daniel Kurtz, a leading expert in nonprofit law, for guidance. Kurtz suggested that the institute take immediate action to avoid putting its tax-exempt status in jeopardy and to steer clear of hefty IRS fines for both the institute’s leaders and Ellis. Kurtz also advised that Ellis be removed from all positions of responsibility in the institute.

Continued on page 32
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Fifteen ACA grad student members receive Ross Trust scholarships

Fifteen graduate student members of the American Counseling Association have been selected as Ross Trust Graduate Scholarship recipients for 2006. Through the generosity of Roland and Dorothy Ross, the Ross Trust was set up to provide scholarships to students preparing for counseling roles in the nation’s elementary, middle and secondary schools. Roland Ross was an active member of ACA for many years.

The scholarship is designed to honor counselor education students at the doctoral and master’s levels who are preparing for roles in education and have demonstrated outstanding scholarship and volunteerism. Each student applicant must be enrolled in either a master’s or doctoral program in preparation to work as a professional counselor at the elementary, middle or secondary school level. Both the scholarship candidate and the nominating counselor educator must hold active membership in ACA.

The winners of the competition receive a $1,000 scholarship, a one-year membership in ACA and a complimentary registration for the 2006 ACA Canadian Counseling Association Convention in Montreal. This year’s winners are:
- Laura Herbert, University of Tennessee
- Jessica Browning, University of San Diego
- Sally Blackburn, University of Missouri-St. Louis
- Steve Schindler, Stetson University
- Kristina Brophy, University of Alaska
- Stephanie Zimmerman, University of North Texas
- Maria Del Mar Bosch, University of Puerto Rico
- Lisa Geraghty, University of Alaska-Fairbanks
- Lynda Spiegel, University of Rochester (N.Y.)
- Angela Sheely, University of North Texas
- Jennifer Scott, Eastern Illinois University
- Jennifer Cates, University of Nevada-Reno
- Jeslyn McFadden, University of North Carolina-Charlotte
- Stephanie Hawkins, University of Georgia
- Julie Elena, Hofstra University

The Ross Trust Graduate Scholarship program will continue to be an annual competition for graduate students members of ACA who are preparing for careers in education and related settings.


Envisioning the future of counseling

The American Counseling Association and the American Association of State Counseling Boards are jointly sponsoring a major initiative to explore and shape the future of the counseling profession. ACA and AASCB have invited the National Board for Certified Counselors, the Council for Accreditation of Counseling and Related Educational Programs, the Council on Rehabilitation Education, the Commission on Rehabilitation Counselor Certification, Chi Sigma Iota and all ACA divisions and regions, among others, to participate.

Titled “2020: A Vision for the Future of Counseling,” the initiative will take place in three phases and over the course of approximately two years. The first phase, determining which issues the counseling community must reach consensus on to move the profession forward, began with a summit meeting prior to the AASCB National Conference in Phoenix in January. Another “phase one” summit meeting will be held at the ACA/Canadian Counselling Association Convention in Montreal.

During the initiative’s second phase, delegates will form position groups and draft consensus papers on specific issues that emerged during phase one (for example, licensing regulations or counselors’ professional identity). The hope is that after the consensus papers are drafted, the different associations and organizations involved in the “2020 summits” will sign the papers, effectively showing their consensus on the needed direction of the counseling profession. That step would lead to phase three of the initiative: implementing the strategies developed at the summit meetings.

ACA Past President Samuel T. Gladding has committed to facilitating the “2020: A Vision for the Future of Counseling” summit meetings.

California licensure bill stalls

Legislation to establish licensure of professional counselors in California was approved by the California Assembly Business and Professions Committee on Jan. 12. Unfortunately, on Jan. 19, the Assembly Appropriations Committee voted against approving the spending necessary to get counselor licensure off the ground. With the Appropriations Committee’s rejection of the spending, the California licensure bill (AB 894) is stalled.

The business and professions committee’s approval of the legislation was a hard fought victory. The California Psychological Association, the California Psychiatric Association and the state’s clinical social workers officially opposed AB 894, The California Association of Marriage and Family Therapists did not oppose the bill.

The California Coalition for Counselor Licensure, which includes the California Association for Counseling and Development (a state branch of ACA) and is led by ACA Public Policy Committee member Dean Porter, worked hard to perfect the legislation. CCCCL engaged in numerous rounds of negotiation with interested parties and groups to address concerns regarding the legislation. ACA was closely involved in development of the bill.

The bill’s passage by the Business and Professions Committee followed testimony by Jim Wilson, then president of the American Association of State Counseling Boards, in favor of the legislation. Unfortunately, it appears strenuous public opposition of the bill by staff at the California Board of Behavioral Science — despite the absence of any stated position by the office of California Gov. Arnold Schwarzenegger — created enough concern among Appropriations Committee members to bring about their “no” vote. Following AB 894’s approval by the Assembly Business and Professions Committee, Board of Behavioral Science staff wildly inflated their previous estimate of the cost of implementing counselor licensure.

ACA and AASCB contacted Appropriations Committee members prior to the vote, but to no avail. David A. Weck, CACD, ACA, AASCB, the American Mental Health Counselors Association and the National Board for Certified Counselors will continue working in support of counselor licensure in California until a bill is enacted.
Letters

Don’t forget older adults in caregiving equation

I was quite interested in the recent article in Counseling Today concerning young adults and caregiving responsibilities (“Overburdened, overwhelmed and overlooked,” December 2005). What the article said is most probably true about young adults. However, there is another huge population of caregivers that you missed: those in their 50s and 60s who continue to work and care for the oldest of the old — those in their 80s and 90s — with quite a bit less energy than those who are considerably younger.

Everything you mentioned in the article is true about this caregiving population as well, except that we are probably much less employable if we lose a job due to our caregiving responsibilities. We, too, are sandwiched between our parents, children and the desire to spend time with our grandchildren, which often places us in a dilemma.

I was blessed to work in a pastoral environment as I cared for my elderly parents for 10 years. Our personnel policies permitted me to take sick leave when helping out a parent or grandchild. I was lucky that my pastor helped out a parent or grandparent and thus was understanding. I was also done some caretaking for a child. I was lucky that my pastor helped out a parent or grandparent and thus was understanding.

Today I run a bimonthly caregiving group to give support for this population. Most of those who attend are older than 50. As Terry Hargrave stated at a keynote at the 2005 Smart Marriage conference, the challenge of this decade is caregiving. In our parish, we continue to find people in this situation.

Anne H. Funkhouser
Co-director of Marriage & Family Enrichment
St. Augustine Church & Catholic Student Center
Gainesville, Fla.

CT provides solid advice for ‘starting over’

I’m just now reading the December 2005 issue of Counseling Today and want to tell you that Amy Reece Connelly’s article on “starting over” in the Counseling Career Corner column is one of the most useful pieces of information I’ve ever gotten from the publication. Thank goodness some common-sense, practical suggestions were made that could actually work! Well done!

Charmaine Caldwell
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It’s time for counselors to follow their own advice

I read Jonathan Rollins’ article “A Campaign for Counselor Wellness” in the October 2006 issue of Counseling Today, and I appreciate his contribution in this arena. As a counselor for the last 25 years, I have seen a lot of colleagues who do not take very good care of themselves. How can they expect their clients to get well?

In my opinion, however, the article did not emphasize strongly enough that counselors — all counselors, not only those with serious impairment — should be getting their own counseling. When asking over the years, I have been struck at how many counselors have never even seen a counselor. This baffles me!

Under the subheading “Prevention and renewal strategies,” close to a dozen excellent strategies are highlighted. However, not one of them offers any encouragement to seek out and find your own counselor. Just my two cents!

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Counseling Today

Volume 48/Number 8

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Counseling Today (ISSN 1078-9719) is the monthly newspaper of the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300; Tel: 703.823.9800; Web: www.counseling.org. Subscriptions are available for $98 for 12 issues by calling PP&F at 800.633.4931. Single copies are available at $9 each by calling ACA in-house fulfillment at 800.422.2648. Periodicals postage paid at Alexandria, Va., and additional mailing offices. Postmaster: Send address changes to Counseling Today, 5999 Stevenson Ave., Alexandria, VA 22304. All rights reserved, 2006 by the American Counseling Association.

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Look for these special issues of Counseling Today in the months ahead:

* ACA/CCA Convention Preview (March 2006)
* Private Practice (June 2006)
* Back to School (September 2006)
* Graduate Students & New Professionals (November 2006)

Tell us what stories you would like Counseling Today to cover. Send your story ideas to jrollins@counseling.org.

Date and issue themes subject to change
Injustice anywhere is a threat to justice everywhere. — Martin Luther King Jr.

On Jan. 16, I had the privilege of speaking at the annual Martin Luther King Jr. Diversity Awards celebration hosted by the city of Tempe, Ariz. Tempe, home to Arizona State University, is a city deliberately working through its Human Relations Commission to promote pluralism and respect for all dimensions of human diversity.

In the not too distant past, Tempe had segregated swimming pools, for Mexicans in particular. American Indian tribes also experienced overt discrimination, and intolerance for undocumented immigrants is regularly played out in letters to the editor of the Arizona Republic. Also noteworthy is the fact that Arizona was one of the last states, along with New Hampshire, to declare a Martin Luther King Jr. holiday. I guess you could say that many contradictions exist in this country when it comes to respect for diversity and civil rights, including many in our own back yards. In this month’s column, I want to share with you parts of my presentation — “People With Power: Putting Your Privilege to Work.”

Indeed, the life of the late Rev. Martin Luther King Jr. is celebrated annually. He was a Nobel Peace Prize winner, a champion of nonviolence to achieve structural change in American society, an advocate for the interdependence of all life, a conscience for the integration of the spiritual and intellectual, and a passionate model for hope. As I reread King’s books Why We Can’t Wait, which was written in 1963 and includes his letter from the Birmingham jail, and Strength to Love, also published in 1963, I am again reminded about his thoughtfulness and passion to right injustices. In his letter from the Birmingham jail he wrote, “I am cognizant of the interrelatedness of all communities and states. … Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.”

King’s approach to creating social, economic and political change was through nonviolent principles, similar to those espoused by Mahatma Gandhi. In 1955-56, King led a 381-day nonviolent bus boycott in Montgomery, Ala. This followed the courageous behavior of Rosa Parks, unwilling to give up her seat on a Montgomery bus to a white passenger. In Birmingham, King and his allies engaged in patient change strategies to desegregate lunch counters, to improve employment opportunities for African Americans and to eliminate violence experienced by African Americans because of the color of their skin.

One of the consistent reminders voiced by King was that bigotry in any form affects economic and psychological well-being. Those individuals and groups with the fewest resources are affected the most economically when they are marginalized for their ethnic heritage, religious beliefs, national origin, sexual orientation, physical disability and so forth. The psychological effects, as we know well in our profession, lead to learned helplessness, a sense of defeat and even hopelessness. Through his leadership and affirmative voice of empowerment, King was able to rally schoolchildren and adults to face their oppressors together.

The need for continuous consciousness-raising

King’s writings also affirm the necessity of ongoing consciousness-raising about social injustices from the past and the present. A quote he attributed to President Lyndon Johnson in reference to the Emancipation Proclamation was: “Emancipation was a proclamation, not a fact.” We know that segregation continued as a result of the “separate but equal” ruling of the Supreme Court in Plessy v. Ferguson in 1896. It was not until the ruling for desegregation in Brown v. Board of Education in 1954 that African American children had the law on their side for equity instead of tokenism and for presumed constitutional rights in education. In California and Arizona, we have had legislation along a similar theme. In these instances, legislation has been enacted to restrict the access of linguistic minority children and families to education.
Executive Director's Message  - BY RICHARD YEP

It’s a two-way street

In many of my columns, I try to point out the services, benefits and products that the American Counseling Association has made available for professional counselors. I have asked you and your colleagues to tell us what you think of the job we’re doing and whether you think we’re on the right track. I also know many of you are quite busy. This indicates that we need to produce products that can save you time while also keeping you on the cutting edge of effective counseling practice.

The leadership, staff and I have tried to figure out what ACA members and other professional counselors need and want from our association by reviewing surveys and looking at data gathering in other ways. We are avid fans of newspapers, magazines and the Internet, and we have an interest in finding out what makes people “tick.”

Based on recent increases in the number of people joining ACA, the strong sales of publications, the response to our upcoming convention (March 30-April 3) co-sponsored by the Canadian Counselling Association in Montreal, record-breaking contributions to the Counselors Care Fund and the many positive responses to last month’s issue of Counseling Today that focused on “Counseling Around the World,” I think that, for the most part, we’re on the right track.

However, I want more. I am inviting you, an individual who identifies as being a professional counselor, counselor educator, supervisor, administrator or related human-service provider, to tell me what you would like to see from ACA. We need to move in the direction of “demassification” — producing products and services tailored for individuals rather than for the masses — if we are to survive as a professional membership organization.

We will continue representing the profession by setting professional standards, developing ethical practice and advocating our expertise and needs to those in public policy positions, but we also want to make sure that ACA is meeting your needs. Decisions about what to do and what to provide for the membership can only be made successfully if we are traveling a two-way street. First we need your input so the leadership and staff can develop the requested resource. Then we need your subsequent feedback so we can revise that resource and better meet your needs.

An example is the latest generation of the ACA website at www.counseling.org. We looked at member feedback about our old site, followed up by designing the new site with this feedback in mind and made continued modifications as we were in development (as well as after the new site’s launch). This continued dialogue demonstrates how working on the “two-way street” model significantly enhances what we now have. Of course, with something like a website, changes and edits can be made in “real time,” allowing us to bypass lots of policy, paperwork and bureaucracy. More product development must utilize this type of model.

Times have certainly changed, and ACA must move toward what will make you, our members, the best possible professional counselors. The Governing Council has undertaken a major change in the way it addresses the profession’s needs. Focusing on six major strategic areas, the Governing Council has moved toward a knowledge-based governance model. This is a significant shift away from “business as usual,” and you are sure to read more about it in the coming months. One of the keys to this model of governance is the ability to make decisions based on the real needs of the membership and society at large rather than what a select few believe is best for the masses.

We are in the midst of a transformation at ACA, and I am honored to be working with the leadership and staff we currently have in place. However, without your input, opinions and, yes, feelings (after all, we are a counseling organization!), we will fall short of our goals. I strongly encourage you to be a part of this great revolution, to move the profession ahead and to be a better advocate for your clients and students. Know also that you can depend on ACA to help you meet your professional goals and aspirations, regardless of where you are in your career.

I hope to see (and hear from) many of you at the annual convention in Montreal (more information is available at www.counseling.org/convention). However, if you can’t attend, I still encourage you to let me know your thoughts on how ACA can deliver the resources you need.

As always, please contact me with any comments, questions, or suggestions that you might have, either via e-mail at ryep@counseling.org or by phone at 800.347.6647 ext. 231. Thanks and be well.

ACAs Office of Public Policy and Legislation

A Special Thank You to Our 2005 Key Contacts

ACA’s Office of Public Policy and Legislation gratefully acknowledges the following individuals for their work as Key Contacts in 2005 to help shape federal public policy on behalf of the counseling profession and clients.

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ACA’s Office of Public Policy and Legislation

Counseling Today  - February 2006
The American interrogation

“So, where you from? … No, where are you from originally? … I mean where were you born? … No, where were your parents born?”

This line of questioning has become a frequent occurrence in my life. It is as if my move to the East Coast has landed me in the middle of the American Interrogation, the mere thought of which causes a cold sweat. I have struggled to find an answer to this question of where I’m from. This has led to much soul-searching and to writing this article.

When this line of questioning ensues — “So, where you from?” — my initial response is to say Hyattsville, Md. That’s where my fiancée and I live. But that’s not really the answer the inquisitor is seeking. He or she notes my dark brown skin, the braids in my hair or my “different” last name. So the inquisitor proceeds to ask, “Where are you from originally?”

“Los Angeles,” I answer, knowing full well that this still won’t be sufficient. Sure enough, unsatisfied with my response, the inquisitor presses forward. The person usually pauses for a second, thinking about how to rephrase the question once more: “I mean where were you born?” I repeat my previous answer: Los Angeles. I was actually born in Monterey Park, Calif., but not many folks outside of Southern California know where that is located, so I stick with L.A. Besides, this is still not what the inquisitor is seeking.

Then comes the dreaded fourth question: “Where were your parents born?” I know where this has been going all along. The interrogator has been trying to label me, figure out my race, my ethnicity or my tribe. To this last question my answer is Chihuahua, Mexico. Upon hearing this response, the inquisitor finally tends to be satisfied. This is what the inquisitor was after all along. Perhaps he or she felt it impolite to ask my ethnicity or my tribe. Although we had to endure this inquisition, the “where you from?” question was asked of me once before, but with a very different connotation. I was all of 12 years old, and my best friend Jimmy and I were walking to the park. Along the way we were accosted by two of the meanest looking teenagers I have ever seen. They stood in front of us, blocking our path, and demanded, “Where you from?” because they were interested in our gang affiliation. Although we had to travel across three gang territories to get to the park from our elementary school, we had never run into any trouble before. Why had we been stopped this time? As best as I can tell, it had to do with our Catholic school uniforms. Our brown corduroy uniform pants and white undershirts might easily have been mistaken for the gang member uniform of choice — khaki pants and white muscle shirts.

This encounter has stuck with me. I was scared out of my wits. I quickly responded “Nowhere” and walked away. I got off easy. Jimmy was not so lucky. He was husky and looked older than his age. He was punched in the stomach and shoved hard to the ground after his denial. Perhaps this is the reason why the question “Where are you from?” always puts me off.

But perhaps I make too much of this question; maybe it’s an observation of difference. Maybe the interrogation didn’t occur in East Los Angeles because of the abundance of Mexicanos and Chicanos. On the East Coast and, more specifically, in the Washington, D.C., metropolitan area, I am more of an anomaly. While there are plenty of Latinos in the Washington area and a Latino community has existed in D.C. for many years, they tend to be from Central America, especially El Salvador, or from Puerto Rico. Perhaps Washingtonians are not used to seeing a 6-foot-4-inch, 245-pound, brown-skinned brother with long, black, braided hair. Perhaps the inquisitor thinks I am too tall to be Central American or that my hair is too straight to be Puerto Rican. “What could he be?” the inquisitor wonders.

There are times someone will venture a direct guess at my ethnicity. This usually comes in the form of “Are you a real Indian?” The people guessing usually have a look of tremendous excitement on their faces, as if they have just made a great discovery or won the lottery. I can’t help but wonder if Christopher Columbus and Hernan Cortes wore the same look when they “discovered” the “new world.”

As a Chicano, I am the product of a racial mixture, a large part of which is from the indigenous inhabitants of Mexico. So, indeed, I am part “Indian.” However, I would hate to deny the African, Arabic and uniquely Mexican influences that make up my Chicano identity by providing the simplistic “Yes” answer. At the same time, I real...
Catherine Swan Reimer has worked with Native Americans for more than 25 years, constantly taking notes on what has succeeded and what has failed in her dealings with this culturally rich population.

Through the decades, Reimer has served as an independent consultant for businesses, universities, schools and mental health agencies. She has worked as a counselor in all grade levels and has taught and counseled graduate university students. She also has her own practice and was a clinical supervisor for two treatment centers. In addition, she authored the book Counseling the Inupiat Eskimo, which is used by the University of Alaska. Now Reimer is drawing on all her experiences counseling Native Americans and pouring that knowledge into Swancircle Inc., an innovative counseling training program for those who work with American Indians and Alaska Natives.

Born in Kotzebue, Alaska, Reimer left her homeland with her parents at age 5 because of a tuberculosis epidemic after being transferred from a hospital in Nome, Alaska, to Los Angeles. Despite being raised away from her native culture and people, the Inupiat Eskimos, she knew she would reconnect with them someday.

After receiving her master’s degree at the University of Arizona, Reimer worked as a clinical supervisor for a treatment center. Many of the counseling clients were descendants of American Indian tribes. This proved to be the most difficult time in Reimer’s career because she felt she lacked the skills to truly connect with this population. Although her academic knowledge of counseling was more than competent, she found traditional approaches such as talk therapy somewhat ineffective when used alone.

So Reimer began looking for alternative ways to relate to her clients. She dove into studying Native American cultures and wove those findings, rituals, symbols and activities into her own counseling approach. She found this new multicultural approach to be increasingly successful.

Reimer eventually returned to academia to earn her doctorate in counseling/psychology from George Washington University. It was then that she decided to return to Alaska and to the small village where she was born. “Being an Alaska Native helped me get my education, so I knew I wanted to give back and eventually work with my own people,” she said. “While there, I wanted to learn how the Inupiat elders viewed counseling.”

What she discovered was that the tribal leaders wanted counselors to integrate Inupiat values into modern therapy, which was the exact approach Reimer had found to be successful in her own counseling career.

“You have these people who respond more to visuals and come from a long tradition of observation,” she said “They are very involved with nature and are very creative.” For those reasons, she said, it made sense to incorporate artistic and symbolic strategies into her therapy sessions. Reimer first learned from her clients what they liked and responded to, then began incorporating those activities and exercises into her therapy practices and teachings.

Passing it forward

Swancircle Inc. was developed as a training program for counselors, social workers and other mental health professionals to learn Reimer’s methods. She meets with small groups of counseling professionals or hosts her own workshops in selected areas. The all-day workshops are extremely hands-on and energetic. Reimer has also collaborated with tribal counselors in small Alaskan villages, teaching them traditional counseling techniques that are meshed with their cultural history and values.

Reimer has recently teamed up with her son, Josh Thom, on the presentations. Thom is a music producer who is pursuing his education in music therapy. “Josh had worked at a few Indian rehabilitation centers doing music therapy,” Reimer said. “I asked him to come and bring the music aspect to the workshops because I didn’t have that piece yet.” Thom brings a variety of tribal drums and instruments to the workshops and demonstrates how counselors can teach stress reduction, self-esteem improvement and spiritual connection through music.

Workshop attendees participate as “clients” so they can actually experience this method of counseling that has proved effective with Native Americans. “You will learn purpose and theory behind the experience and activities of Native Americans,” she said. “Counselors can then take these methods and use them in their own practices.”

Workshop details

“The unconscious work of (Carl) Jung was aligned with our people’s way of doing things through stories and actual directed activities,” Reimer said, noting that most counseling work is “Westernized” and directed to the conscious mind. “This is good,” she said, “but many of our people want to be talked to and worked with at a deeper level where they get it — an ‘Aha!’ experience. We must talk to clients in their language. This is why stories, metaphors, drama, music, directed cultural activities and rituals are so meaningful and effective.”

Reimer’s workshops promise to delve into those deeper meanings. The hope is that even the participants’ dreams will become expanded, opening them up to new possibilities as they become more fully involved in the learning process.

The seminars cover a variety of skills (continuing education units are available upon request). These include:

- Creating lesson plans based on culture
- Exploring the American Indian concept of “soul loss” and the collective and individual ways of counseling
- Addressing dysfunctional family problems, including learning the role that history plays in perpetual family dysfunction and our ways of healing
- Discovering methods to end the self-sabotaging that is common among American Indians
- Learning about the Canoe Journey and methods of community healing
- Discovering effective ways to heal historical and personal trauma
- Expanding counseling by integrating spirituality, symbols, art, music, drama and stories
- Exploring the worldview of Alaska Natives and American Indians
- Learning about dreams and voice dialogue (created by Hal and Siddra Stone and based on Jungian and Gestalt psychology)

“One of the components I want them to use are the symbols that American Indians use,” Reimer said. When attendees arrive, she said, they are asked to draw a symbol representing themselves on their name tags. Later in the workshops, she goes into greater detail about the use of symbolism. “I try to get them to understand the depth of symbols, and with that I may take them through a visualization process,” she said, noting that Jung is a strong influence in her work.

Reimer takes workshop attendees on a journey to discover, explore and understand how life was “precontact, meaning before the historical trauma, or what is was like before the Europeans came over.” Participants discuss what life was like during the integration and how things changed afterward, including both negative and positive events that took place. Attendees then break into groups of five to create murals that represent pre/postcontact. The murals are created using only symbols, and each group then shares its story. “This exercise can be very effective for clients,” she said. “It becomes really rich with personal stories. We talk about what the experience was like for them and many things come out.”

The workshop climaxes with a...
“celebration activity,” a ritualistic ceremony that incorporates all the aspects of the day’s activities. Reimer believes these celebration activities are key to positive human development across the life span. For example, she said, they can be used in schools to teach prevention and safety, aid in transitional times such as puberty or help people to heal from trauma and abuse.

The attendees are again asked to form groups, this time specific to their backgrounds — school counselors, mental health counselors, rehabilitation counselors, etc. “All of the things they have learned up to this point are in the celebration activity,” she said. “It is a culmination. I teach them all the different aspects of the celebration activity — drama, music, art, storytelling, symbols, humor and metaphors. They are to bring all of those into the piece, so it’s very alive, intricate and rich. They then present it to the entire group. Now they have a product they can take back and use.”

In the last part of the workshop, the Talking Circle Within, Reimer focuses on voice dialog, which she believes is the most effective therapy to use in Native American communities. The method includes an in-depth study of the many selves or subpersonalities that make up the psyche, as well as work with dreams, archetypal bonding patterns and body energy fields.

“It’s an integration of Jungian counseling, Gestalt transaction analysis and existential counseling dealing with various aspects of the self,” she said. “It really combines everything together.” Reimer noted that the “self” could be viewed as a diamond with many sides or facets. “But a lot of us get stuck in a certain aspect of our personality,” she said, which can lead to mental health issues such as anxiety or depression. Working with energy and identifying the various parts of the self helps clients to better understand both their behavior and themselves, she said.

Future plans
Reimer has plans to host mini-conferences on her approach in Boston, New York, Oklahoma, California and Oregon in the near future. “I would like to host a national conference in 2007 called ‘A Creative Journey: Working Effectively With American Indians and Alaska Natives,’” she said, noting that her methods could also be used with other multicultural populations. “My goal is to take this to different reservations, villages and tribes to get this out there and working, training even paraprofessionals who may not have counseling degrees and those who are non-Indian to be able to do these activities.”

Reimer would like to see more indigenous peoples use her approach, while also having these exercises taught in university counseling programs. “We need to change our multicultural programs integrating creative aspects. We are not addressing the needs of counselors that have to go out into the field and work with indigenous cultures.”

“The seminars, workshops and conferences I’m giving right now have been the most rewarding to me,” she said. “The culmination of all the things I’ve learned — gathered through other Indians, my own life experience and my research — this has been the most rewarding. We have the capacity as counselors to change a whole people’s view of themselves and bring back values that are really important for human development.”

For more information about Reimer’s workshops, visit her website at www.swancircle.com or e-mail her at Cathreimer@aol.com.

Angela Kennedy is a senior writer at Counseling Today.

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Angela Kennedy is a senior writer at Counseling Today.

E-mail comments about this article to akennedy@counseling.org.
Editor's note: American Counseling Association members received the 2005 ACA Code of Ethics bundled with the December 2005 issue of Counseling Today. Completed over a three-year period, this revision of the ethical code is the first in a decade and includes major updates in areas such as confidentiality, dual relationships, the use of technology in counseling, selecting interventions, record keeping, end-of-life issues and cultural sensitivity.

All ACA members are required to abide by the ACA Code of Ethics, and 22 state licensing boards use it as the basis for adjudicating complaints of ethical violations. As a service to members, Counseling Today is publishing a monthly column focused on new or updated aspects of the ACA Code of Ethics (the ethics code is also available online at www.counseling.org/ethics). ACA Chief Professional Officer David Kaplan conducted the following interview with ACA Ethical Code Revision Task Force Chair Michael Kocet.

David Kaplan: Today we are going to be talking about changes around sexual or romantic relationships specifically as they relate to new Standard A.5 in the 2005 ACA Code of Ethics. To start off, my understanding from the new code is that sexual or romantic interactions between a counselor and a current client continue to be prohibited.

Michael Kocet: That is correct.

David Kaplan: However, some things do change including the number of intervening years that must pass in order to have a romantic/sexual relationship with a former client and the new prohibition on romantic/sexual relationships with the family members and romantic partners of clients.

Michael Kocet: Correct.

David Kaplan: So let’s start at the beginning. Sexual or romantic interactions with clients continue to be prohibited?

Michael Kocet: Absolutely. The 2005 ACA Code of Ethics continues to recognize the harm that can be impacted upon clients when they are sexually intimate with their counselor. The counseling relationship is one based on trust, so we must respect the power differential inherent in any counseling relationship regardless of the counselor’s theoretical orientation or perspective. Engaging in any type of sexual or intimate relationship with a current client is abuse of power. Clients come into counseling emotionally and psychologically vulnerable and in need of assistance, so a counselor trying to engage in such relationships would be trying to take advantage of that client and their vulnerabilities to meet their own needs. Relational/cultural theory frames this as striving for a “power with” instead of a “power over” relationship.

David Kaplan: So the reason that the 2005 ACA Code of Ethics continues to give no leeway and to ban all sexual or romantic interactions with clients is because we know harm always occurs when that happens.

Michael Kocet: Yes. Even if it appears on the surface that a client is open to a sexual/romantic relationship, there are always things that happen, and the client could later turn around and say that he or she wasn’t able to make a decision that was in their best interest at the time and therefore felt coerced.

David Kaplan: That relates to malpractice suits and the one exception that liability companies such as the ACA Insurance Trust make about sexual contact with a client. All liability insurance policies that I have seen provide a lawyer and defend a counselor if he or she is accused of sexual contact with a client. However, if the counselor is found guilty, the insurance company will not pay any monetary damages that are awarded and will also expect to be reimbursed by the counselor for all legal fees incurred in their defense. The fact that sexual contact is the only exclusion contained in a malpractice policy indicates how harmful sexual contact is to a client.

David Kaplan: This is an important piece for counselors to understand and it is important to plan healthy alternative ways to meet their emotional and romantic needs.

Michael Kocet: As mentioned earlier, the 2005 ACA Code of Ethics increases the prohibition on sexual and romantic interactions with former clients. The old 1995 code stated that counselors were to avoid sexual intimacies with former clients within two years of termination. The revised 2005 code expands this to five years.

David Kaplan: While some may see the exact number of years delineated as arbitrary, the reason a ban on sexual/romantic relationships with former clients is increased to five years was that we wanted there to be a little more time for the counselor to be reflective and to give more time for closure of the counseling relationship. It is really important that enough time has passed for the power differential to be resolved. It is also important to recognize that counselors can decide to make the personal choice to never engage in romantic or sexual relationships with former clients although the ACA Code of Ethics allows one to do so after a five-year waiting period.

Michael Kocet: For the first time in its history, the ACA Code of Ethics (in Standard A.5.b) now explicitly prohibits sexual or romantic relationships with the family members or romantic partners of clients. It will be interesting to hear how that came up in the revision discussions and what the thinking was behind that.

David Kaplan: The task force prohibited sexual or intimate relationships with family members because counselors engaging in such relationships with client’s relatives could have a harmful impact on clients. For example, if a counselor were to have an intimate or sexual relationship with a sibling or a former partner of a client, that could have a potential risk of emotionally harming the client. The main goal of counseling should be to focus on the best interests and welfare of the client. Counselors cannot know each and every relationship or relative of clients, but counselors should not knowingly engage in such relationships.

David Kaplan: Let me give you a scenario. Suppose a counselor is engaged to be married and finds out from looking at the wedding invitations that one of her long-term clients is a very close cousin of her fiancé. Does that mean that the counselor needs to call off her engagement?

Michael Kocet: I talked to Rocco Cotton, Harriet Glosoff and Judy Miranti, three members of the Ethical Code Revision Task Force, about this scenario. We agreed that it is critical to determine how clients define what “family member” means to them. In a cultural context, “family” can be nonblood relationships such as godparents or neighbors. It is not culturally appropriate to make assumptions about a client’s worldview of who is and who is not a family member.

The key to this scenario is intention. In the case mentioned, neither the client nor the counselor was aware of this situation, and therefore the counselor would not break off her engagement or wedding plans. Rather, the counselor should discuss with the client the change in relationship between the counselor and client (to be cousin and cousin-in-law so to speak). The client may decide to maintain the counselor-client relationship, but the counselor is obligated to explore the potential risks and benefits to the change in relationship (i.e., seeing each other at family gatherings). Since informed consent is an ongoing process, there would be a need to readjust confidentiality if the client decides to stay with the counselor. All of these considerations seem to be part of demonstrating sound professional judgment.
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Unveiling China

U.S. delegations get an inside look at school counseling and career development in the world’s most populous nation

BY JONATHAN ROLLINS

When Kelly Duncan was chosen by People to People Ambassador Programs to lead a school counseling delegation to China in partnership with the American Counseling Association, she knew she would encounter a vastly different culture and worldview. Still, said Duncan, executive director of the South Dakota Counseling Association, a branch of ACA, “It was a huge surprise to find out that (China) didn’t have anything equivalent to a school counselor.”

Despite that revelation, Duncan returned from the trip confident of one truth: Although separated by thousands of miles, the people of China and the people of the United States are more alike than different.

That point was driven home when Duncan’s delegation visited an elementary school in Beijing and the students were allowed to ask the U.S. school counselors questions. When the students found out Duncan had children of her own, they were curious to know what books her daughters read. When Duncan mentioned Harry Potter, “There was an eruption of excitement,” she said. “I just thought, ‘How universal.’”

President Dwight D. Eisenhower believed that international understanding would increase the chances of peace among nations and established the People to People Ambassador Programs to facilitate that process. He also decided that private citizens would be more effective than government entities in carrying out People to People’s mission.

As Mary J. Eisenhower, CEO of People to People International and President Eisenhower’s granddaughter, states on the organization’s website: “(He) believed that ordinary citizens of different nations, if able to communicate directly, would solve their differences and find a way to live in peace. This simple thought — that people can make the difference where government cannot — is People to People’s foundation. He believed that if people could visit each other’s homes, attend their schools and see their places of worship, then the misunderstandings, misperceptions and resulting suspicions — which were making war a viable option — would disappear. He wanted people to know and understand that while we are all very different, our values, goals and day-to-day issues are very much the same.”

The relationship between ACA and People to People began when ACA Chief Professional Officer David Kaplan led a delegation of counselors to China in October 2004. Near the end of 2005, two additional delegations co-sponsored by ACA visited China, one led by Duncan that focused on school counseling and another led by Amy Benedict-Augustine that focused on career counseling.

Kelly Duncan, school counseling delegation

Duncan’s delegation included 11 other school counselors from across the United States, plus a graduate student. After arriving in China, the group members spent two full days at Beijing Normal University, where they joined 11 other education-related delegations at the 2005 U.S.-China Joint Education Conference. The delegates received an overview of China itself and then heard presenters speak on various aspects of education in both the United States and China.

Duncan, an assistant professor of counselor education at Northwest University in Aberdeen, S.D., presented on the role of the school counselor in the United States. Her counterpart from China presented to the Asian nation’s mandatory moral education program, which is part of its school system. “What I can closely liken it to is the character education programs we offer in elementary schools in the United States,” Duncan said. “But it was very, very clear to us that day that they didn’t utilize school counselors the way we do (in the United States).”

Three of the delegates from Duncan’s group also gave presentations on counseling programs taking place in their individual schools. “That day we had a lot of dialogue with our Chinese counterparts,” Duncan said. “They were just like sponges, wanting to soak up everything we told them. School counseling is in its really early birth there as a profession, so there is much opportunity for dialogue, sharing of ideas and collaboration.”

Beijing Normal recently became the first university in China to offer a school counseling study track to its students, Duncan said. The program is in its infancy and is not yet equivalent to a full-blown master’s program, she said. In fact, Duncan has been invited to help Beijing Normal develop an appropriate curriculum for its school counseling track.

While the interactions and idea exchanges at the education conference were rewarding, Duncan said, “By that third day we were just itching to get into school settings.” The time spent with students at two Beijing elementary schools ended up being Duncan’s favorite part of the trip.

Duncan and her fellow delegates fielded questions from students at both schools. Interest among the students, most of whom were 10 to 12 years old, picked up noticeably when Duncan revealed that she was not only the mother of multiple children but of four daughters. China has practiced a one-child policy — highly discouraging couples from having more than one child — since the late 1970s in an effort to control its population growth. In addition, in general, sons are still more valued in China than daughters because sons traditionally assume the role of working and taking care of their parents as they age.
students stress, Duncan said. She expects more steps will be taken in the future to help students cope.

Despite the lack of “American-style” school counselors, Duncan was impressed by many components of the Chinese school system. In fact, she said, in many instances China’s teachers were meeting the main planks of the American School Counselor Association National Model — academic achievement, social/personal development and career development.

“There is quite an emphasis in China on getting parents involved (in their children’s education) and in recognizing these parents for their efforts,” Duncan said. In return, there appears to be a huge investment in education among the parents, she said. And the teachers desire to give extra because they feel so appreciated.”

Duncan also noted that Chinese students have far more global perspective in general than U.S. students. They have a firm grasp not only of Chinese history, she said, but also the history of the rest of the world.

One student even asked Duncan what she thought of China’s one-birth policy, which Duncan admits she answered “very delicately.” But the focus of the questions soon shifted to Duncan’s daughters themselves — what they liked to read and how they spend their allowance (or allowance, as Duncan eventually figured out).

While Duncan and the rest of her delegation had to rely on translators in most instances to communicate with their Chinese counterparts, she came away impressed that China has recognized the benefit of bilingualism. English is now being taught in many classrooms, beginning in kindergarten, she said. In fact, many of the elementary school students the delegates talked to already spoke English better than their teachers, she noted.

The closest equivalent in China to an American-style school counselor was the teacher in charge of the moral education program, Duncan said. Otherwise, she said, the lead classroom teacher tended to handle tasks and situations in Chinese schools that school counselors or administrators would handle in the United States.

From what Duncan witnessed, children with severe emotional or learning problems are not placed in China’s public school system. She also received the impression that China’s schools do not have as many discipline problems as U.S. schools. However, she said, classroom teachers, who handle most of the disciplinary matters in Chinese schools, reported that more of these problems are beginning to crop up. According to Duncan, teachers ascribed this in some part to China’s one-birth policy, saying that children tend to be “spoiled” by receiving the undivided attention of their parents. Schools in China are also beginning to deal with the issue of bullying, Duncan said, which they believe has to do with their students’ exposure to Western media.

There is a strong emphasis on academic preparation and achievement in the Chinese school system, Duncan said, because all students who want to continue on to a university must take a national entrance exam. “That exam really kind of charts their future,” she said. But there is also growing recognition among school personnel that this pressure-packed environment causes...
Counseling Today
February 2006

At issue: School counselors’ professional identity

By A. Leslie Anderson and Kristi Perryman

In thinking about the role of the school counselor, we were reminded of the story of the little boy who took starfish that had washed up on the sand and threw them back into the ocean, one by one. A passerby told him that he couldn’t possibly make a difference. After all, the beach was so very full of starfish that had washed up. But with deep conviction, the boy tossed yet another starfish back into the water where it could thrive, and then he said, “I made a difference to that one.”

The comparison can be made to school counselors, who are specifically trained to comb the proverbial beaches, recognizing those things that keep students from thriving educationally. We all know that the ability of students to learn effectively is impacted by a multitude of factors, including poverty, physical or emotional abuse, hunger, substance abuse, parental distress, internal distress, and self-esteem and identity concerns, to name but a few. The American School Counselor Association remarks that school counselors “help all students in the areas of academic achievement, personal/social development and career development, ensuring today’s students become the productive, well-adjusted adults of tomorrow.”

Certainly the role of the school counselor is wide enough to recognize and encompass all these areas, of which academic achievement is only one part. One of the things new counselors often tell us is that their administrators prefer a counselor who identifies as a teacher first, saying, “Academics are the sole purpose for school.” Administrators expect counselors to be “team players” in this process, which might mean that counselors are expected to teach or prepare students with pretest readiness skills. Counselors who identify primarily as teachers clearly have a keen awareness of school climate, classroom management and teaching strategies that are often prized by administrators, especially those who say that the only reason for school is educating students. Our contention is that school counselors who are mental health professionals bring additional expertise to identify and address issues that no one else in the building—or in some cases, the community— is trained to meet. Specifically, these are the social and emotional issues that interfere with achievement.

To identify school counselors as teachers is to sell short the specialized training and expertise as mental health professionals who can help turn an at-risk student into a graduate and an ordinary school into an excellent one.

We assert that the school counselor, as quite possibly the only mental health professional in the school and perhaps the community, is uniquely equipped to recognize and refer students for specialized needs. Secondarily, school counselors are the most equipped to deal with a student’s mental health problems if no referral sources are available, ensuring that problems are addressed to some degree, hopefully with early intervention that can prevent exacerbation of problems.

We school counselors often sell themselves short by failing to acknowledge their additional area of expertise, and administrators who expect their counselors to spend time doing non-guidance-related activities actually rob their students of great potential. We believe administrators should seek the most qualified mental health professionals as school counselors to complement and improve their school settings. Recognition of the school counselor’s role and expertise by other professionals in the community is equally important since we all work in our broader context to facilitate healthy family functioning and appropriate learning environments for children. School counselors, after all, receive training as mental health professionals, with the school setting being the service delivery area.

We see a holistic view as most conducive to student growth; that is to say that academic focus is important — and the parview of the school — but also recognizing that academic concerns fall away when students are not emotionally or psychologically present in school. Students’ educational successes are intimately connected to other areas of their lives, and for the many students whose lives are occasionally or frequently disrupted by other factors, the skills of a mental health professional can better equip them to deal with these situations to their academic success. Counselors function in a multitude of roles, just as their mental health counterparts in other settings. This includes advocacy efforts on behalf of the students and their families to deal with concerns that impair their functioning in the community and school, primary responsive services and preventive programming. Support at school is pro-academic through teachers in the classroom and school counselors in community agencies for those children who are without the benefits of public schools. Many of these children do not qualify for formal special education services within the school but still require modifications and accommodations in curricula, classroom management, scheduling or presentation of content to be successful. For these children who are without special education teachers and paraprofessionals to support them during the school day, the regular classroom teacher must make the recommended accommodations and modifications. The school counselor fulfills an important role by interpreting and filtering the community-based therapist’s recommendations and interventions through his or her expertise as an educator to facilitate implementation of these recommendations in the classroom and school. The school counselor has another central role in helping teachers to structure interventions that best meet the needs of the individual student without forsaking the needs of the other students in the classroom.

A similar process occurs with building-wide psychoeduca-

A. Leslie Anderson and Kristi Perryman are assistant professors in the Department of Counseling at Missouri State University. Anderson trains school and agency counselors in a community-based clinic. Perryman is a former school counselor and registered play therapist.

The first word in our job description is ‘school’

By Laura Tejada

The professional identity of school counselors is strongly influenced by the stakeholders of schools — parents, students, administrators, teachers and community. This does not mean school counselors try to be everything to everybody. It means something more important. The first word in our job title is “school,” and it is with schools that our stakeholders associate our professional roles and functions. A statement made in an American Counseling Association ethics training module explains: Parents do not bring their children to school with the primary intention of obtaining mental health services for them. Even when parents do count on the school counselor to provide support for their child, education is still the No. 1 expectation they have of both the schools and school personnel.

My perspective that the primary professional identity of school counselors is that of educators does not in any way diminish the importance of our professional identity as counselors. School counselors perform a unique role in addressing the psychosocial needs of children in the school setting. Because we are school counselors, we have responsibilities to both our clients and our setting. This adds the privilege of being educators to our role.

Often, the best way for school counselors to help children succeed academically and socially is to address the developmental and social needs of large groups of children.

I can hear protests that one can be an effective therapist with children without having been a parent and that one can be an effective school counselor without having been a teacher. If counseling children were the only responsibility school counselors have, then identity as an educator would be unnecessary. However, school counselors have responsibilities and roles, crucial to their clients, that go beyond the traditional counselor/client relationship. These roles and responsibilities are in the realm of professional educators.

For example, the school counselor is the bridge between the world of mental health and education. Many of the children seen by therapists in community agencies for mental health concerns attend public schools. Many of these children do not qualify for formal special education services within the school but still require modifications and accommodations in curricula, classroom management, scheduling or presentation of content to be successful. For these children who are without special education teachers and paraprofessionals to support them during the school day, the regular classroom teacher must make the recommended accommodations and modifications. The school counselor fulfills an important role by interpreting and filtering the community-based therapist’s recommendations and interventions through his or her expertise as an educator to facilitate implementation of these recommendations in the classroom and school. The school counselor has another central role in helping teachers to structure interventions that best meet the needs of the individual student without forsaking the needs of the other students in the classroom.

A similar process occurs with building-wide psychoeduca-
tional interventions, such as bullying prevention programs or substance abuse prevention education. These programs’ goals and objectives require implementation into classroom strategies, classroom instruction at developmentally appropriate levels and consultation with administrators regarding adaptation of school policies to the developmental levels of students. The school counselor is often the person responsible for coordinating these interventions. School counselors are specialists in prevention education, much in the same way that teachers of art, music and physical education are specialists in their content areas. In the same way it is inappropriate for art and music teachers in public schools to work only with individuals for private lessons, it is inappropriate for school counselors to limit their work to the 35 or so individuals that could be seen in a week for one-on-one counseling sessions. Does this mean large group interventions supplant individual counseling interventions for children? Not at all! But the school counselor has a responsibility and the ability to help create a positive school-wide climate where children with psychosocial and/or developmental struggles can feel more secure. This is often a primary goal of school counseling interventions, not “just” individual mental health.

The importance of the school counselor’s teaching of regular classroom guidance lessons cannot be overemphasized. A school counselor who focuses mainly on working with individual students misses out on a powerful opportunity to create a healthy school climate at the classroom and peer group level for their clients. In my experience, it is not the counseling work with children that presents a problem for those school counselors who do not have teaching experience — it is the classroom teaching. Conducting classroom guidance lessons is neither the time nor the place to learn how to teach. Leading effective classroom guidance lessons requires advanced teaching skills to integrate student developmental needs, create safe peer interactions and present content that is often emotionally charged. In addition, many school counselors are required to integrate state and/or district curriculum standards for math, reading or writing into each classroom guidance lesson. This specialized type of teaching is highly visible and doesn’t afford the luxury of time to build one’s skills. In a school, credibility is built with teachers, parents, administrators and students alike through effective teaching. Right or wrong, solid teaching builds credibility for a school counselor because it communicates our competency in a way individual sessions conducted behind closed doors cannot. Without teaching expertise and a focus toward the larger systemic view of school climate, intervention programs presented by school counselors will be limited in their effectiveness. Minimizing the importance of the professional identity of school counselors as educators minimizes the overall effectiveness of school counselors.

As school counselors, we can take pride in the fact that the first word in our job description is “school.” Identifying professionally as educators does not imply school counselors are lesser mental health professionals. Instead, this professional identity recognizes that school counselors are a unique synthesis of the roles of educator and counselor. We specialize in working with children, parents, teachers and administrators in the unique setting of schools, with the mission of helping all our children succeed academically, socially and emotionally.

Laura Tejada is a licensed professional clinical counselor in Kansas, a professional counselor in Ohio, a nationally certified counselor and a registered play therapist. She has been a K-5 school counselor in Kansas and a classroom teacher in Arizona and New Mexico. She is currently a doctoral student in the Marriage and Family Therapy program at the University of Akron. She would like to acknowledge the input and suggestions to this statement by Dianne Held, a fellow school counselor in Wichita, Kan.

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Catalysts to becoming a ‘change agent’

An interview with Mark Kiselica

BY COLIN C. WARD

“As we live, we grow and our beliefs change. They must change. So I think we should live with this constant discovery. We should be open to this adventure in heightened awareness of living. We should stake our whole existence on our willingness to explore and experience.” — Martin Buber

In an interview published in the July 2005 issue of Counseling Today, Reese House suggested that professional counseling unify through a common voice of social change. To accomplish this, he believes several elements are required:

- A willingness to question the status quo
- Identification of a group of committed allies
- The belief that systemic change is inevitable
- A compassionate commitment to a personal identity of social action and economic justice

To expand on House’s identified themes, I recently had a lengthy conversation with Mark Kiselica, a professor of counselor education at the College of New Jersey who has published many articles on social justice work and has worked in various organizations advocating for teenage parents and fighting hate crimes. He shared details of his journey to becoming a counselor and advocate, and insight into his commitment to touch lives and serve communities. His words highlight the essence of counselor advocacy — personal and professional encounters in which “anger and defensiveness gave way to a recognition that I had something important to learn.”

Colin Ward: What would you describe as the key events in your development as an agent of social change?

Mark Kiselica: My ancestors were very poor and they came to the United States in the early 1900s. My personal experiences with poverty and being born in an immigrant neighborhood and the profound hardships of my family instilled in me an identification with the underdog and the oppressed. Throughout my childhood, my family was constantly struggling to make ends meet. I was so worried about my family’s tenuous financial situation that I often kept my own needs from my parents. For example, once when I was a young boy, I broke my hand, knuckle and finger while playing baseball. My right pinkie was sticking out from my hand at a 90-degree angle and I was in excruciating pain. Nevertheless, when I went home, I hid for an hour because I did not want to tell my parents that my hand was hurt. I was worried that my injury would be a financial burden to them. Many years later, these types of troubling experiences inspired me to be an advocate for social justice.

As a result of my family’s hardships, I have a profound understanding that I live a privileged life today, which is so comfortable by comparison. In addition to what I have learned with regard to how privilege relates to the issue of race, I know that I have a very privileged life socioeconomically, and I do not take it for granted for a second. Instead, I am inspired to do good for others — to share what I have. There were other important lessons I learned from my family and my community. Everyone in my family felt that we had an obligation to help others, and this belief was another key factor in my development as an agent for social change. We were very involved in the Catholic Church, and no matter how tough things were, my parents and my brothers and sisters and I always volunteered at our church. I grew up with this model of service to others being demonstrated by my parents and others in the community where I was raised, and that was a big influence on me.

These early experiences also taught me that I would not be satisfied producing and selling a product. So, when I went to college, I chose psychology as a major because I wanted to help others. Repeatedly throughout my life, I made decisions regarding my career based on how I could do good for others.

Colin Ward: Were there any parallel events occurring in your professional development that you believe contributed to your identity as an agent of social change? What impact did these have on you?

Mark Kiselica: The single most important professional catalyst toward my growth as a social advocate was Derald Wing Sue’s book Counseling the Culturally Different. Prior to discovering Sue’s book, I had not read much about White racism and insensitivity. So Sue’s criticisms about White America and the maltreatment of ethnic minority people by the mental health system were new and very provocative to me, stirring me to become defensive and angry. However, the more I read and thought about Sue’s accusations, the more I began to realize that he was right about his charges. As this realization sunk into me, my initial reactions of anger and defensiveness gave way to recognition that I had something important to learn. So I chose to learn as much as I could about White racism and multiculturalism.

I think this is where the personal and the professional began to interact in a very wonderful way. I had this identity with the oppressed prior to discovering Sue’s work, and then I read his book and decided that I had an obligation to my ancestors to listen to Sue’s voice. So I accepted Sue’s ideas as a personal challenge. At that point in my life, which was the mid-1980s, I was a doctoral student at Penn State University and applying for internships. I made a decision during that process to accept an offer at the University of Medicine and Dentistry of New Jersey in Newark, N.J., which serves primarily African American and Latino families. Although I had received offers at three other internship sites, I...
chose the internship offer at Newark because I had been inspired by Sue to do so. In effect, Sue’s book served as an “encounter” experience for me, demanding me either to move forward by confronting my own racism or to challenge myself to move forward by confronting White racism ever since that year in Newark. For example, I am a founding member of the Newtown Township No Place for Hate Campaign, which has been chosen by the Anti-Defamation League as a model anti-hate program in Pennsylvania, and I have published numerous articles and a book on confronting prejudice.

CW: You write about the human experience of advocacy. What do you mean by this?

MK: Advocacy work requires tremendous commitment and passion. People, including myself, are often deeply affected by the things they see and moved to do something about it. In the process of doing this kind of work, you encounter all sorts of human beings. Some are being victimized in some way, while others are either knowingly or unknowingly hurting others. Many of them have the desire to do good and do not realize they are doing harm. Trying to help the one party connect with the other is a very human endeavor. It involves understanding the perspectives of different people and trying to connect with people for different reasons. It may be hearing a person’s pain in one moment and in another, attempting to challenge an institution.

These are very human experiences, and they often come at a great cost to the counselor. They can be emotionally draining and sometimes can lead to being attacked and being accused of things you are not responsible for. It can result in tremendous victories and tremendous frustrations. These are the very human experiences of advocacy work that are not always conveyed in the literature on social justice counseling.

CW: Can you speak more to your idea of a “personal moral imperative”?

MK: A moral imperative involves seeing a problem that cannot be ignored and creating an imperative to take action to resolve that problem. For example, when a neighbor in our town had a window smashed because the sill behind it had Jewish symbols on it, this was an act of intimidation. Morally, I felt that something had to be done on a community basis to a) tell the family that we care and b) send a message this hate crime would not be tolerated. To me that is a moral imperative: where you see an injustice and you feel a moral obligation to do something about it.

I write about discovering a personal moral imperative because it is important for counselors to identify an issue that touches their own hearts. What is an issue that creates a moral imperative for people? Once individuals pinpoint what’s being moved inside of them, they typically act upon those feelings to make a difference in the lives of others. And I also believe it is important for counselors to identify a style of social justice work that is right for them. One of the shortcomings of the social justice literature is that it tends to create the erroneous impression that you must be extremely vocal to be an effective advocacy counselor. But some counselors advocate in very quiet yet persistent ways to make a positive difference. We must respect these different approaches to advocacy work.

CW: What else do counselors need to know when finding their voice in promoting social change?

MK: When I first became involved in advocacy work, I had no knowledge about being a change agent other than being caring and having a predisposition to just keep pushing forward. On the basis of having done that for a number of years, I have learned some important lessons about becoming an advocacy counselor, which we can teach counselor education students.

One of those lessons is for students to find an organization that supports a cause they are interested in and to contribute to that movement, even if it means expanding the mission of the organization. In my advocacy work with teenage fathers, for example, I became involved with adolescent pregnancy groups dedicated to helping young unwed mothers. While assisting the group in its efforts to provide services for girls who become parents during their teenage years, I influenced the organization to address the needs of adolescent fathers.

Students can take the same approach with their advocacy work: Join an organization, expand its mission and wield the power of that organization to help you achieve the advocacy goals that you want to accomplish. Many other important lessons are described in an article on the subject which appeared in the Journal of Counseling & Development in 2001.

CW: What is your hope for counselors and counselor educators/supervisors in reference to social advocacy?

MK: Advocacy counseling is already required in the CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, and this represents a much-needed historical development. I have been through three generations of CACREP reviews over the course of the past 15 years. During that period, social justice counseling has gone from not being mentioned to now being an important component of the standards. I am pleased with this development and know that it will continue to be important to the profession, as it should be. In the future, we will need to better define the boundaries, ethical standards, and delicate process of social justice counseling.

As we continue to emphasize the significance of advocacy counseling, however, we must...
The best aspect about this book is that it is about counseling! It is not about psychology, psychotherapy, mental health, social work or any combination thereof. It is for professional counselors and about the counseling profession.

The foundation for the book is a discussion about the professional identity of counselors. The authors begin by asking what makes a counselor different from a psychotherapist or psychologist. First, Theodore Remley and Barbara Herlihy clearly outline the philosophy of counseling. Next, they show how that philosophy and its attendant practices serve to differentiate counseling from other related professions. For example, counseling originates and promotes a wellness model, one that holds a developmental perspective on life and its struggles and transitions. Remley and Herlihy explain how counselors value and advocate for prevention and early intervention with clients — and humanity in general. Empowerment is another aspect of counseling’s philosophical foundation. Empowerment of clients has long been a philosophical foundation. Empowerment of clients has long been a philosophy of the counseling profession. From the outset, Remley and Herlihy emphasize the need for counselors to assist with the rendering of legal decisions. As the use and importance of the expert witness increases, so does the scrutiny of not only his or her professional life but his or her personal life as well. Few counselors are prepared to deal with the adversarial nature of the courtroom, which the authors describe as “an experience from hell.” On more than one occasion, I have seen that “thousand-yard stare” on the face of a colleague or counseling student fresh from a box on the witness stand.

This is the third in a series of “how-to” guides on legal and ethical issues for mental health professionals. The purpose of this guide is to ready mental health professions to appear in court. Bernstein is an attorney in private practice and a licensed master social worker. Co-author Hartsell is an attorney and mediator in private practice. In this accessible book, the authors extend the definition of professional competence to include competence in the area of litigation. Under this point, they note that licensing boards receive complaints about mental health professionals who are unprepared witnesses. Instead of separating expert testimony from the therapeutic process, the authors view serving as an expert witness as an extension of it. The guide is as economical as it is rea..
The students also have a strong belief that each individual plays an important role in making up a healthy family and nation, Duncan said. “Their thinking is, ‘If we prosper, our country prospers,’” she said. “They don’t take as individualistic a view of things. They believe in working collaboratively and cooperatively.”

In her final address to the Joint Education Conference, Duncan dissected her delegation’s experience in China: “As I reflect upon the time spent with our Chinese counterparts and experiences at the Chinese universities we visited, it is apparent to me that we have far more in common than in terms of differences. We all share as a goal the desire that children be happy and well-adjusted. We share in common our desire to instill an excitement and love for learning that helps children be successful academically. We hope the children with which we work will learn to love themselves and others so they can have harmonious personal and social relationships. And we hope we can assist them in choosing a career or calling for their life that is the right fit and can continue to add to the harmony in their lives. We have much to share and learn from each other as this profession grows in both the United States and China. New techniques combined with ancient traditions can create a new generation filled with individuals who understand self and others and share a passion for collaboration.”

Since returning from China in December, Duncan has been asked if she would lead another counseling delegation to either China or Russia. She’s also been in regular contact, via e-mail, with three Chinese university students who spent time with her delegation and were particularly excited about school counseling practices and theories. Duncan is exploring the possibility of bringing the students to the United States or of organizing a teacher exchange between China and the United States.

“Regardless of where we live, we get caught up in the narrow view of what’s just outside our kitchen window,” Duncan said. “But encountering other cultures enhances our ability to understand differences in worldview and reminds us that, ‘Oh yeah, there are different ways to look at things.’ It also enhances our own work when we come back home.”

Amy Benedict-Augustine, career development delegation

Benedict-Augustine was a member of the first ACA-led People to People counseling delegation to China in October 2004. Amazed by the experience, she commented to David Kaplan while on the trip that she would love to return to China with a delegation of career development professionals. He encouraged Benedict-Augustine, director of the Career Development Office at the College of Agriculture and Life Sciences at Cornell University, to pitch the idea to People to People.

She followed through, and in November 2005, with help from the National Career Development Association, ACA and the National Association of Colleges and Employers, she returned to China leading a People to People delegation focused on career development. Her delegation included 18 people, including 16 who worked in college career offices or as career consultants.

The delegation visited a variety of settings and people associated with career development in China, including:

- The deputy director of legal affairs for the nation’s Ministry of Labor and Social Security
- The Guiding and Servicing Center for Student Employment at Beijing University
- Personnel from the School of Psychology and the Career Guidance Center at Beijing Normal University
- CBP Career Consultants
- The Shanghai Community Aid Center for Employment
- Delegation members also gave copies of NCDA’s journal, The Career Development Quarterly, to their Chinese counterparts.
- The journal issue focused on career development topics from an international perspective.
- Career development is really in its infancy in China,” explained Benedict-Augustine, a member of ACA, NCDA and the Association for Spiritual, Ethical and Religious Values in Counseling. “Many of our career development theories don’t translate because of cultural, spiritual and moral reasons. . . . But generally speaking, the people talked to were very pleased by the information we shared. Everyone we met was very excited to develop collegial relationships and wanted to continue the conversations.”

The potential growth of the career development profession in China is particularly intriguing, Benedict-Augustine said, because of the dramatic social and economic changes taking place. Career choice is still something of a foreign concept in China, she pointed out, because until relatively recently, people had their jobs assigned to them by the government. They often remained in the same job throughout the course of their working life.

Today’s university students are very excited about the prospect not only of choosing their own jobs but also mapping their own career paths, said Benedict-Augustine. However, both students and career development professionals in China still face unique obstacles. For instance, she said, high school students must take a national entrance exam that largely dictates which college or university they can attend and what they can study.

Currently, high school students must also determine their majors before entering college—usually with little or no career guidance and are given only one chance to change their majors. “They also face family pressure to choose a ‘suitable career’ and ‘save face’ for the family,” Benedict-Augustine said. Zhu-Jin Hou, an associate professor of psychology at Beijing Normal University and the person leading the charge for career development in China on the academic front, explained to the delegation that parents often pressure their children to select high-prestige areas of study such as medicine or law. As delegate Brian Schwartz, a consulting psychologist and expert in the field of career management, pointed out in his summary of the meeting, this pressure means “many pursue degrees without any interest in their studies.”

University students in China are also in great need of career counseling because during their senior year they sign employment contracts. These contracts can last from one year to seven years and must be fulfilled before they can change jobs. And again, culture plays a significant role in cultural and national expectations. “Students are drawn to professions by status and how it will help the country,” wrote delegate and career management consultant Jon Sakurai-Horita in his summary of the presentation at the Beijing University Counseling and Servicing Center for Student Employment. “A career is not just a way to make a living but a way to be a ‘pillar’ to help China do more for society.”

The delegation also learned about China’s residency cards. Chinese citizens cannot simply “move where the jobs are.” Benedict-Augustine said. An employer must be willing to hire you and help you get a residency card for that particular area before you are allowed to move. She said. This policy severely limits people living in rural areas, where there is less job choice and resources, she said. To complicate matters further, many employees must leave their families behind to accept a new job. Their partners are forced to remain where they hold residency until they can also secure employment and a new residency card. “It’s a very interesting challenge,” said Benedict-Augustine.

Another area Benedict-Augustine found especially intriguing was the explosive growth of private career consulting firms in China. “There is fierce competition in China between these organizations,” she said. “They’re realizing that there’s a need to be filled here, and they’re all clamoring to be the best.” CBP Career Consultants was the first career consulting firm in China, established in June 2004. Less than two years later, more than 300 competitors have entered the marketplace. CBP explained the many challenges it is facing to the delegation, including resolving how to combine Eastern and Western cultures and values in the field of career development, determining what factors will impact career development in China in the future and trying to establish some type of required qualifications for career consultants.

Despite the obstacles, Benedict-Augustine is encouraged by the work already taking place in China. She came away particularly impressed by Zhi-Jin Hou’s work at Beijing Normal to develop career development theories and services. The two have developed an e-mail correspondence and have discussed working on a joint research project focused on the differences in the ways Chinese nationals and Chinese-Americans make career decisions.

Benedict-Augustine was also impressed by representatives of a Peking University student association interested in conducting and promoting career development research. The students wanted to continue a dialogue with Benedict-Augustine, and upon returning to the United States, she set up a “pen pal” exchange of career development issues between these students and student peer advisers in her career development office at Cornell. She is in the process of expanding the exchange to include other career development offices at Cornell.

Benedict-Augustine said she would highly recommend that all counselors participate in a People to People delegation. “It broadened my understanding of the issues in other cultures,” she said. “I got new ideas, but the trip also made me realize the effectiveness of many of our existing ideas. As the group has kept in touch (after returning to the United States), many have said it was a life-changing experience, both personally and professionally.”

Jonathan Rollins is the editor-in-chief of Counseling Today. E-mail comments about this article to jrollins@counseling.org.
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be careful to acknowledge the contributions of all forms of individual, group and family counseling and recognize that not all counseling is advocacy work.

I say this because some counselors feel so much pressure to be advocacy counselors that they claim all of the counseling they do is social justice work when it is not. For example, if we are helping people who suffer from speech anxiety because they lack public speaking skills and self-confidence, we are providing those individuals with a very valuable service, but we are not doing advocacy counseling. Yet I have heard some counselors maintain that this is advocacy counseling. By comparison, offering to walk to the podium for one who has heard some counselors feel ashamed for the good work they do when that work falls outside the domains of advocacy counseling. Helping someone to develop good public speaking skills and not be overwhelmed by debilitating anxiety is worthwhile, and counselors should not be apologetic about doing this type of counseling. We must respect and affirm the fact that not all counseling is advocacy work and that many traditional counseling practices are effective, valuable and have a place in our field.

CW: What recommendations do you have for counseling professionals and educators reading this?

MK: In order to become an effective social justice counselor, each of us must examine how we have contributed to injustice in this world. Counselor educators themselves must go through this process of self-reckoning to identify their own mistakes and remember how difficult and painful that process is when they help their students to become change agents. In an empathic manner, counselor educators must challenge their students to explore their own shortcomings while sharing with students their own struggles. I say this because students have reported to me and in the professional literature that they prefer educators and supervisors who are coping rather than mastery role models. Specifically, students don’t feel safe to explore their imperfections and they feel that the educational process is judgmental when supervisors act as if they have never had to struggle and that they have all the answers regarding social justice issues. On the other hand, students feel comfortable and supported in the presence of supervisors who are willing to disclose their own struggles and who respond empathically to students share their difficulties. I also hope that all counselors, including educators and practitioners, will approach social justice work with courage, empathy and diplomacy. We must be prepared to be strong and confront dysfunctional systems forcefully when it is necessary to do so. At the same time, as we try to transform those systems, we must be ready to acknowledge that some people who participate in unjust practices have good intentions but are making mistakes and are unaware that they are causing harm to others. We must also remember that some individuals who might want to change the status quo of which they are a part do not have the knowledge and support that other social change agents might have to effect positive reforms in organizations. In addition, we must recognize that some of our colleagues have overwhelming caseloads and face tough political pressures that make it difficult for them to take on social justice issues.

The point is this: The problems that require social justice interventions are complicated and require complex rather than simplistic judgments by us. Advocacy counselors have to approach these problems with an empathic, diplomatic and multifaceted understanding about the process of effecting change.

Change agent

Continued from page 17

February 2006

Letters to the editor: ctc@counseling.org

Colin C. Ward is an associate professor at Winona State University. He has more than 20 years of experience as an educator and counselor with an interest in school counselor training, strength-based approaches to counseling and public policy promoting the counseling profession and social mental health. He is actively involved in state and national counselor organizations as well as with the Education Trust Initiative for Transforming School Counselor Training.

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It was these lessons that inspired me to become a counselor. Although Melanie didn’t know much about the profession, she displayed the core conditions so sincerely that one might have thought Carl Rogers himself trained her. When I made the decision to apply to graduate school, Melanie was full of encouragement and confident that I would succeed. She even gave me her last envelope in which to mail my application. That was the last interaction we would have as, moments later, she collapsed. I watched as her body processes ceased and she lay still. Cause of death: cardiac arrest.

I still mailed my application to graduate school, although I was uncertain of whether to attend. Perhaps I wouldn’t get accepted; then there wouldn’t be a decision to make. Without my inspiration, graduate school just didn’t seem so significant anymore.

The arrival of the acceptance letter had me dancing around our small house. The feeling of excitement told me that graduate school was still significant anymore. When I made the decision to attend. Perhaps I wouldn’t get admitted, but I needed to leave, I was betraying my father, who was certain my fear was normal, and healthy at that, since snakes can be deadly. He continued to lecture, and I found myself listening as he described eye movement desensitization and reprocessing (EMDR) as a type of exposure therapy. After class, I told the professor the rest of the story, starting at the beginning when Melanie handed me her last envelope and ending with the sandals worn by a classmate. He nodded, and I knew he understood the struggle that Grief and Trauma had been playing out inside of me. He recognized the metaphor presented by the snake and how it thawed my frozen self into a pool of heartache and pain.

The professor referred me to a counselor who specialized in EMDR. I looked at that yellow piece of paper with the scribbled contact information for the trauma counselor many times. Calling was a frequent thought, but I always found myself stufing the number back into my backpack. I wasn’t a client. I was a counselor-in-training. Instead of seeking help, I accepted Trauma into my life just as I had Grief.

I spent the rest of my summer as a puppet controlled by Trauma, too weak to fight him, since my energy had already been given to Grief many months before. I continued to think about the counselor suggested by the professor, but I didn’t take any action. I was so scared to be a client that I chose to be Trauma’s prisoner rather than have someone else listen to my story and help process the pain.

One night the lecture focused on how fears were sometimes created through experience, so I shared the story of the reptilian visitor and the hypersensitivity that followed. The professor was certain my fear was normal, and healthy at that, since
tears and hoping they would somehow bring relief.

Sleep brought a dream of Melanie. She handed me a card that had dropped on the floor. It was a beautiful card, but when I told her that it was from her funeral, her pretty smile turned downward. She never frowned when she was alive, and I realized that everything would be fine now that she was alive with me. She clapped her hands and chirped her sweet happy laugh that woke me from the dream. Waking brought more peace than I had felt in a long time. This dream was different from the frightening ones because Melanie continued to live as my inspiration. Trauma still engulfed me, but now there was Melanie’s support to help me fight back. It was the push I needed to call the counselor.

I told the counselor about Melanie’s death, my guilt over leaving home, the nightmares, being frozen, my research on grief, the snake, the hypersensitivity, theories and techniques class, and the imprisonment by Trauma. It was months and a lot of hard work later before I felt like myself again and began rewriting the story of my life in a way that would please Melanie. She would want me to author my own story instead of letting Grief or Trauma do it for me. These companion dictators slowly began to leave, and I started to feel happy again.

It would be wrong to say I no longer miss Melanie or that thoughts of her never make me cry. Grief was too good a friend for me to completely forget her. But I’m different now, stronger and happier than before Melanie’s death. I have grown in areas where I previously didn’t even know I was lacking, making me a better person and a better counselor.

Most graduate students will not share such a story. Not everyone experiences such loss, grief or trauma, but every person has times when he or she feels numb or lost. Everyone has allowed himself or herself to be imprisoned by fears that are normal parts of living. Without them, we wouldn’t recognize or understand the beauty and power of life. It took too long to acknowledge my fears and pain, too long to allow others to assist in reauthoring my life story. I would only hope that others would not wait so long to find a better way.

I hope other counselors-in-training learn from my misconceptions. Attempting to work through issues alone is not a sign of strength but the opposite. Strength is found in seeking the assistance of others, not running from it. Understanding is gained by struggling with the confusion and anxiety that accompany asking for help. Growth is experienced when one learns that he or she is capable not only of providing support but receiving it as well. These three qualities are necessary components of the counselor character. These experiences have taught me that to truly become a good counselor, you must first learn the more important lesson of how to be a client. It took some time, but I finally got it.

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of this: Columbus named the indigenous populations of the Americas “Indians,” while Cortes named the Mexica tribe of central Mexico “Aztecs.” What frightens me about this thought is the eventual fates that both these “others” faced — genocide.

In all honesty, does it matter where I am from? What rationale does anyone have for wanting to know my ethnicity? Does it give the inquisitor a subconscious sense of comfort to be able to define the other? Can the inquisitor, knowing my ethnicity, now safely make assumptions about my culture, values, beliefs and character? As a multiculturalist, both these notions bother me tremendously.

Or am I making too much of the question? Maybe the inquisition is a cheap way to start a conversation. If so, then it is misguided and impolite. I would equate it with asking to touch my hair, a question with which my brothers and sisters in the African-American community are likely to be familiar.

I would hate to give the impression that I am anything less than proud of my Chicano heritage (it is possibly the most important part of my identity) or that I do not enjoy discussing Chicana/o culture and identity (my primary research interest). I would especially hate to give the impression that race and ethnicity should no longer matter in this country — the fact that I must endure the inquisition only validates their importance.

However, does one bring up such complex issues of history, culture and identity when the inquisitor is after a one-word answer?

I am not certain I know, but several months ago at a classmate’s wedding a woman came up to me and said, “I am a school counselor and I am just taken by your features. You look so unique. I just have to know where you are from.” The majority of the wedding party was African-American. I was the lone Chicano in the wedding, and she was one of a few white guests.

I decided to stop being a passive participant in the inquisition. I responded, “May I ask why you would like to know?” I somehow hoped to get this school counselor to be introspective about the privilege she was wielding in asking this question. Unfortunately, that did not happen. Instead she restated, “You just look so unique. I have to know.” I proceeded to ask her, “What makes you think that it is OK to ask this question?” She stood quietly for a second. I informed her I felt objectified by her question and that it was insensitive for her to seek out such personal information from a stranger merely to satisfy her own curiosity. She marched off angrily.

I proceeded to take the next 15 minutes or so to process my emotions and calm my nerves. I then debriefed with my fiancée for what seemed like the rest of the evening. As I write this article and reflect on these inquisitions, I am left to wonder if the inquisitor is ever as affected by these encounters as I am.

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Jeffrey A. Kottler, professor and chair of the Department of Counseling at California State University-Fullerton, is the column coordinator for Finding Your Way. Submit columns for consideration to jkottler@fullerton.edu.

Prevention in action!

Meet Shawn. Today he’s a pretty normal 16-year-old but a year ago Shawn’s situation was quite different. He used to steal cars, shoplift and experiment with drugs. He was heading nowhere, fast.

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The institute. The board members convened Sept. 18, 2005 — without Ellis present — and voted 5-0, with one abstention, to officially remove Ellis from the institute's board of directors.

"The excess was corrected by doing two things: by removing Dr. Ellis from the board and authorizing me to make a demand for the return of the excess," Kurtz said. "That is the way it was reported for the tax filing in 2004. That is, it was reported that there was an excess benefit for that year, and we are seeking to correct it." He noted that the move to take action would have been a huge risk for both the institute and Ellis. The institute has asked Ellis to return more than $400,000 to cover the excess benefit and legal fees. This was well over $500,000, Kurtz said, "because you have to also include the value of his housing."

Ellis purchased a six-story Manhattan townhouse for the Albert Ellis Institute in 1959, and he currently resides in an apartment on the top floor. The estimated value of the property is said to be approximately $15 million.

"He gets free housing, and it's his prime real estate," Kurtz said. "Estee Lauder used to live across the street. It's not a run-down neighborhood. He also received a substantial amount (of money) in 2003, but he repaid most of that, if not all of that, although it was extended to him as a loan. (But) loans to people on nonprofit boards are illegal, so it shouldn't have been extended to him at all. There were some serious legal problems that the institute faced — and still face — if it didn't take action to correct the abuses.

Besides Ellis' own institute was the last straw for Ellis. After nine months of negotiations between lawyers, he moved forward last November and filed three separate lawsuits against several board and staff members. The first lawsuit alleges that the board members removed Ellis illegally and against the bylaws of the institute. The lawsuit called for his immediate reinstatement to the board. Ellis said he would have no problem being a voting board member and lawfully participating in any decision calling for his removal. The second lawsuit largely claims a "waste of assets," which in essence accuses the board members of mismanaging the Albert Ellis Institute and spending monies to further their own interests rather than to benefit the institute. The third lawsuit alleges that the staff and board members failed to accommodate and provide better equipment for Ellis' hearing impairment and that they terminated services (Ellis' well-known Friday Night Workshops) without just cause. The suit also includes charges of defamation, alleging people associated with the institute have told false private and fellow mental health professionals that Ellis is "losing it" or "too old to work.

Bob Juceam, the attorney representing Ellis in two of the three lawsuits, said the "dire emergency" to take immediate action on the excess benefit claims was completely unnecessary. He instead charged it was a veiled justification for excluding Ellis.

"There's an allegation that he got an excess of benefit, and somehow they had to act promptly or they would lose their status. All of that is wholly untrue," Juceam said. "The fact of the matter is there was no emergency. No regulator, not the IRS or the New York state attorney general has come in to claim there has been an excess of benefit. Even on their theory — even if there was an excess of benefit — they recorded it on their books as a loan. The most that would happen is that Ellis would have to repay the loan with interest." He noted that Ellis has offered to repay the debt.

"If you read the accounting report, it doesn't say what they say it says," according to Juceam. "The report says that if someone found it to be excessive, there could be these consequences. They have largely tried to defend themselves by saying it was an emergency and they had to do it. That is unadulterated balderdash. That argument is a fraud — it didn't have to be that day and that way. What AI has objected to is that they alone have determined what is legal. It's not the government deciding what is legal. It's not a court — they have decided to determine for themselves what is legal in their view and act on it."

Ellis' lawyers have offered to work with the institute, the IRS and the accountants, but, according to Juceam, the institute has failed to agree to those meetings.

An unhealthy arrangement

Juceam said the only money that could be considered an excess benefit went to pay for Ellis' around-the-clock nursing care. He explained that the board agreed to allot money to pay for Ellis' medical care in July 2004. "The ones who created the benefit and voted for it are these guys (the board members)," Juceam said. "Ellis didn't create it. He was in the hospital."

The institute's board members agreed to pay Ellis' medical expenses when he was hospitalized with a serious infection in which doctors had to remove most of his intestinal tract. Later in the fall, according to Juceam, the board realized it might have bitten off more than it could chew, as Ellis' around-the-clock nursing care climbed close to $500,000.

"When he got sick and had these needs at age 90-plus," Juceam said, "I think there was big regret of sympathy because he had done so many contributions to the institute over the years. They thought that covering his nursing cost was sensible. I think at one point they started to say — trying to figure out how to help out AI and take care of his nursing costs. But now, they want to keep control of these assets and run the institute their way, and they want to call it 'excessive.' At some point, when they decided they should make a grab for the place, all of sudden they no longer talk about what they did and how they discussed it — all they want to talk about is that AI got this amount of money and the lawyer says its excessive and they are all going to get in trouble. These are not the shining white knights in armor coming to protect the institute from a ravenous evil Ellis, but that's the story they want to spin."

Ellis agreed. "They are very vicious, and they are deliberately trying to make use of all the money I've saved over the years from my private practice and famous he is. The IRS would say that's not a charity. You do that out of your personal resources; you don't get a tax deduction for that. The law couldn't be clearer. There is no wiggle room for this."

Mounting hostility

Tension and animosity had been brewing for well over a year between Ellis and the institute. Negotiations for Ellis' retirement and compensation package began in December 2004, only to stall after months of debate. The institute was left to pay Ellis' $130,000 attorney fee for the unresolved issue. It has since stopped paying for Ellis' legal representation. And in July 2005, which was a very busy time for the institute because of trainings and fellowships, board members and institute staff received some negative feedback pertaining to Ellis' presentations and lectures. "We were getting a lot of complaints," Broader said. "He couldn't hear people. He was getting intermeddle and lashing out at people (during therapy sessions), and one of the things we are responsible to do as psychologists is protect the public. So I tried to talk to him about it to see if there were some ways we could do this differently and address these concerns. He didn't want to talk about it and got very, very angry at the suggestion that anything be changed."

The institute staff then suspended Ellis' famous Friday Night Workshops because, according to Broader, they determined that the workshops "were just not working." The board ratified the staff's decision and informed Ellis he could no longer hold the popular public therapy workshops at the institute.

But what many board members feel was the true beginning of the end was the October 2004 employment termination of Debbie Joffe, who up until that time had been a Fellow at the institute and a close assistant to Ellis. "There was an ethical violation in one of her groups," Broader said, "and we had to terminate her. Before that, Ellis and I had always had a very cordial relationship. We could no longer maintain Debbie's work visa once she was let go and, at that point, Dr. Ellis married her." Joffe, an Australian citizen, strongly denies any ethical wrongdoing and maintains that rumors questioning the legitimacy and integrity of the materials are false. She scoffs at accusations that Ellis married her to allow her to stay in the
country or that she is after his dwindling assets. She and Ellis both proclaim a deep affection for each other despite their 40-year-plus age difference and the fact that they are legally bedridden.

“That is one of the many complete lies (by board members). Debbie and I really love each other, and we have a great marriage. She isn’t all interested in money — they are,” Ellis asserted, his voice painfully hoarse.

“My dedication now is being with Al and working with him,” Joffe said. “The money is irrelevant to me. The love between us is a very deep and profound love. It’s a magnificent relationship.”

In December 2005, Ellis and Joffe resumed the Friday Night Workshops in office space next door to the Albert Ellis Institute. They continue to be very well attended — often standing room only — and receive positive reviews, according to Ellis and Joffe. The husband and wife team maintain that the board’s reasons for canceling the workshops are simply excuses to further remove Ellis from his institute, “The workshops were and are going fine,” Joffe said. “Al is incredible. They were going brilliantly — they are going brilliantly. There was no rational justification of stopping them.”

“You know, that their 20 to 30 lies. (The workshops) have been working very well for 40 years,” said Ellis, his comment punctuated by a coughing fit.

Joffe added, “He was recently in Anaheim, Calif., and gave eight official presentations and two spontaneous ones and received standing ovations. One of (the board’s) complaints is that he’s not hearing well enough, but he heard very well. I’m there to fill in the gaps, but he hardly even needed me in California, and we have the tapes to prove that.”

Joffe said the ongoing situation has proved to be one of the most difficult episodes of her life, but she finds resolve in watching her husband prevail under the stress. “This has been going on for a year and a quarter,” she said, “and it has been astonishing and inspiring to me that, despite the difficulties, Al without fail practices what he preaches.”

She said that through the use of rational emotive behavior therapy, Ellis, though saddened by the events, remains happy and does not harbor anger for the institute. “It’s inspiring to see the authenticity of this man,” she said. “He’s incredible.”

Cyberfighting

Both parties have resorted to pleading to the virtual masses and telling their sides of the story on the World Wide Web. Ellis has cut ties with the institute’s website (www.rebt.org) and claims a new home at www.albertellis.info and an official portal. His new site links to several essays Ellis has penned retorting comments and dismissing “lies” from the board.

Meanwhile, the Albert Ellis Institute has put statements on its website and distributed press releases across the Web in attempts to explain its actions.

Elsewhere in cyberspace, people are taking sides. There is an active online petition to have Ellis reinstated to the institute’s board. “The goal is to provide a vehicle for people to express their support for Dr. Ellis and their disapproval of the AEI board’s actions,” said Jim Byrne, the petition’s creator and an Ellis supporter in the United Kingdom. He noted that as of mid-January, the petition included more than 650 signatures from people around the world.

The institute is asking that a fair settlement could still be achieved with Ellis. “The goal is to provide a vehicle for people to express their support for Dr. Ellis and their disapproval of the AEI board’s actions,” said Jim Byrne, the petition’s creator and an Ellis supporter in the United Kingdom. He noted that as of mid-January, the petition included more than 650 signatures from people around the world.

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UT professor Thompson dies unexpectedly

Author and educator was widely recognized as a champion of elementary school counseling

Charles L. Thompson, a professor of counseling education and educational psychology at the University of Tennessee since 1967, died from a massive stroke on Dec. 31, 2005. He was 68.

Thompson, a native of Columbus, Ohio, is perhaps best known in counseling circles as the senior author of the textbook Counseling Children, now in its seventh edition. The national media frequently consulted Thompson for his expertise on counseling children, and he had been quoted on the subject in publications such as Parenting, Good Housekeeping, Sesame Street Magazine, the New York Times, the Boston Globe and the Washington Post.

In addition, Thompson authored or co-authored four other books on counseling, including Educational Psychology for Teachers in Training and Classroom Management. He also served as the editor of the “Idea Exchange” column in the Elementary School Guidance and Counseling Journal from 1979-1997. In 2001, he received the American School Counselor Association’s Writer of the Year Award.

But according to friends and colleagues, Thompson’s star shone brightest in the classroom and in his relationships with students. During his teaching career, he directed 41 doctoral dissertations. “Professionally, I think he was proudest of his students, (both) master’s and doctoral,” said Donna A. Hender son, a professor at Wake Forest University and a past president of the Association for Counselor Education and Supervision. Thompson was her instructor in a class on counseling children and later served as her dissertation chair at the University of Tennessee. “He supported and championed us while we were at UT and after we graduated,” she said. “And he continued to challenge us to be our best professionally. And besides the gentle pushes he was giving, he was also celebrating our achievements. He was generous with his encouragement and went out of his way to comment when we accomplished something. He bragged about us to lots and lots of people. Having him for a mentor was a lot like having a coach and a person always on call.”

William Poppen, professor emeritus of educational psychology and counseling at the University of Tennessee, became close friends with Thompson while both were in the doctoral program at Ohio State University. Thompson later preceded Poppen at Tennessee by a year and encouraged him to write articles and conduct conference workshops together. The two also team taught an undergraduate course in educational psychology, and Thompson served as the best man in Poppen’s wedding. “Chuck was a man of loyalty and encouragement,” Poppen said. “(He) made you believe in yourself and helped students and others do accomplishments they often felt not to be possible. If he was on your side, you had a supporter for life who freely collaborated with you and others…. Most people don’t know or have forgotten that he was key in initiating the counseling psychology training program at the university or the vital role he played in the development of elementary school counseling in Tennessee, and how in later years he became the leader of the mental health counseling program.”

Thompson earned his bachelor’s and master’s degrees from the University of Tennessee in comprehensive science and educational psychology and guidance, respectively. In 1967 he earned his doctorate in counselor education and developmental and counseling psychology from Ohio State University, where he held National Defense Education Act and Delta Theta Tau fellowships. Before joining the University of Tennessee as a professor, he was a teacher, counselor and coach at junior and senior high schools in Tennessee and Ohio. He was a licensed school counselor, a National Board certified counselor, a licensed psychologist and a licensed teacher.

Thompson was a member of the American Counseling Association, the American School Counselor Association, the American Mental Health Counselors Association, the Association for Counselor Education and Supervision and the American Psychological Association. He served terms as president for both the East Tennessee Personnel and Guidance Association and the Tennessee Association of Counselor Education and Supervision. Among the many honors he received was selection as AMHCA’s Counselor Educator/Supervisor of the Year in 1996 and appointment to the National Standards Committee for School Counseling Training (2001-2003). He had also served as a guest panelist on several counseling-related programs broadcast on the Appalachian Education Satellite TV Network. At the University of Tennessee, he helped to organize a course in rapid reading and effective study habits for at-risk college freshmen and also set up a program where university students mentored and tutored students in local schools.

“He was a master teacher in and out of the classroom,” Henderson said. “He liked to say, ‘Tell me, show me and let me try it.’ Those are the three steps any lesson should include…. You learned outside the class, too. His patience with students was amazing. I have seen him work with potentially explosive situations and people and have them laughing and agreeing to some kind of plan within a short period of time.”

Fun and family were at the center of Thompson’s life. “I remember how he always wanted to be part of the action, how he liked to be front and center,” Poppen said. “He loved to find a piano, uncover the keyboard and play a few of his favorite songs for anyone who might be around.”

Chuck opened doors and invited people in,” Henderson recalled. “He saw opportunities instead of barriers. At a conference in Nashville, he went with a group of people to the Grand Ole Opry and somehow ended up on stage singing with the backup group. It’s a great example of Chuck’s asking one more question than others would and finding something special because of that curiosity.”

“Chuck was well known as a quipster and a straight shooter,” said Marla Peterson, a professor of counselor education at the University of Tennessee and a colleague of Thompson’s for 25 years, who had similar memories. “He loved his family and he loved his chosen profession,” Peterson said. “At work, we heard about the granddaughter who is a talented gymnast. We saw pictures of the fish caught by his grandsons. (And) at departmental meetings when there would be grousing about something that was going on in the department, college or university, it would be Chuck who would listen while others grumbled and then say something like, ‘Folks, you need to remember that we are in the greatest profession in the world.’ We will miss his wit. We will miss his creativity. Most of all, we will just plain miss Chuck.”

Poppen concluded, “A young friend of mine made this comment recently, and I share it: People are in our lives, whether it is for a season, for a reason or for a lifetime. But whatever it may be, the ones that manage to transform us are the ones who never leave our hearts. Chuck transformed so many of us, and for this I thank him. He will always be in our hearts.”

Thompson is survived by his wife, Harriet; his son, Charles Hayes Thompson; his daughters Cynthia T. Martin and Marcia T. Smith; his grandchildren, Robby Martin, Jessica Martin, Matthew Martin, Jeremy Smith and Joshua Smith; and a sister, Lynn Book. A memorial service was held Jan. 4 at the Rose Mortuary Mann Heritage Chapel.

Thompson’s colleagues are nominating him for the University of Tennessee Hall of Honor and are in the process of raising $1,000 for the effort. Total contributions above this amount will be placed in a scholarship fund honoring Thompson. Contributions (made payable to the University of Tennessee and specified for the “Dr. Thompson Hall of Honor”) can be sent to: Jeanine Snader, Ed.D., University of Tennessee, Claxton 525, Knoxville, TN 37996-3452.
Former ACA Governing Council member helped shape rehabilitation counseling field

Donald Linkowski, 68, a nationally recognized professor of rehabilitation counseling, died at his home in Florida on Jan. 8, 2006, just a few days after he retired from George Washington University. During his tenure he left a legacy of research, leadership and service, but most importantly of kindness and wisdom as a human being. His passion was moderated by his balance and tolerance for the ideas and values of others, and he knew how to lead by respecting his peers and caring about their goals and aspirations.

Linkowski had a 38-year career with George Washington University that began before the School of Education became a graduate school, and it continued over four decades, during which he played a critical role in the evolution of both the school and its counseling programs. His service to the field of rehabilitation counseling included numerous leadership roles, and his total commitment to the profession has set an example for colleagues and students for the last 40 years. His work with hundreds of students will be a legacy that will continue to shape the field of counseling theory, research and practice in the years to come.

Arriving at George Washington in 1967 with a research background, Linkowski quickly adapted to the teaching and service climate and created the undergraduate Human Services Program. He later helped establish the Community Counseling Program and the Counseling Ph.D. Program. He became chair of the Department of Education in 1973 and of the Department of Counseling/Human & Organizational Studies in 1993. As chair, he successfully encouraged faculty members to collaborate with one another more frequently and to involve students in faculty research.

Since the late 1980s, Linkowski had been involved with the Council on Rehabilitation Education, the accreditation organization for graduate programs in the field, serving as both president and executive director. He was president of the American Rehabilitation Counseling Association. He also served on the governing councils of the National Council on Rehabilitation Education, the American Counseling Association and the District of Columbia Counseling Association.

Truly a pioneer and visionary, Linkowski was instrumental in shaping the mission and standards of rehabilitation counseling and advancing the professional quality of the field. His emphasis on service led to the establishment of the Rho Theta chapter of Chi Sigma Iota, the international counseling honor society. This chapter today still emphasizes a culture of community service for emerging counseling professionals.

Throughout his life, Linkowski stayed true to his research interests, securing many sponsored projects and developing his specialty of measurement in counseling research. His widely acclaimed “Acceptance of Disability Scale,” introduced in his 1969 dissertation, has been cited more than 100 times and will soon be republished. His latest research instrument was titled the “Adaptation to Aging Scale.” He encouraged students to build upon his work and endowed the Linkowski Counseling Student Research Fund to support counseling research. This generous commitment will ensure that the work he started will continue and his legacy will benefit graduate students for years to come.

Department Chair Sylvia Marotta referred to Linkowski as “an inspiration to all of the counseling faculty, a superb scholar and an unfailing mediator.” Carol Hoare, professor of human and organizational studies at George Washington, considered Linkowski to be “gracious, generous of spirit, ethical, positive and irreplaceable.”

Speaking from his Florida home in late 2005, Linkowski was quoted as saying, “GW was always a good fit for me, and I am so pleased to have colleagues who work so well together and, more importantly, are great friends.” He was greatly respected and valued by his professional peers in the George Washington Graduate School of Education and Human Development. On Nov. 11, 2005, a celebration of Linkowski’s career was held for him with a dinner cruise on the Potomac River. It was a spectacular event to honor his many contributions to the profession and included his friends, former students and family.

A memorial service was held at George Washington University in the Marvin Center on Jan. 16. Linkowski is survived by his son and daughter-in-law, Adam and Gabrielle Linkowski; his daughter, Tamara S. Linkowski; and his sister and brother-in-law, Florence and Arthur Stefanis. The family requests that those who wish to send individual donations do so in the name of the George Washington University-Don Linkowski Counseling Student Research Fund. Donations can be sent in care of Sarah Baker Morgan, Graduate School of Education and Human Development, 2134 G St. NW, Washington, DC 20052.

For more information, contact the Counseling Department at 202.994.0829 or e-mail cnsl@gwu.edu.
about not knowing their own children after being gone for 15 months. They tell him about their anxiety, anger, helplessness, depression and financial fears.

When the approximately 300,000 U.S. service members deployed overseas finally head home, Moore worries, they won’t be ready for the emotional reality of their homecoming — and America won’t be equipped to support them. “If they don’t have a safe conduit to talk about it, it’s like a time bomb,” said Moore, who is 35.

Moore attempts to defuse that emotional explosiveness through his classes: “Addictions and Addictive Behaviors,” “Stress and Health” and “Interpersonal Communications,” better known to students as “Love 101.” He launched the eight-week-long Love 101 in 2002 to let soldiers, who try to prove how tough they are in combat, reveal vulnerabilities they would never share with their own units.

“The whole culture of the military is that you don’t talk about feelings or emotions,” said Moore, the author of Confusing Love With Obsession. “For people who feel alone, this is a conduit for them to communicate intimate things. By the second or third week, students start to share their feelings. By the end, it’s a crescendo of emotion.”

**Battlefield stress**

With a crew cut jutting across his forehead, piercing dark eyes and the yet unshaven face of a man who works out regularly, Moore looks ready to go into battle himself. In addition to teaching for American Military University, Moore is the chief counseling officer at Clear Counseling and a case manager at Alexian Brothers Bonaventure House in Chicago.

Every day Moore sifts through numerous e-mails, assignments and discussion board postings from students based in Iraq, Afghanistan, the United Arab Emirates, Korea, Saudi Arabia, Japan, Germany and the United States.

“Trying to remain faithful to my wife has been very difficult,” writes Rob, a 24-year-old Army private from Kentucky, who was shipped to Iraq for a year one month after getting married. “About four months after I deployed, I found myself having an affair with a woman who was recently divorced. I feel so much guilt about cheating on my wife, but a man has needs, and it is not easy being alone for all this time.”

Marital strains such as Rob’s only add to the danger of military life. A 2002 Department of Defense survey found that military personnel with high levels of stress are twice as likely to get sick or injured. “You can’t fight an enemy effectively if you’re worried your wife is sleeping with someone or if your kid is sick,” Moore said.

For instance Greg, an Army private from Chicago, was driving a truck in July 2003 near Saddam Hussein’s hometown of Tikrit when a roadside bomb exploded, destroying his right arm. Greg confided to Moore that he had thought about committing suicide. “It’s rough when it’s been their second or third Valentine’s away from home.”

The length of the Iraq deployments, which the Pentagon says can last for a year, makes staying in touch with children especially difficult. About half the students in Moore’s classes are parents, and they’re upset that they’ve missed their children’s birthdays, holidays and other milestones.

Moore knows all about the disruptions military life can bring. His father was in the Navy and served in Vietnam, and he had uncles in the Navy and Marines. Moore said his parents’ marriage collapsed as they bounced from Chicago to Texas to Florida. After they divorced, his mother moved to Chicago Heights and the family went on welfare. “I know what it’s like to stand in a soup line for food and get my Christmas gifts from the Salvation Army,” he said.

Shelley MacDermid, co-director of the Military Family Research Institute at Purdue University, said that although all wars disrupt the lives of military families, the anxiety level during the Iraq war has increased as it drags on and deployments are repeatedly extended. “Desert Storm was quite a bit different because it was shorter and more of an air war,” she said. “From this war we have people coming back who have been on the ground in very ambiguous and risky situations for a long time.”

Every week Moore hears about this risk and bloodshed. “I get private e-mails from students who say their (class) assignments are going to be late because they just shot someone,” Moore said. “If you’ve just killed people or lost a limb, it’s impossible not to bring that into your relationships.”

The result can be severe mental illness. “Absolutely — a report from July 1, 2004, article in the New England Journal of Medicine concluded that up to 17 percent of 1,709 soldiers surveyed as they were returning from Iraq suffered from post-traumatic stress disorder, generalized anxiety or post-traumatic stress disorder.

PTSD doesn’t only happen when you are attacked yourself, Moore said. “You can get PTSD from watching a buddy or civilian get hurt or even hearing constant stories of violent experiences,” he said. “It’s compounded by being separated from family and loved ones.”

In extreme cases, the depression and PTSD lead to domestic violence. A 2000 study in the journal Military Medicine found that long deployments raise the likelihood of severe aggression against spouses. The danger of this aggression became tragical- ly clear in the summer of 2002 when four soldiers — including three just back from Afghanistan — allegedly killed their wives at the Army base in Fort Bragg, N.C.

Some soldiers turn to Moore’s class to share that stress. They tell him that as they get ready to return home, they often grow nervous about the changes they might face. If their marriages were troubled even before they left, their apprehension only increases. When they do finally walk in the door, some returning soldiers feel they can’t match the images that others have created of them. “You have to live up to expectations that your spouse has built you up to be — a hero — but in reality you’re tired and angry and possibly depressed,” Moore said.

A burst of sexual activity when couples reunite can relieve some of that tension, but after the initial excitement, depression often starts to sap their love life, Moore said. “Students say it’s difficult being home,” he said. “The adjustment is harder than they thought, because they’re no longer on a sense of mission.”

Even when the relationships last, the partners sometimes are as drained emotionally as the soldiers. “It’s almost more difficult for the spouse because they’ve had to live through constant anxiety and fear about the deployed person,” MacDermid said. “But if your relationship was strong when you left, you have a good basis to be strong when you get back.”

Moore hopes his classes help keep these relationships strong.

“The good thing is that love is no longer a four-letter word for these soldiers,” he said. “They
can talk about it now.”

Moore also hopes the counseling community will be ready to welcome his students home and then to help them heal their emotional wounds. “They are heroes for having to put up with this. Not just for getting shot at and risking their lives, but also for leaving their families,” he said. “They just want to come home.”

Until they come home, Moore said, he will keep counseling the troops as they serve abroad. For instance, he kept in touch with the young Marine who had sat next to him on the plane before being sent to Iraq. They traded e-mails until suddenly the messages stopped. Finally, Moore received a note from one of the Marine’s buddies. His friend, the note said, had died in combat.

American Counseling Association member John Moore has worked with more than 1,000 members of the U.S. military and their families. Their needs can be much different than those of other clients, he said, and he offered the following advice for counseling them:

- Be open to learning from your military clients. It’s important to realize that they are the ones educating us about what it’s like to serve in a war zone.
- Treat the entire family. The difficulties of military life go beyond the individual soldier, sailor, pilot or Marine. You may want to suggest couples counseling or therapy with the children. You might need to talk with the entire family about why he or she is waking up at night screaming, becoming increasingly irritable or drinking more than before.
- Try groups. You might offer a group for soldiers and one for spouses and significant others, particularly if you’re near a military community. This allows clients to share experiences and coping mechanisms with each other.
- Make sure you give them a safe place to work through their anger and feel like they’re not alone. Veterans who have served in a war zone, particularly those who have been wounded, might transfer some of their anger on to you.
- Be patient. Because of the culture of the military, it may take them more time than a typical client to open up and share feelings.
- Leave your own political opinions outside the door. Even though many counselors have strong feelings about the Iraq war, it’s important not to let politics color how soldiers are treated. Respect their feelings that they have made a sacrifice for their country.
- Understand that many of them suffer from financial difficulties, so don’t expect them to be full-paying clients. As a way of giving something back to your community, you might advertise that you offer a sliding rate to military personnel and their relatives.
- Any help counselors can give will ease the burden for the hundreds of thousands of troops who have served in Iraq and Afghanistan, Moore said. “The need for this counseling is only going to increase the longer this conflict goes on,” he said.

Counselors who treat military personnel also need to take steps to take care of themselves because of the intensity of working with veterans, recommended ACA Executive Director Richard Yep. This includes seeking advice from colleagues who have treated veterans before, he said. “It’s a totally different kind of client with totally different kinds of issues,” Yep said. “It’s important for them to talk with those other counselors who have been in that situation before.”

ACA has resources, including journal articles and online courses, for helping military personnel, Yep said. Some of the 450 Education Sessions at the 2006 ACA/Canadian Counseling Association Convention in Montreal from March 30-April 3 will focus on post-traumatic stress disorder and other conditions common to veterans.

“A great number of ACA members do interact not just with returning veterans but also with families and community members who are impacted by the war,” Yep said.

— Jon Marshall
Can counseling interns expect to be paid?

Q: Could you direct me to someone in the ACA organization who might have data on the average rate of pay received by students in master's level counseling programs for their internship work? A related question which such a person might be able to address is: Are most/all interns paid for their counseling services?

A: Since I didn’t have a ready answer, I did a little research. In fact, I went directly to our COUNCILGRADS listserv to ask the graduate students there about their experiences. Following is a copy of my correspondence with them and a compilation of the responses I received:

What have been your experiences and observations about remuneration during internship or practica experiences? Are most/all/some-none paid? I’m trying to get a broad picture and to see if there are regional trends, so if you can include where you are and what degree you are pursuing, that will be very helpful. I appreciate any input you might provide.

I am in my final year of my master’s program at New York University in mental health and wellness. My externship is not paid.

I just finished my MA in Community Counseling at The College of New Jersey. I did my internship at the Counseling & Psychological Services at another university and received an $8,000 stipend. I got real lucky because of my focus on substance abuse & dependence, but most of my peers worked for free at community agencies or in public schools.

I’m in the 60-credit LMHC program at Lesley University. We have 2 years of internship, 20-22 hrs/week unpaid.

I am currently in the Master of Arts in Community Counseling program at UTSA in San Antonio, Texas, and have to complete a practicum and an internship as part of my program, therefore, unpaid. However, after graduation, my 3,000 hours of supervised work experience (the “official” internship) is usually either unpaid or ridiculously underpaid and I will probably have to pay my supervisor a fee.

In Georgia, we are not allowed to accept pay for practicum. In fact my practicum is costing me almost $5,000, plus I think it is 700 hours. After graduating and passing the licensing exam, we should be able to receive our three years of supervision at our work site at no additional expense, but I have heard of people having to pay someone to supervise them. I will be up to my ears in student loans when I finally finish this June.

I am working on my MS in Clinical Psych at Loyola College in Maryland, and we are not allowed to be paid for our externship experience, as we’re receiving class credit.

I’m in the MAC program at St. Edward’s Univ. in Austin, TX. We are allowed to have paid practica, but very few students are able to find those positions. Most of us will be unpaid for practicum, and it appears that most of us pay for our supervision, unless we work for an agency that provides supervision.

In California we are allowed to get paid for practicum and internships, but not as an independent contractor (10-99 tax forms) but as an employee of the site (W-2’s only). However, most practicum places (while in school) will not pay, so students have to work for free to graduate. Upon post-graduation, there are more opportunities to work for pay. Many county positions will hire pre-licensed counselors and provide supervision. Some private practice clinicians will hire an intern, but many don’t because it takes a while for counselors to build their practice and it’s not financially sound for many licensed counselors to do this.

In the MAC program at the VA in Texas, I was getting paid, but none of my hours counted toward my licensure. I left both sites to work at a county adult mental health site. Got paid 40-hours/week + benefits and completed my hours. Even completed one of my 2 exams at this site. I was hired on full-time by an MFT exam-prep company and left county.

I am pursuing a dual Master’s in School and Mental Health Counseling at Canisius College in Buffalo, NY, and none of my practica/internships (nor those of any of my peers that I am aware of) have been paid. The only time I know of an individual being paid for a practicum was if he/she already worked at the site and took on extra hours and/or responsibilities to complete the practicum requirements (i.e., one student already works as a teacher at a local high school and did his second practicum placement in the counseling center at his school during his planning periods).

I don’t get paid, although I know some of my peers have gotten lucky enough to have a paid position. I am doing mine at a clinic attached to an inpatient mental health facility. My degree (in Aug!) will be a MA in Community Counseling.

I am finishing up my MEd in Community Counseling in Dayton, Ohio. We have a couple of people who are able to find paid internships (mostly doing CD work or in-home counseling/case mgmt work), but the majority by far are doing unpaid internships at community agencies (and a private practice or two).

I am in Eugene, Oregon, and I am doing an internship at the Veterans Administration. My work is unpaid; however, interns have been known to continue with their work at the VA as volunteer counselors gaining more supervision hours. I will be getting an MA in Counseling. My focus is working with trauma survivors. No one in my class is getting paid for their work at this time.
report on the budget bill was completed on Dec. 19 and passed later that same day by the House by a 212-206 vote. Two days later, the Senate passed the conference report, with three minor changes, by a vote of 51-50. Because of the Senate’s changes, the House was scheduled to vote on the legislation again soon after it reconvened in January.

Prior to the conference report’s release, ACA and AMHCA members and leaders generated many calls and letters to targeted members of the House of Representatives. These efforts are greatly appreciated. ACA and AMHCA are working to identify specific concerns or objections that prevented adoption of the counselor coverage provision.

Final spending bill cuts most education programs

Also in late December, two months into the new fiscal year, Congress approved a Fiscal Year 2006 spending bill for the departments of Labor, Health and Human Services, and Education. After accounting for a 1 percent cut across the board in non-defense discretionary spending, the bill sets total Department of Education funding (excluding the additional one-time emergency supplemental hurricane relief appropriations) for FY 2006 at $55.9 billion. This figure represents a cut of $651.3 million (or 1.2 percent) from FY 2005 levels.

Under the spending bill, the Elementary and Secondary School Counseling Program would be funded at $34.65 million for FY 2006 (school year 2006-07), or $50,000 less than last year. See the accompanying chart for funding levels of selected programs.

Legislation passes to include counselors in VA programs

On Dec. 22, the U.S. Senate approved S. 1182, the Veterans Health Care Act of 2005. The legislation seeks to improve Department of Veterans Affairs health services and includes language explicitly recognizing licensed mental health counselors as providers in VA programs. The counselor provision would allow mental health counselors to be eligible for better paying jobs with a greater potential for promotion at the VA.

The bill also includes other provisions to improve access to mental health services for veterans and their families. At this time, it is unclear when the House committee will act on similar legislation.

TRICARE physician referral requirements remain in effect

Among its other last-minute actions in December, Congress passed a defense authorization bill for FY 2006. Although the defense authorization bills that the House and Senate passed earlier in the year included provisions to establish at least limited independent practice authority under the TRICARE program for licensed professional counselors, the final defense authorization conference report approved by Congress didn’t contain any such provision.

Instead, the defense authorization bill signed into law by President George W. Bush on Jan. 6 calls on the Department of Defense to issue a report within 120 days on “actions taken to improve the efficiency and effectiveness of procedures [to] facilitate physician referral and supervision of licensed mental health counselors.” The report also states: “The conference encourages the Department of Defense (of Defense) to monitor closely the progress within the mental health community toward achievement of a national standard for graduate education accreditation and national professional accreditation, to include uniform professional credentials for licensed mental health counselors.”

Enactment of the provision means more lobbying is needed, both with the Department of Defense and with Congress, to ensure that policymakers know the requirements met by licensed professional counselors under both state law and current DOD regulations. Although we are disappointed that the conference committee chose to ignore the will of both the House and Senate and not allow LPCs to practice independently within TRICARE, Congress will begin consideration of the FY 2007 defense authorization bill later this year, providing us with another opportunity to address the issue. For more information, contact Brian Altman with ACA at baltman@counseling.org or by phone at 800.347.6647 ext. 242.

### Funding for Selected Education Programs (in millions)

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 05 Appropriation</th>
<th>FY 06 President’s Request</th>
<th>FY 06 Final* (H.R. 3010) 12/2006</th>
<th>FY 06 vs. FY 05</th>
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<tr>
<td>Elementary and Secondary School Counseling</td>
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### Funding for Selected Mental Health, Substance Abuse, Juvenile Justice, and Other Programs (in millions)

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<th>Program</th>
<th>FY 05 Appropriation</th>
<th>FY 06 President’s Request</th>
<th>FY 06 Final* (H.R. 3010) 12/2006</th>
<th>FY 06 vs. FY 05</th>
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*Includes a 1 percent across-the-board cut to all non-Veteran programs.
American Counseling Association & Canadian Counselling Association

2006 ANNUAL CONVENTION
Montreal Convention Centre – Palais de Congrès

Pre-convention Learning Institutes
March 30 – 31
Education Sessions
April 1 – 3
Exposition
March 31 – April 2

Here’s just a few highlights of the 2006 Convention:
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Learning Institutes—57 to choose from!
Top 5 most popular pre-convention LLs for Montreal:
• Play Therapy: A Universal Language for Understanding and Helping Children from Diverse Cultures with Diverse Needs (Sue C. Bratton, PhD)
• Challenges FACING Group Leaders: Understanding and Working with Resistance and Diversity Issues (Gerald Corey, EdD)
• Reaching the Tough Adolescent through Expressive Arts Therapy Groups (Foppy Moon, NCC; LPC; Brad Willis, MS)
• Crisis Counseling 101: Strategic, Systematic Approaches to Assessment and Intervention (Casey Barra and others)
• Journeys to Professional Excellence: A Workshop to Reflect on and Share Your Own Professional Life (Robert Conyne, PhD; Fred Berk, EdD)

See website for full course descriptions.

Register by March 15 and save $50!

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<th>ACA Members</th>
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Non-Members

| General Attendee           | $500                | $150                            |
| Student                    | $420                | $1450                           |

Check frequently for convention updates
www.counseling.org/convention

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3. Phone
   800-347-6647 x222 or 703-623-8000 x222
   (8:00 a.m. – 7:00 p.m., M-F, ET)
AADA workshop, task force focus on life span transitions
Submitted by Vonda Long
VOLong@aol.com

Our theme this year: “A New Age of Aging” is being reflected in workshops sponsored by the Association for Adult Development and Aging. The first workshop was held at Montclair State University in November 2005. A second, co-sponsored by ACCA, will be held in New Mexico in Albuquerque, is scheduled for Feb. 3. The focus of the workshop is a panel presentation on “Creative Approaches to Transitions Across the Life Span.” Panelists will include local professionals, as well as AADA Board members. Topics will range from quality-of-life and end-of-life issues to perspectives on retirement and baby boomers bringing a new perspective to aging.

This year’s program reflects the appointment of a special task force to address the development of counseling competencies for transitions across the life span. The task force met in conjunction with the Montclair workshop and will meet again in conjunction with the workshop in Albuquerque.

A third meeting is scheduled for the task force at Montclair State University on Feb. 17. Preliminary results of the task force’s work will be shared at the board meeting scheduled for April 1 in Montreal in conjunction with the American Counseling Association/Canadian Counselling Association Convention. For more information on the task force or workshops, contact AADA President Vonda Long via e-mail at VOLong@aol.com.

ACCA welcomes input on survey about research, clinical interests
Submitted by Thelma Duffey
tthelma@science.com

Greeting ACCers! On behalf of the Executive Board of the Association for Creativity in Counseling, we hope your year is off to a great start. ACC is always busy with many projects. For one, we disseminated a survey to ACC members to assess your research and clinical interests. If you have not yet responded to the survey, please visit our website at www.aca-ace.org for instructions.

Because maintaining connection among the membership is so important to the ACC Board, please help us to keep you informed of ACC news by providing us with your most up-to-date e-mail address. To update your e-mail address and ensure our communication, contact Membership Chair Heather Trepal at heather.trepal@utexas.edu.

ACC is also pleased to announce the upcoming launch of its flagship publication, the Journal of Creativity in Mental Health, published by the Haworth Press Inc. As the journal’s editor, I am very happy to bring this new publication to you. The launch is scheduled for this spring. If you are interested in submitting a manuscript for review, visit our website at www.aca-ace.org for instructions.

JCMH is also pleased to announce its upcoming thematic issue, scheduled for publication in the fall. This double issue will feature creative ways to help individuals, couples and families transcend the loss of a dream. Articles in this issue will include relevant information on various forms of grief and loss, including death, divorce, miscarriage, addictions, suicide and diverse forms of trauma. We will also include information on other losses considered by some as disenfranchised, such as personal and professional betrayal, unrequited love, the loss of a pet and challenging developmental milestones.

We are pleased to announce that this thematic material will also be published in monograph book form: When the Music Stops a Dream Dies: Creative Interventions in Grief and Loss Therapy.

This publication will serve as a consolidated reference source on creative approaches to diverse issues encountered by clinicians in their practices. It is also designed to provide practical clinical information for practicum, internship and grief and loss courses offered in counseling training programs.

A song lyric will introduce each chapter and set the stage for the material. Chapters will cite existing research on specific grief and loss issues and illustrate a clinical application for each situation using music, the cinema, bibliography, scrapbooking and other creative mediums.

One goal of When the Music Stops is that our readers will deepen their insights into common problems faced by clients and develop a repertoire of innovative approaches for facilitating this work. Another goal is that the material will help us assess and acknowledge our own rhythm and style for managing inevitable life tragedies and transitions. I look forward to presenting you with this very exciting and challenging project.

Please be in touch. ACC is committed to creating collaborative relationships among its members, and we welcome and encourage your suggestions and participation.

ACCA schedules events for Montreal convention
Submitted by Paul Fornell
pfornell@csulb.edu

Parlez vous ACCA? All American Counseling Association members are invited to join us for the following events at the ACA/ACA Convention in Montreal.

The 2005-2006 Executive Council will meet Friday, March 31, from 8 a.m.-5 p.m. This is your Executive Council, so you should feel strongly invited to drop by and see what is going on. You are especially welcome if you bring French chocolate and/or Cuban cigars with you! The 2006-2007 Executive Council will also have a brief meeting on Saturday, April 1, from 4-5 p.m. You can be assured there will be some foolishness!

Other sessions of interest will include the Community College Counseling Task Force meeting on Saturday morning from 8:45-9 a.m. The Community College Counseling, which will include our resource and T-shirt exchange, will take place from 1-2 p.m. And make sure you don’t miss our reception on Saturday, April 1, from 4-5 p.m. Again, all of the above will take place on Saturday, April 1.

Finally, on Sunday, April 2, we will host our annual Branch and Business Meeting. This is always a fun and informative affair that you won’t want to miss! Be sure to buy your ticket early, as it always sells out. The Journal of College Counseling will hold its meeting on Sunday afternoon from 1:30-2 p.m.

Be sure to check your ACA/CCA Convention Program Guide for specific room locations for all of the above. And please note: Room locations sometimes change, so be very sure to check the daily update bulletins.

Our ACCA conference registration will be up on our website very soon (maybe by the time you read this). Please check collegecounseling.org soon and often and make sure to make your plans for Reno, Nev. (Oct. 3-6). Wild horses won’t keep me away!

AGLBC to host wedding ceremony in Montreal
Submitted by Edward Cannon and John Marszalek
Edward.Cannon@montclair.edu

On April 1, the Association for Gay, Lesbian and Bisexual Issues in Counseling will host a same-sex wedding event for AGLBC, ACA and Canadian Counseling Association members at the national convention in Montreal. The event will serve not only as a festive celebration of same-sex relationships but also as an opportunity to enhance awareness within the counseling profession about the rights and benefits denied to AGLBC and ACA gay, lesbian and bisexual counselors who would like to marry their partners. ACA and CCA members attending the event will demonstrate support for lesbian, gay and bisexual individuals and will bring to the forefront ACA’s stance for social justice.

According to Lambda Legal (lambdalegal.org), “a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and these with HIV through impact litigation, education and public policy work,” lesbian and gay couples are spending their lives together with the same love and commitment as heterosexual couples, raising children, sharing a home and providing for each other. However, they are doing it without the same legal protections and support as other Americans simply because they cannot legally marry. Denying equal access to marriage deprives LGBT people of critical rights, protections and responsibilities and violates our nation’s fundamental guarantee of equality for everyone. These rights include inheritance rights, being able to visit a loved one in a hospital, making medical decisions on behalf of a loved one, and protecting an individual’s assets if the couple is married and as witnesses to the wedding. After the ceremony, AGLBC will adjourn the reception from 7-8:30 p.m. at the same convention hotel. AGLBC has made arrangements for someone to officiate the wedding and to manage the paperwork required. Couples will be responsible for the cost to officiate at the wedding; AGLBC will provide the reception. If you would like to participate in this event, please contact ACCA President Joy Whitman at jwhitman@depaul.edu.

ASERVIC urges member to get involved at state level
Submitted by Cheri Smith
cheri.smith@marymount.edu

Staying in touch with our members is important. Gordon Spence has been doing an excellent job in his position as the State Divisions Chair, staying in touch with the roots of the Association, Spiritual, Ethical and Religious Values in Counseling – the state divisions. If you are a member of ASERVIC but not involved at your state level, please take the time to review the following contact information and get in touch with your state president/ASERVIC contact person.

California: Charles Guesst, 10001 Wedgefield Court, Mobile, AL 36608
Colorado: C. Travis Jenkins, travisj@usmail.com
Illinois: Gregory Rodriguez, Greg.rodriguez@comcast.net
Louisiana: Daniel Jurek, 208 Aristotle Drive, Lafayette, LA 70583
Maryland: Lee Richardson, lee.richmond@loyola.edu
Michigan: Suzanne Hamilton, nmpck@comcast.net
Nebraska: Victor Harns, harns@bellvue.edu
New Jersey: Judith Harrow, judybaroo@comcast.net
New Mexico: Kelly Jackson, kellyjacksonhr@aol.com
North Carolina: Geri Miller, millerg@upstate.edu
Ohio: Donna Menigat, donna.menigat@columbus.ohio.edu
Pennsylvania: Joanne Castro-Schafer, adeladelboq@msn.com
Virginia: Michele Kiely Briggs, mkiely@comcast.net
Washington: Susan Leyster, leysters@stmartin.edu

To stay in touch on the national level, please be sure to visit the ASERVIC website at www.aservic.org.

Continued on page 46
Speaking out for the love that dare not speak its name

“It is in this century misunderstood, so much misunderstood that it may be described as the ‘Love that dare not speak its name,’ and on account of it I am placed where I am now. It is beautiful, it is fine, it is the noblest form of affection. There is nothing unnatural about it. That it should be so, the world does not understand. The world mocks at it and sometimes puts one in the pillory for it.” — Oscar Wilde

(Wilde, an Irish writer, was convicted on May 25, 1895, of gross indecency for being gay and sentenced to serve two years of hard labor. Prison was unkind to Wilde’s health, and when he was released on May 19, 1897, he spent his last three years penniless, in self-inflicted exile from society and artistic circles. He spent his last days in the Hotel d’Alsace in Paris and died in 1900 at age 46.)

Cruelty is what counselors and other humanitarians strive to reduce in their work. Challenging cruelty might be considered the ultimate purpose of counseling. Oscar Wilde was treated cruelly because he loved another man. His impassioned statement made more than a century ago still resonates when any lesbian or gay person is ashamed, or has to hide, or is ridiculed or is physically assaulted for being herself or himself. Oscar Wilde’s trial and subsequent jail for being gay reminds counselors of the terrible consequences of a society that punishes those who are different from the norm. His statement might adom the walls of every counseling office to remind counselors to challenge the conventions and, in so doing, to reduce cruelty.

How far has society come from those bad old days of legal persecution of sexual minorities? Sadly, not so far as one would hope. Appreciation of diversity has been a watchword in schools, government and corporations for some years now. Unfortunately, that appreciation often includes everyone but lesbian and gay persons. And it is not just the general public that fails lesbian and gay persons. It is also counselors.

Just last year I visited a high school to interview the head counselor about her work. When I asked how counselors work with lesbian and gay youth, the counselor admonished, “I don’t approve of or support that gay thing. I won’t deal with it.”

What is that aberration, an isolated incident? No. Within the last month, a newspaper reporter contacted three regional directors of school guidance to ask their thoughts on a new counseling training video for working with lesbian and gay youth. He spoke to two of the directors, both of whom said they wouldn’t touch the issue or be quoted. The third director never called the reporter back. It seems that counseling for lesbian and gay persons is a last frontier in the diversity and social justice movements.

Anti-gay sentiment is the only acceptable bias still allowed in the public discourse. Lesbian and gay persons are the only group not protected by civil rights laws. The promise of multiculturalism in counseling remains unfilled as long as lesbians and gay persons must hide, suffer, be ashamed, be isolated and, unfortunately, kill themselves at higher than average rates due to the stigma attached to being lesbian or gay. This column challenges all counselors to come out as allies and advocates in this last civil rights frontier. As you read this column, I ask you to decide on what you will do as a counselor to stand for the principles of human dignity for gay and lesbian persons. The price for not doing so is far too high.

The counselor can begin with an inventory. Ask yourself: What is my attitude toward persons who are lesbian and gay? Here is a continuum. Put yourself on it. It might be revealing:

Condemnation/pity: Lesbian, gay and bisexual (LGB) people are inferior, sick and abnormal. Doing anything is justified to change them.

Tolerance: LGB people should be put up with, although it is unfortunate that they are around.

Acceptance: We should make accommodations for LGB persons, such as making sure they have equal rights. But it is still “less than” heterosexuality, and they shouldn’t flaunt their sexual preference.

Support: We must work to safeguard gay people’s rights. I am uncomfortable with homosexuality on some level, but I am aware of the irrational unfairness in our society toward LGB persons.

Admiration: It takes strength to be LGB in our society. I must examine my own responses and attitudes and work on my biases.

Appreciation and nurturance: I will actively work to reduce insensitivity and bias. LGB people are indispensable and add much to our community and society.

You might be surprised to learn that in one graduate counseling course, 20 percent of the students began the course with the condemnation/pity stance, 40 percent expressed tolerance and only 40 percent showed the upper levels of regard for persons who are gay or lesbian. There is much work to do. Stronger evidence for the challenge lies in a study conducted by Michael D’Andrea and Judy Daniels regarding people’s attitudes toward persons from racially oppressed groups. In that study, the researchers found that, on average, counselors maintain a “liberal” disposition toward persons in these groups. The researchers do not use the term “liberal” as a political notion but instead as a description of a “passionless thoughtlessness.” In this case, counselors’ interest in diversity and injustice is not accompanied by action to change conditions.

From this evidence, it seems that the majority of counselors rely on convention and safety regarding issues related to social justice counseling. Based on these research findings, as well as my observations of counselors in the field, it appears many people in our profession are not ready to reach out to various oppressed groups, including young, and older, people who are lesbian and gay. That is dangerous, because people who are lesbian or gay are generally not going to reach out to counselors unless they know they will be welcomed, safe and appreciated.

The “liberal” psychological disposition that D’Andrea and Daniels have identified in their research is characterized by a general inaction that lies in sharp contrast to the charge of the American Counseling Association multicultural counseling competencies. Note the following competencies and examine what you do in this regard when working with lesbian and gay persons:

1. Culturally skilled counselors actively [engage in] experiences that will contradict negative stereotypes and preconceived notions they [themselves] may hold.

2. Culturally skilled counselors should recognize incidents in which clients, students and others are being treated unfairly based on [their social group], and take action.

3. Culturally skilled counselors are able to exercise institutional intervention skills on behalf of their clients. They can help clients determine whether a “problem” stems from bias in others (the concept of healthy paranoia) so that clients do not inappropriately personalize problems.

The first competency noted above relates to one’s own attitude toward persons in oppressed and marginalized groups. The second and third competencies ask counselors to advocate for all individuals in oppressed and marginalized groups, including lesbian and gay persons, both on a personal and an institutional level. It is doubly evident that these four directors of the department of guidance and counseling mentioned at the beginning of this article can say yes to imple...
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Counseling Today • February 2006

39
I Avoid heterosexist assumptions, and bias and language. Counselors need to remain current with the LGB literature and monitor their own use of language, stereotypes and bias (e.g., ask clients for the terms they prefer to use for themselves; use the terms “lesbian” or “gay man” rather than “homosexual.”)

- Recognize the role of sexual orientation in the counseling process. The importance of being a sexual minority can range from being central to a person’s life to being relatively inconsequential.

- Facilitate sexual identity development and the coming out process. Counselors working with clients in the early phases of the counseling process need to help them explore their feelings and thoughts of different sexual identities. This requires the culturally competent counselor to go beyond the conventional standards of our time often means recognizing that, in staying in the counseling profession yet failing to promote the dignity of gay and lesbian persons and not advocating for their rights and development, you are likely to contribute to the cruel problems these persons face in our schools and society — part of the cruelty that led to the unnecessary suffering of Oscar Wilde and countless others. 

Garrett J. McAuliffe is a faculty member at Old Dominion University in Virginia. He is the producer of the video Counseling Lesbian and Gay Youth: A Demonstration Training Video and author of the forthcoming book Culturally Alert Counseling.

Distance Counseling Credential and Training

Bringing Counseling Practice Into the 21st Century

Distance Counseling is now recognized as a valuable and exciting field for use in the field of counseling. The Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors (NBCC), has recently established a credential for counselors and those working in the helping professions — the Distance Credentialed Counselor (DCC).

By attending a two-day DCC Professional Development Workshop counselors will learn distance techniques, which can be applied to career, school and clinical counseling specialties. Readyminds, a leader in distance counseling, has been authorized by CCE to offer this training.

UPCOMING 2005 TRAINING DATES

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The state of the portrayal of Asian Americans as the model minority is thoroughly reviewed by Frieda Wong and Richard Halgin in the January 2006 Journal of Multicultural Counseling and Development (pages 38-49). The authors convincingly answer six questions:

1. Are Asian Americans still viewed as the model minority? Yes. Students from all racial/ethnic backgrounds believe that Asian Americans perform better in college and have more promising career futures. More than half of 1,216 Americans polled in 2001 believed that when compared with other ethnic/racial groups, Chinese Americans placed greater value on education, had more strong family values and possessed other good qualities. However, in this same poll, around 25 percent of the respondents had “very negative” attitudes toward this group, thought they had too much influence in the U.S. technology sector, believed they took jobs away from other Americans, were more loyal to China than to the United States, would not vote for a Chinese American president and would not approve of marriage between a White American and a Chinese American. The stereotype of being high-achieving has its cost.

2. How do Asian Americans feel about the model minority label? Students whose identities are entwined with their ethnicity rated the label more highly than students who dislike being tied to a group image and think of themselves as individuals. Thus, the average attitude on a five-point scale was around three, with a standard deviation of one — a spectacularly uninformative statistic.

3. Is the model minority label accurate? No. The authors provide a range of perhaps surprising research showing no empirical evidence that Asian Americans have extraordinary academic skills. For example, when Asian and non-Asian students were matched by sex, educational background, SAT scores, level of parental education and type of high school, the Asian Americans had lower grade point averages and more school-related problems. Data from the National Science Foundation on science and engineering fields show that the percentage of Asian Americans entering management is lower than their Black and White counterparts, both male and female.

4. How does the label affect Asian Americans? Asian Americans have fewer friends of other racial/ethnic minority backgrounds than other groups do, including Whites.

5. How does the label affect academic performance? Naturally, Asian Americans have a lower sense of coherence, meaning that they experience the world as less understandable, manageable and meaningful than others.

6. What are the potential detrimental social effects of being perceived as a model minority? The authors argue that Asian Americans are protected from discrimination and prejudice as energetically as Blacks, Hispanics and American Indians. For instance, they are not admitted to colleges at the same rate as White candidates with the same academic and nonacademic records. Also, the model minority has found that when racial intolerance is displayed against them, other people are more indifferent and inactive than they are in similar cases against Blacks.

This informative article includes many other examples of research leading to these conclusions.

Brief Integrative Adlerian Couples Therapy

Jon Carlson, past president of the International Association of Marriage and Family Counselors, demonstrates Adlerian theory, skills, and techniques with a couple currently reporting due to anger management concerns. Through a positive and hopeful approach, Carlson works with the couple to explore their communication and parenting styles, the challenges they face in their marriage, and their strengths as partners. He uses early recollections, pattern recognition, and psychoeducation to facilitate the couple’s progress toward more effective communication and temper control. Students and practitioners will be much better prepared to deal clients’ anger issues after viewing this provocative session. Produced by Innovations in Counseling and Multicultural Development.

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Continued on page 44
COMING EVENTS

Trichotillomania National Conference
March 3-5
Los Angeles
The Trichotillomania Learning Center is holding the 13th Annual National Conference on Trichotillomania and related disorders. Children, adolescents, adults, family members and counselors are welcome to attend. NBCC contact hours are available. The Trichotillomania Learning Center is an NBCC-approved provider (No. 6103). The conference is to be held at the Renaissance Montura Hotel at Los Angeles International Airport. To register call 831.456.1004 or go to www.trich.org.

CSJ National Conference
April 28-29
Fairfax, Va.
The Counselors for Social Justice present “Social Justice and Mental Health: Concepts and Strategies for Educators, Practitioners and Activists.” Submissions are invited from students, professionals and activists. All presentations, regardless of format, should have clear relevance to psychologists, counselors, social scientists, mental health professionals, educators, and students. E-mail csj2006@gmu.edu for possible formats and submission guidelines. Proposals can be submitted either electronically or via regular mail no later than Feb 10. Electronic submissions: Please send in Word format as an e-mail attachment to csj2006@gmu.edu. Additional and updated information, please visit www.csjconference2006.com

FYI

Board members sought
The Journal of Humanistic Counseling, Education and Development, the journal of the Counseling Association for Humanistic Education and Development, is seeking applicants for its Editorial Board. All American Counseling Association members interested in serving on the journal’s Editorial Board are encouraged to submit their application materials by April 15.

Primary responsibilities include reviewing manuscripts and submitting reviews to the editor in a timely manner. Editorial Board members should be familiar with the content and aims of The Journal of Humanistic Counseling, Education and Development and the C-AHEAD division. Several openings are available for the three-year term beginning on July 1.

Those selected must be willing to join C-AHEAD. Please send electronic copies of your vita and a cover letter highlighting your qualifications to Mark.Scholl@lisu.edu.

Call for papers, manuscripts
Call for manuscripts on indigenous counseling, psychotherapy and health for a special issue of the international peer-reviewed Internet journal Counselling, Psychotherapy and Health (www.cphjournal.com).

Manuscripts can cover a wide range of topics related to indigenous counselling, psychotherapy and health. For instance, subjects can involve Australian indigenous, North American indigenous and New Zealand indigenous people, etc.

Submissions are invited from as wide a range of writing as possible, and can include: (1) indigenous-related applied research, (2) literature review on an indigenous topic with analysis and discussion, (3) indigenous case analysis in discussion with relevant literature review, and (4) narratives based on personal and professional experience working in indigenous counselling, psychotherapy and health contexts.

Interested individuals can visit www.cphjournal.com for journal submission guidelines as to manuscript format (Harvard style required). Manuscripts to be submitted to Nadine Pelling at nadine.pelling@unisa.edu.au. Interested individuals are requested to send an abstract of their proposed submission if possible by the start of April 2006 and their final manuscript by the start of July 2006. Publication is aimed for the middle of 2006.

The Career Development Quarterly invites manuscripts about work and leisure, career development, career counseling and education. Authors should be sure that manuscripts include implications for practice because CDQ is concerned with fostering career development through the design and use of career interventions in educational institutions, community and government agencies, and business/industry settings. Publication guidelines are available at the National Career Development Association website at www.ncda.org.

Mail submissions to: The Career Development Quarterly, c/o National Career Development Association, 10820 East 45th Street, Suite 210, Tulsa, OK, 75146.

Seeking editors
The National Career Development Association calls for applications for the editorship of the Career Development Quarterly for a term starting Aug. 1, 2008, and running through July 31, 2011. The following qualifications are desired in candidates:

- Previous experience as an editor or editorial board member
- Earned doctorate in counseling or a related field
- Membership in NCDA
- A vision for CDQ that is consistent with the journal’s purpose and mission
- Significant publication record
- Evidence of strong organizational skills
- Employer/institutional support for serving as editor

The incoming editor should be available to receive manuscripts on Aug. 1, 2007. NCDA encourages participation by members of underrepresented groups in the publication process, and would particularly welcome such applicants. To apply, candidates should submit a vita, five sample journal articles, two examples of the candidate’s editing skills, three letters of reference, a one- to two-page statement discussing the applicant’s vision for CDQ and a letter of support from the candidate’s employer. Deadline for applications is May 1. Finalists will be interviewed at the NCDA Conference in Chicago on July 7-9.

Send applications to: Dennis Engels, Ph.D., Regents Professor and Editor Search Committee Chair, Department of Counseling and Higher Education, University of North Texas, P.O. Box 310829, Denton, TX 76203. Phone: 940.565.2918; fax 940.565.2905; e-mail: engels@unt.edu

The Journal for Specialists in Group Work is currently seeking applications for the position of editor. This position is a three-year term beginning July 1, 2007. Candidates should be Association for Specialists in Group Work members, have a strong record of publication, professional editorial board experience and demonstrated competence in editing data-based research manuscripts. Interested candidates should submit a letter of application expressing interest and describing editorial strengths, experience, and publication record. A vita and three letters of recommendation are needed. Applicants are also asked to describe available institutional or agency support. All materials should be sent by March 31 to: Dr. Amy Nitza, IPFW School of Education, Neff Hall 250, 2101 E. Coliseum Blvd., Fort Wayne, IN 48605, Phone: 260.481.6453; e-mail: nitzaa@ipfw.edu.

A. Scott McGowan, editor of the Journal of Counseling & Development, is seeking applicants for three-year appointments commencing July 1 to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Given the broad scope of the journal, we are seeking applications from people who represent all the various specialty areas of counseling. We are also looking to increase ethnic and racial diversity and to achieve a geographic balance on the board. Applicants must be American Counseling Association members and must agree to provide high-quality reviews on a timely basis. Applicants interested in reviewing quantitative research manuscripts should identify their areas of expertise in terms of research design and statistics. Reviewers for qualitative research are also needed. Since JCD is moving to a complete electronic manuscript submission and review process, prospective reviewers must have an e-mail address and must be prepared to forward reviews electronically.

Contact Scott McGowan at jcd@lix.edu for complete application details. Incomplete or late applications will not be considered. Applications are invited immediately but must be received electronically no later than March 15.

Bulletin Board submission guidelines
Entries for the Bulletin Board must be submitted via e-mail to akennedy@counseling.org, with “Bulletin Board” in the subject line. Paragraphs (in complete sentences) should be in a Word document, single-spaced, justified, Times font in black. Please provide a contact person with an e-mail address or number to call for more information. Do not send submissions with tables, tabs, bullet points, logos/letterhead, colors or uncommon fonts. Submissions are subject to editing. The rolling deadline is the 10th of every month by close of business, ET.

Point/Counterpoint writers wanted
Counseling Today is seeking writers for the Point/Counterpoint column, a forum for two professionals to debate a hot-button issue currently in the counseling field. Proposed topics include:

- Are counselor educators giving out too many A’s? Is the grading system too lenient?
- Multiculturalism versus diversity: Which should be embraced by the counseling profession?
- Should the school counseling profession move from certification to licensure?
- Psychology training programs provide classes on prescribing medications. Should counseling programs follow suit?

If you are interested in writing on one of the suggested topics or would like to propose a topic, contact Angela Kennedy at akennedy@counseling.org. Please add “Point/Counterpoint” in the subject line. The e-mail must include the topic you would like to write about and your stance on the issue.
Counseling Today
February 2006

Innovations in Counseling
Continued from page 42

tions were frequent and intense, rarely were they commu-
nicated to the client or notice-
able on the audiocassettes. Trainees were often on emo-
tional roller coasters as they
cycled through these themes. The authors noted, in particu-
lar, that a pattern of counselor silence and emotional with-
drawal can result as a response to the counselor’s own strong
affect, not anything the client
has said or done. They also
point out how cognitive strate-
gies for managing anxiety can
prevent a harmful chain of neg-
avative affect. The article in-
cludes two illuminating, ex-
tended examples of session
transcripts with the trainees’
corresponding inner experi-
ences. The article will be of
interest to trainees as well as
their teachers and supervisors.

On the employment edge: Counseling fringe clients
Career counselors who are not
sure they want a job at all are
rarely considered in tradi-
tional counselor training. These
“fringe clients” include people
who have been dependent on
welfare, suffer from psycho-
logical distress, abuse sub-
stances, have sole care of de-
pendent children or have never
learned the tasks of job-seeking
for one reason or another. In the
latest issue of the Journal of Employment Counseling
(December 2005, pages 179-
191), Anne C. Muscat explains
the challenge of counseling
such a career client.

She encourages counselors to
apply the Transtheoretical Model of Change (created by
J.O. Prochaska and C. DiClemente) and its practical
methods, Motivational Inter-
viewing (pioneered by W.R.
Miller and S. Rollnick). Moti-
vational Interviewing is espe-
cially fitting for fringe clients
because it does not assume that
the client is intrinsically moti-
vated and ready for a change.
Instead, the technique explores
why clients are ambivalent and
helps them express both the
good and bad sides of unem-
ployment and employment.

In a collaborative style, the
counselor and client uncover
what needs to happen to resolve
ambivalence and motivate the
client, whether it be changing
maladaptive core beliefs, learn-
ing job search skills or systemat-
izing problem-solving proce-
ses. This approach meets
clients where they are in a non-
judgmental discussion, making
it ideal for clients on the fringe
of the job world.

‘I was supposed to be a forest ranger’: Career interest inventories
How accurately, and for how long,
do people remember the
results of their career interest
inventories? Jane L. Swanson,
Paul A. Gore Jr., Wade Leew-
erke, Catalina D’Achiardi, Jore
Hitch Edwards and Jared
Edwards looked into this ques-
tion by testing the recall of col-
lege students immediately after
inventory interpretation, six
weeks later and six months
later. The 154 students came from
freshman orientation
courses in which they complen-
te the Strong Interest Invent-
y (SII) and received interpreta-
tions incorporated into a four-
session unit in the course.
Thus, the results were dwelt
upon at some length.
The SII is based on John
Holland’s typology of interests
and personality, and it yields
career information on three lev-
els of generality. Six General
Occupational Themes (GOTs)
are used to classify the respon-
dent into Realistic, Investiga-
tive, Artistic, Social, Enterpris-
ing and Conventional types.
Basic Interest Scales (BISs)
identify which of 25 more spe-
cific areas of interest (such as
writing, nature, etc.) fit the
respondent’s profile. Occupa-
tional Scales (OSs) compare the
respondent’s profile with pro-
files of people in 106 occupa-
tions (such as journalist, forest
ranger, etc.) and show which
occupations are the closest
matches.
Six months after interpreta-
tion, 15 percent of the students
recalled nothing from their
GOTs, and 43 percent recalled
something that was incorrect.
On BISs, 40 percent recalled
nothing and 43 percent recalled
something incorrectly. On OSs,
28 percent recalled nothing and
26.4 percent recalled something
incorrectly.

For career interest assess-
ments to be meaningful to life
planning, they have to be re-
membered, so the news that
most students remembered no-
ting or something wrong six
months later is gloomy. It may
be that such inventories are
most effective when given to
clients who are actively search-
ning for the answers the invento-
ries provide. The study, pub-
lished in the January 2006 spe-
cial issue of Measurement and
Evaluation in Counseling and
Development (pages 236-246),
analyzes several other aspects of
memory for the SII.

Textbook author Susan X
Day teaches research meth-
ods and advises graduate
students in counseling edu-
cation at the University of
Houston. She can be contact-
ed at sxday@houston.rcc.com.

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

Spotlight
on Montreal

Check the weather and start packing

Now that the American Coun-
seling Association/Canadian Counselling Association Con-
vention is just weeks away
(March 30-April 3), it’s time to
start thinking about packing!
To make sure you’ve got every-
thing you need for your trip,
here’s a starter list to help you
pack, plus some information about the weather.

Weather in Montréal

The weather in Montréal
varies greatly with the four sea-
sons, so visitors are encouraged
to check the forecast before
packing. The average minimum
temperature for late March/
early April is 34 degrees
Fahrenheit (1.3 degrees Celsius)
and the average high tempera-
ture is 51 degrees Fahrenheit
(10.7 degrees Celsius).

Before you pack, we recom-
end that you check out the
website of the Meteorological
Service of Canada (www.meteo.
quebec.ca), where you’ll find an
updated five-day forecast. Click
on “English.” When the map is
displayed, click on “Montréal”
to bring up the forecast.

Packing list

Remember, your hotel likely
provides personal items such as
soap and shampoo, basic maps
of the downtown area and Mon-
tréal’s sights, as well as an iron,
laundry service (great if you’re
in a hurry), and a sewing kit.

Clothes

Montrealers have a great
sense of fashion, from funky
hats in winter to breezy sandals
in summer, so you might want
to pack something besides
jeans and sneakers. Montréal’s
unique style also makes the city
a great place to shop, so leave
some room in your suitcase!
For early spring, the locals
recommend that you bring
along extra layers to pull on if
it cools down during the day or
later in the evening. Comfort-
able walking shoes are an
absolute must.

Daylight Savings

One more thing to remember
for your trip: Montréal switches
to Eastern Daylight Time (sum-
mer time zone) on the first Sun-
day of April (April 2, 2006) and
returns to Eastern Standard
Time (winter time zone) on the
last Sunday of October.

For more information on
and activities in late
March/early April in Montréal,
visit the Montréal Convention
and Tourism website at
If you haven’t yet reserved
your hotel room, go to
www.tourisme-montreal.org/
housing/acca2006. Reserve
your room by Feb. 26 to
ensure you get the discount-
ed ACA/CCA Convention rates.
For more information or
to register for the conven-
tion, visit www.counseling.
org/convention.

Packing list

■ Plane ticket/frequent flyer
cards/travel insurance docu-
ments/ticket
■ Extra pair of prescription
glasses or contacts
■ Calling cards or cell phone
■ Address/contacts for hotel,
conference, friends in town,
etc.
■ Business items (if applicable)
— laptop, agenda, extra busi-
ness cards, presentation docu-
ments, etc.

Features

■ Photo ID
■ Money — cash, bank card,
credit cards, traveler’s checks
■ Medications (if any) —
always good to keep in the
original packaging for identi-
fication purposes
■ Sunglasses — practical and a
fashion essential
■ Watch
■ Jewelry
■ Hats/scarves/hair accessories
■ Evening purse
■ Belts

Miscellaneous
■ Umbrella and/or raincoat
(year-round)
■ Reading material
■ Swimsuit and plastic sandal
and/or workout wear (if your
hotel has a pool or exercise
facilities)
■ Personal listening device/
CDs
■ Sunscreen
■ Vitamins

Money — cash, bank card,
credit cards, traveler’s checks
■ Plane ticket/frequent flyer
cards/travel insurance docu-
ments/ticket
■ Extra pair of prescription
glasses or contacts
■ Calling cards or cell phone
■ Address/contacts for hotel,
conference, friends in town,
etc.
■ Business items (if applicable)
— laptop, agenda, extra busi-
ness cards, presentation docu-
ments, etc.

For sightseeing

■ Camera (digital, video, etc.),
film, tapes, cards, batteries
■ Guidebook or maps
■ Small daypack or fannypack

Accessories

■ Watch
■ Jewelry
■ Hats/scarves/hair accessories
■ Evening purse
■ Belts

Clothes

Montrealers have a great
sense of fashion, from funky
hats in winter to breezy sandals
in summer, so you might want
to pack something besides
jeans and sneakers. Montréal’s
unique style also makes the city
a great place to shop, so leave
some room in your suitcase!
For early spring, the locals
recommend that you bring
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able walking shoes are an
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www.tourisme-montreal.org/
housing/acca2006. Reserve
your room by Feb. 26 to
ensure you get the discount-
ed ACA/CCA Convention rates.
For more information or
to register for the conven-
tion, visit www.counseling.
org/convention.
Getting a practice up and running

Q: I am a counselor who will be licensed in the next year and am trying to start my own practice. Can you give me resources about getting my practice up and running, from getting a tax ID number to everything else?

A: Yours is a good question. The answer could be several pages, if not chapters, long. We will give you two resources that should help.

The first directs you to the federal tax ID information you need. Go to the Internal Revenue Service website, where you can download a free application or apply online at www.irs.gov/businesses/small/article/0,,id=98350,00.html.

The second resource provides helpful information for starting a practice. It is written especially for the counselor who is just starting out or for those who want to expand a small practice. This plan was formulated by trial, error and success. Following the steps should enable a licensed counselor to begin a limited small practice in a relatively short amount of time. This information can be found on the American Counseling Association website. From the homepage at www.counseling.org, click on “Counselors” and then click on “Private Practice Pointers.” We hope this information helps you get started!

Q: I am presently pursuing a master’s degree in counseling. There are social workers working in my agency. I have still not learned what the difference is (between the two degrees). I think both can bill for services. Please clear up this issue for me.

A: We did some groundwork, and most managed care and insurance companies now recognize both licensed counselors and licensed social workers. You should check the managed care and insurance company policies in your particular state for the credentials needed for inclusion to their panels. Some states, such as Illinois, have freedom of choice laws which mandate that all qualified providers be allowed to bill insurance.

A list of all the major managed care and insurance companies that accept licensed counselors can be found at www.counseling.org/Counselors/PrivatePracticePointers.aspx under the “Provider Relations Contact List.”

Good luck!

Q: My professional goal for 2006 is to start my own practice. I have thought about it for years. What is my first step?

A: Actually, you are asking about your second step. The first step is making the decision to go for it. Most counselors dream of having their own private practice, but few make the decision and even fewer act on it.

We find that the biggest barrier for counselors to go into business for themselves is a lack of confidence. Yet as counselors, what do we advise our clients to do? Take risks — go outside their comfort zone and risk failure. Sometimes we need to take our own advice and pursue the dream.

Counselors are well-trained clinicians who have the skill set necessary to practice independently. But without the belief that it is possible, one is doomed to fail. As we travel throughout the country, we look in the yellow pages under “counseling” and see more and more LPC and LCPCs in private practice than ever before. This is in part thanks to ACA and the lobbying efforts on your behalf to practice, but it is also the result of our resolve as counselors to take our rightful place to practice in the mental health field.

Editor’s note: The American Counseling Association has partnered with Robert J. Walsh and Norman C. Dasebrook, authors of The Complete Guide to Private Practice for Mental Health Professionals (see www.counseling-privatepractice.com) to provide information on private practice issues. ACA members can e-mail their questions to walsh-gasp@aol.com. In addition, ACA members can access a series of free bulletins on various private practice topics. From the ACA website at www.counseling.org, click on “Counselors” and then click on “Private Practice Pointers.”
Stress was presented as a continuum from eustress to distress and as an essential part of our existence. Compassion stress was defined as the stress that accumulates slowly from feeling someone else’s pain, where as fatigue was defined as an increased discomfort with decreased effectiveness. Bollet and Fallon reminded attendees that our perception of external stimuli (stress) dictates how our bodies react.

They also provided 10 tips for stress reduction. Learn to relax. Take frequent minibreaks, get comfortable and breathe. Practice acceptance: Many people get distressed over things they won’t let themselves accept. Talk rationally to yourself: Ask yourself if a problem belongs to you or someone else. Get organized! Make a realistic schedule and use your time and energy as efficiently as possible. Exercise: Try walking, jogging, dancing, swimming, rollerblading, etc.

6. Reduce time urgency: Allow plenty of time to get things done.

7. Dress yourself: Not everything is a competition or contest. Learn to leave behind the stress of competition when it is unnecessary.

8. Quiet time: Balance your family, social and work demands with special private times.

9. Watch your habits: Eat sensibly, avoid nonprescription drugs and minimize alcohol use.

10. Talk to friends: Friends can be good medicine. Daily doses of conversation, regular social engagements and occasional sharing of deep feelings and thoughts can reduce stress significantly.

The presenters also helped attendees engage in several sessions of guided imagery. These “minibreaks” were specifically modeled so attendees could further develop and practice the skill on their own.

Compassion stress is something faced by many mental health professionals. However, the presenters provided those in attendance with practical and fascinating information and strategies to counteract the adverse effects of this unique type of stress.

The 47th EB-ACA Annual Conference will be held in Bad Herrenalb, Germany, from Nov. 9-12. Visit the EB-ACA website at www.online-infos.de/eb-aca/main.htm for updates, a call for proposals and proposals. For more information, contact Frankie Nielsen at Frankie.Nielsen@eudoea.de.

IAMFC requesting tributes for Family Journal

Submitted by Lynn Miller

lynn.miller@ubc.ca

Order your ticket now to attend the International Association of Marriage and Family Counselors Luncheon on April 1 at the ACA Convention in Montreal! The IAMFC membership is honoring Jon Carlson, MaryKay Niepopski and Candace Ward Howell for their nearly 20 years of dedicated work and outstanding leadership while serving as the Editorial Executive Board for the award-winning The Family Journal. Register and order tickets through ACA. No tickets will be sold at the door. SAGE Publications, the publisher of The Family Journal, is sponsoring the luncheon. The lunch includes an interview written and verbal tributes, stories and anecdotes regarding Jon, MaryKay, Candace and The Family Journal, so please send these via e-mail to David Kleist at kkleidav@isu.edu by March 15.

Get updated on an evidence-based approach to couples therapy at the IAMFC Distinguished Presenter in Montreal on Sunday, April 2 from 1-4 p.m. at the ACA/CCA Convention. Les Greenberg, author of the evidence-based approach to couples counseling, will be demonstrating Emotionally Focused Therapy. IAMFC hosts this event, described as one of the most successful and appreciated aspects of the annual convention for all attendees. See the masters in a live demonstration of couples therapy! If you miss the conference, you can purchase the DVD or a videotape, or any of the other IAMFC titles, at very affordable rates from ACA.

The deadline for the nomination process for the annual practice awards is drawing near! For more information on nomination details, please visit our website at www.iamfc.org. All letters of nomination must be postmarked no later than Feb. 15.

For the Training and Mentorship Award, Practitioner Award and Outstanding Leadership Award, send nominations to: Thomas W. Blume, Ph.D., LPC, LMFT, Department of Counseling SEHS, Oakland University, Rochester, MI 48309. Phone: 248.370.3069; fax: 248.370.4141; e-mail: blume@oakland.edu.

For the Graduate Student Research Award and IAMFC Research Chair, Texas A&M University-Corpus Christi, 6300 Ocean Drive, FC 218, Corpus Christi, TX 78412. E-mail: ericrdrank@a
colampus.edu.

The NCDA launching new e-Learning curriculum

Submitted by Deneen Pennington
dpennington@ncda.org

The National Career Development Association will launch its New Career Development Facilitator (CDF) e-Learning Curriculum this spring. The new version will allow trainees to complete most of the CDF training at their own computers. It is a self-paced course, which is ideal for those working in the career development field.

The e-Learning curriculum is provided by NCDA, the leading career development association, and supported by a network of credentialed career development practitioners and theorists. It is cutting edge, competency- and research-based, and approved by the Center for Credentialing and Education. The curriculum features:

- Rigorous, relevant and practical application
- Excellent course design
- Defined course objectives
- Electronic submission of materials
- Multimedia delivery

In addition, the NCDA CDF e-learning training benefits the adult learner anytime, anywhere! The training is done via DVD, so there are no worries about your slow Internet access speed or video streaming. The training features a personalized instruction customized by work setting and is self-paced for individualized learning. The curriculum is taught by certified NCDA career development facilitator instructors trained in e-Learning and includes video clips by experts and internationally known career coaches. The participant and instructor share a flexible timeline, and assignments are submitted electronically. In addition, you have access to high-quality resources.

Learn at your computer and on your own schedule, allowing you to balance family, work and learning responsibilities. No rush-hour commutes, no parking problems!

Those who complete the training are eligible for the nationally recognized global career development credential. Plus, pose a real challenge to develop and enhance many 21st century skills that are increasingly important to employers.

For more information on all the NCDA initiatives, visit www.ncda.org or call toll-free at 866.367.6232.

NECA, ReadyMinds to offer distance counseling training in Montreal

Submitted by Kay Brawley

kaybrawley@readyminds.com

The National Employment Counseling Association and ReadyMinds are co-sponsoring an intensive distance counseling training in Montreal. During the two-day workshop, counselors can learn effective distance techniques with specific applications to career, school and clinical counseling specialties.

ReadyMinds, a leader in distance counseling (for more information, visit www.ready minds.com), is the Center for Credentialing and Education’s provider offering this training. Counselors will experience hands-on training that can be applied effectively in their current work environments.

Requirements for the training and the DCC credential are:

- A master’s degree in counseling or a related family/ marriage/career/mental health field
- A license to practice counseling or a related field in the state or country of residence or certification in good standing as a national certified counselor (NCC)
- Successful completion of the two-day training program and written training accountability requirements

Those not meeting the licensure/certification requirement can still participate and have up to five years to satisfy this requirement. All participants will receive a letter of recognition and certificate from ReadyMinds after completion of the training.

The intensive DCC workshop will be offered March 30-31 at the 2006 NECA Annual Workshop and ACA/CCA Convention in Montreal. The workshop fee is $1,150 for NECA members and $1,175 for non-members. A $100 discount is available for ACA members. Register for the training, visit ReadyMinds at www.readyminds.com/dcclocations and click on the training site for Montreal. After you complete the online forms, contact Lisa Miller at lisa@readyminds.com or 888.225.0000 to receive the special discount.

ReadyMinds is a continuing education provider approved by the National Board for Certified Counselors of the ACA Affiliates. Fifteen continuing education hours will be awarded for this training.
Legal and insurance issues in supervision

Are you supervising students, interns or new counselors who are working toward licensure? What is your responsibility in the event of an error or missed symptom? A caller recently asked the American Counseling Association Insurance Trust to research the types of claims that might arise when supervising others. The following are some representative examples.

A counseling student was given responsibility for a client at a college counseling center. At the time of the assignment, no one knew that the client had violent tendencies, and the counseling student did not recognize the true danger in the situation. The client murdered his girlfriend and, as a result, the family of the victim sued the student counselor and the supervisor.

In another instance, a licensing board complaint was filed against the supervisor of two first-year counselors who were working on licensure requirements. The complaint alleged that the supervisor assigned these counselors clients who had issues that were too severe for their level of experience, that confidentiality was breached because file cabinets were shared and that cases were discussed within hearing of people who knew the clients.

Supervising counselors frequently ask if the ACA-sponsored professional liability insurance program covers supervision. Supervision is covered, but it is imperative that the supervisees carry their own personal professional liability policy.

Many professionals who are involved in supervision believe that their institution or agency covers them in the event a lawsuit is filed against a supervisee and supervisor. However, personal professional liability insurance should be considered by anyone who agrees to take on the responsibility for supervising practicum students, trainees or other newly credentialed persons working toward licensure. The activities of the students and trainees could easily go beyond the scope of your employment, making for a potentially uncovered event.

Proper insurance is important, but the potential supervisor can also take steps to avoid legal difficulties. Training in the area of supervision should be completed before taking on responsibility for a trainee. The training should be specific to the area of counseling the trainee will be performing. Supervisors should also take the time to review the standards related to the work of overseeing other professionals. The basis for any lawsuit will be whether those standards are followed.

Your supervisees should do the things you would do when you are the counselor. For example, it is good practice to review their consent forms before they begin with the first client. Keep up to date on their progress, and don’t assign supervisees responsibilities that are beyond their capabilities. Finally, it is important to be available to the trainee. Arrange to have alternatives when you are not going to be around.

The ACA Insurance Trust offers a free audiotape or CD that describes the legal issues in counseling and provides excellent risk management strategies. For information about professional liability insurance or to request the risk management tape, contact the ACA Insurance Trust at 800.347.6647 ext. 284 or via e-mail at pnelson.acait@counseling.org.

Paul L. Nelson is the executive director of the ACA Insurance Trust.
Yesterday’s graduate counseling student can get the tools to become today’s emerging ACA leader

Get a head start at the Graduate Student Lounge

BY CARRIE S. DAVIDSON

Have you thought about your future as a member of the American Counseling Association? As a returning volunteer for the 2006 ACA/Canadian Counseling Association Convention in Montreal and a recent graduate of Southern University A&M College in Baton Rouge, La., I am eager to be involved in ACA not only as a member but also as an emerging leader. Thanks to great professors who continually encouraged me to get involved in professional organizations, I am honored to say I am an active, participating member of ACA.

I can vividly remember when I attended my first ACA Convention two years ago. I felt like a child visiting Disneyland for the very first time. OK, so Mickey and Minnie Mouse didn’t show, and neither did Donald Duck or Pluto. But what I discovered were leaders, mentors and other professionals who love the field of counseling as much as I do. They took the time to speak with me and to give me professional guidance for which I will always be indebted.

Leaders and mentors such as Samuel T. Gladding, past president of ACA, saw the potential in a young graduate student and persuaded me to get involved on various committees as a graduate student representative. My attendance at Learning Institutes presented by Gerald Corey and David Capuzzi inspired me to go beyond the classroom in seeking knowledge about becoming a counselor.

Through volunteering and networking at the 2004 convention in Kansas City, Mo., and the 2005 convention in Atlanta, my love for professional counseling grew even stronger. It is that strong love of counseling that makes me eager to learn how I can give back to an organization that supports my chosen profession.

As I look back, I began my ACA endeavors by networking and presenting. I found that the things that stand out is the Graduate Student Lounge at the ACA conventions. The Graduate Student Lounge is sponsored by the ACA Foundation, which takes great pride in involving the future of ACA. Today’s graduate students, destined to become tomorrow’s leaders, should start thinking about how they can get involved to keep ACA growing and evolving.

The Graduate Student Lounge is where I networked with other graduate students in the same or similar fields. Many of them have stayed in contact and have developed into wonderful colleagues as well as dear friends. The Graduate Student Lounge is also where I met another past president of ACA, Mark Pope, who is an inspiration to the field of counseling. In speaking with such legends in the profession, I saw more clearly the path I wanted to take in my professional endeavors.

The Graduate Student Lounge is the place for young counselors to network and to meet other students with similar interests in the counseling profession. It’s also where you can obtain information about all the graduate-oriented programs and activities at the convention, including the inaugural Graduate Student Summit being held in Montreal.

And at this year’s Graduate Student Lounge, there are many events that no one should miss. There will be a chance to meet past, present and future leaders of ACA, as well as other division leaders. In addition, you can meet the proud sponsors of the Graduate Student Lounge. The Graduate Student Lounge will also provide a host of mentors and other professionals to discuss topics that impact and influence graduate students as they pursue their professional goals. Representatives from ACA and ACA’s divisions will also share how graduate students can be involved and become future leaders in the organization. I’ve been told there will even be a few giveaways and prizes!

As the host of the 2006 Montreal Convention Graduate Student Lounge, I look forward to meeting graduate students from ACA and CCA, as well as other professionals who will be attending the conference. Look for additional details on speakers and events at the Graduate Student Lounge in next month’s issue of Counseling Today and via the Internet. See you in Montreal!

Carrie Davidson is a recent graduate of a master of science degree program in mental health counseling at Southern University A&M College. She is presently working with children/adolescents at a community agency in Baton Rouge, La. Contact her at cdavid9@yahoo.com.

The ‘65 percent solution’: What is it and who supports it?

BY CHRIS CAMPBELL

With reauthorization of the No Child Left Behind Act just around the corner and the recent debate over the federal education spending bill as contentious as ever, discussion about the relationship between education funding and school achievement has intensified. As local school districts face rising operating costs, they are examining ways to improve student outcomes while remaining solvent and getting the best return for the money they spend.

One proposal that has surfaced in this debate is known as the “65 percent solution.” It is being promoted by a group called First Class Education. The goal of this organization— founded by Patrick Byrne, CEO of Overstock.com Inc.—is to pass a constitutional amendment that would require school districts to spend at least 65 percent of their operating budgets on “classroom instruction.” First Class Education argues that this proposal would provide three potential benefits from this tactic:

- Improving student outcomes by focusing money to the classroom
- Currently across the nation, 61.5 percent of school district operating budgets are spent on direct classroom instruction, according to the National Center for Education Statistics (NCES). A study by the analysis branch of the U.S. Department of Education. Only Utah, Tennessee, New York and Maine spend 65 percent or more of their budgets in classrooms.
- One notable supporter of this initiative is Grover Norquist, who heads the anti-tax group Americans for Tax Reform. Norquist’s group, which promotes Taxpayer Bill of Rights tax limitation measures, was the first to endorse the First Class Education campaign. The Taxpayer Bill of Rights has been defeated in a number of places because it is seen as a covert attack on education funding.
- Syndicated columnist and pundit George Will has also endorsed the 65 percent solution.

Legislative activities

Legislative activities are already building up across the country. In Texas, the governor has issued an executive order requiring school districts to spend at least 65 percent of their budgets in classrooms. In Louisiana, the Legislature has passed a resolution requesting the State Board of Education to revise its current funding formula. In Kansas, the Legislature has passed a bill that codifies the 65 percent solution as a state public policy goal. In addition, legislation has been or will be proposed in Ohio, Minnesota, Illinois and Florida, and ballot initiatives are expected in Colorado, Washington and Arizona in 2006.

Analysis and possible ramifications

While on the surface this “solution” may sound reasonable, it is important to take a deeper look at how its proponents define classroom instruction. Proponents say they have adopted the NCES definition of classroom instruction. Actually, NCES does not have a “classroom instruction” data category. The closest NCES data category would most likely be “instruction expenditures.” NCES categorizes instructional staff support services as those activities designed to improve student well-being and to supplement the teaching process, including counseling, library services, health and psychological services, and attendance services.

What you can do

Stay informed in your own community about future ballot initiatives on education funding, and then carefully weigh the pros and cons. A number of national education organizations have information and positions on this issue, including the American Association of School Administrators, state affiliates of the National School Boards Association and the National Education Association. The American Counseling Association’s Office of Public Policy and Legislation will also continue to monitor this issue and keep you updated with information as it becomes available.

Christopher Campbell is a government relations representative with the ACA Office of Public Policy and Legislation.
From the President  Continued from page 5

The 1970s also brought Title VII Bilingual Education Doctoral Fellowship to the forefront. I had access to a Title VII Bilingual Education Doctoral Fellowship in the late 1970s. My employment and economic opportunities were greatly enhanced as a result. As were those of my siblings; five of the seven of us have college degrees even though our parents never finished high school.

The 1970s also brought Title IX legislation, opening doors of equity to women in sports. Athletic talent is not gender-specific. Sexual harassment laws were introduced to protect women in the workplace from being compromised or punished because they would not engage in sexual pressures from authorities or accept sexually hostile work conditions. These laws have also been applied to protect men.

In 1990, the Americans With Disabilities Act was passed and was designed to offer protection and access in workplaces, educational institutions and public settings to persons with disabilities. Different states and municipalities across the country have enacted laws or policies to protect individuals from age-related or sexual orientation discrimination. Nongovernmental employers have also created policies to provide benefits to same-sex partners, employees caring for parents and other measures that afford well-being. Yes, we are all beneficiaries.

“People With Power: Putting Your Privilege to Work” is a way of stating the obvious. Many of us with higher education and, in particular, with graduate degrees in hand have access to real power and the “privilege” of using this power to create better lives for ourselves and others. As counselors, we have ethical guidelines that are instructive about doing no harm and otherwise providing respectful and culturally responsive treatment to others—clients, peers, students, research participants and others in systems that do not always accord humanistic access, encouragement and psychological well-being. However, as we know, law and policies and even ethical guidelines are still dependent on individuals’ willingness to respect differences, to fight barriers to care and to open doors to those who cannot open them alone.

I am proud of the work and progress that the American Counseling Association has made in the ongoing fight against barriers to care and to open doors to those who cannot open them alone. I am a beneficiary of the civil rights legislation because I had an opportunity to seek and find a way throughout the American Counseling Association, particularly in Counselors for Social Justice, to provide leadership that encourages all of us to put our privilege to work. The multicultural and advocacy competencies are two examples of member-generated resources to bring about structural change in our training programs, school counseling offices, clinical agencies and so forth. The social justice resolutions approved by your Governing Council during the past few years are now on the ACA website (www.counseling.org). Use them as you put your privilege to work on behalf of others.

Another very important point of all of King’s principles is not to remain silent but to find allies. We cannot make systemic change alone. When you think you are tired, consider the March on Washington and King’s “I Have a Dream” speech: “Let us not wallow in the valley of despair. I say to you today, my friends, that even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.”

What is your dream for a “beloved community”? How will you put your privilege to work in the ongoing life journey to eliminate injustices? According to King, “Time and action are the teachers.” Let us continue to learn and to act.

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Across the nation, counselors are reaching out to help their colleagues by making a gift to the Counselors Care Fund. And, the American Counseling Association Foundation is doubling the Fund by matching each gift, up to a total of $50,000!

If you are a counselor unaffected personally by the hurricane, please support your colleagues with a gift to the Counselors Care Fund. Return the form below with your gift to the ACAF Counselors Care Fund or make a secure gift online at www.counseling.org/foundation.

If you are a counselor struggling to recover from the storm or if you represent an ACA Branch organization, please complete the application for funds, which is available by calling 800-347-6647 x222 or online at www.counseling.org/foundation. Your application will be reviewed by a team of ACA professionals, with priority given to applicants residing in the affected areas.

Thank you! Together we will rebuild our spirits and our livelihoods!

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at the American Association for Marriage and Family Therapy (AAMFT) Winter Institutes for Advanced Clinical Training in Asheville, NC on March 8-12, 2006. For full details and to register visit www.aamft.org or call (703) 838-9808.

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**Directory of Counseling/Psychotherapy Instructors**

The University of West Alabama is seeking applicants for a Director of Counseling/Psychology Instructor beginning August 2006. Responsibilities include individual and

**University of West Alabama**
group counseling, crisis intervention, supervising graduate assistants, and teaching (one undergraduate psychology course and one freshman seminar course per semester). The position requires strong clinical skills, good organizational and leadership skills, flexibility, and a good team player. Master’s in clinical social work, clinical psychology, or counseling psychology required. Experience in a clinical setting preferred. Applicants must be license-eligible in one and one-half years from date of hire. Experience in supervising counseling interns desirable. See full position announcement and application process at http://employment.uwu.edu/jobs. AA/EO Employer. Minority applicants encouraged.

ILLINOIS

UNIVERSITY OF ILLINOIS AT SPRINGFIELD
Clinical Counselor (Two Positions)

Seeking two energetic, student-centered Clinical Counselors with excellent clinical and communication skills for full-time Counseling Center positions. Responsibilities: individuals, couples and group counseling; outreach related to psychological and wellness issues; crisis intervention; consultation; clinical supervision. Preferred qualifications: Master’s in Counseling Psychology or Marriage and Family Therapy with an APA-approved pre-doctoral internship. Required qualifications: Master’s degree in counseling or a related field with a minimum of five years of postgraduate professional counseling experience. Licensed or licensure obtained within 18 months of employment. Experience providing individual, couples, and group counseling; clinical supervision; outreach programming; psychological consultation; and crisis intervention in a university setting. Excellent clinical and communication skills. Experience counseling traditional and nontraditional students and a diverse student population. Start date: June 1, 2006. Applicants should send CV, official graduate transcripts, vita and a letter of application describing qualifications and experience, and have three current letters of reference sent to: Search Chairperson, Office of the Vice Chancellor for Student and Administrative Services, SAB 23, University of Illinois at Springfield, Springfield, IL 62703-5407. Review of applications will begin February 8, 2006 and continue until the position is filled. UIS is an affirmative action/equal opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

MARYLAND

GOOD SHEPHERD CENTER
President

Good Shepherd Center, Maryland’s leading not-for-profit residential treatment facility, for adolescent girls, accredited by JCAHO, is seeking a dynamic and committed President. The President will provide leadership to the organization in all fiscal matters, fundraising efforts, and will establish and maintain public relations with community and regulatory agencies. Requirements for the position include: Master’s degree in Administration, Social Services, or a related field with a minimum of ten years experience in a clinical setting providing services to adolescents, at least 5 of which have been directing a social service agency. Resumes should be emailed to Jobs@goodshepherdcenter.org or faxed to 410-247-1635.

UNIVERSITY OF BALTIMORE
Faculty Positions

The Division of Applied Behavioral Sciences at the University of Baltimore seeks to fill two faculty positions to begin in August 2006. The Division offers an undergraduate degree program in psychology, a Master’s Degree program in Applied Psychology, with specializations in counseling psychology, industrial/organizational psychology, forensic psychology, and post-master’s program preparing students for licensure as professional counselors. Tenure Track Positions in Industrial/Organizational Psychology – The successful candidate must have earned a Ph.D. in I/O Psychology or a related field prior to August 1, 2006. Candidates will have a demonstrated record of research in an area of industrial psychology, will have the potential to obtain external funding for research, and will be able to teach at both graduate and undergraduate levels. Contractual Position in Counseling Psychology – The successful candidate will hold the doctorate in counseling or clinical psychology, and be licensed or license-eligible as a psychologist in the state of Maryland. Clinical experience and experience teaching and supervising of master’s level and post master’s level graduate students is essential. Primary responsibilities will include teaching graduate level courses and practicum supervision. Potential to develop a program of research and to mentor students in the research process is desirable. Deadline for applications for both positions is March 15, 2006. Interested applicants should submit a curriculum vitae, three letters of references and three statements: of research and teaching interests and qualifications, and three letters of recommendation to: Faculty Search Committee, Division of Applied Behavioral Sciences, The University of Baltimore, 420 West Charles St., Baltimore, MD 21201. AA/OEO/ADA

MASSACHUSETTS

UMASS BOSTON
Assistant Professor in Rehabilitation Counseling

Job Number: 665C, Closing Date: Open until filled, Official Title: Assistant Professor in Rehabilitation Counseling, Department: Counseling & School Psychology, Description: The Department of Counseling and School Psychology in the Graduate College of Education seeks a tenure-track assistant professor, beginning Fall 2006. Candidates must possess an earned doctorate in Rehabilitation or a related discipline. Applicants must be CRC or be CRC eligible. Candidates would be joining a program whose mission is to promote social justice in the areas of clinical practice, design, and research of services for diverse communities in urban settings. Candidates are expected to have research, teaching, and clinical experience in urban communities. Preference will be given to candidates who have been successful in preparing and obtaining funding for research and services activities in this area. Responsibilities include teaching graduate rehabilitation counseling and general counseling courses, supervising research, counseling interns, and advising. The position requires faculty to contribute in the administration of the program and to participate in service to the college and the university. The Rehabilitation Counseling Program is housed in the Department of Counselor Education and School Psychology within the Graduate College of Education at www.gcoe.umb.edu. The Department houses 12 full-time faculty, and serves approximately 325 graduate students working toward degrees in school counseling, school mental health counseling, rehabilitation counseling, family therapy, and school psychology. Our long-standing commitment to diversity is evident in the curriculum we offer and the scholarship we encourage. The Rehabilitation Counseling Program is nationally accredited through the Council On Rehabilitation Education, CORE. To apply: For more information contact the department chair (rick.houser@umb.edu). Candidates should send a letter of interest, curriculum vitae, a representative sample of scholarship, and names, addresses, and phone numbers of three references to: Dr. Rick Houser, c/o Office of Human Resources, UMass Boston, 10 Morrissey Blvd., Boston, MA 02125-3183. Application review will begin on January 1, 2006 and continue until the position is filled. UMass Boston (www.umb.edu) is an Affirmative Action, Equal Opportunity, Title IX employer. As part of the University’s commitment to the city of Boston and to the Commonwealth of Massachusetts, the Graduate College of Education is building a culturally diverse faculty and staff and strongly encourages applications from women, persons of color, individuals with disabilities and covered veterans. Salary Information: Faculty, State Funded, Benefits.

MISSISSIPPI

MISSISSIPPI STATE UNIVERSITY
Assistant Professor

Counselor Education: Student Affairs /College Counseling

Assistant Professor tenure-track. Position begins August 16, 2006. Summer teaching may be available. Responsibilities: Teaching graduate level courses in Counselor Education Program and concentrations in student affairs and college counseling. Work in tandem with faculty in student affairs and counseling services in M.S., Ed.S., and Ph.D. programs. Provide academic advising, supervise practicum and internship students, and perform other duties as assigned. Qualifications: An
earned doctorate in Counselor Education, Student Development, or Student Affairs in Higher Education. ABDs are encouraged to apply for non tenure track instruction position. Teaching experience and position in student affairs/higher education preferred. Grant writing skills and active research program required for tenure track position. Application Materials: Letter of application, current curriculum vita, transcripts, addresses and telephone numbers of five references and three reference letters. Send materials to: Search Coordinator, Attention Position #20361, Counseling, Educational Psychology, and Special Education, Mississippi State University, P.O. Box 9727, Mississippi State, MS 39762. For inquiries only, contact Dr. Thomas Hosie, Department Head (662) 325-3426. Review of materials will begin March 8, 2006 and continue until the position is filled. Mississippi State University is an AA/EOE.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Assistant Professor, Counselor Education/ Counseling Psychology
Two tenure-track, assistant professor positions beginning in August 2006. Exciting opportunities are available to become a part of the CACREP Community Counseling Masters program and the APA doctoral program. Program faculty members are committed to increasing diversity; women and people of color are strongly encouraged to apply. Applicants for this position must have completed a doctoral degree in either counseling psychology or counselor education by fall of 2006 and must demonstrate potential for excellence in teaching and research, and to develop externally funded research programs. Interested applicants can visit the web page at: http://www.usm.edu/psy/counseling/home.htm. Applicants should send a formal letter outlining interests and qualifications, a current vita, three letters of recommendation, transcripts, and reprints to: Dr. Bonnie Nicholson (bonnie.nicholson@usm.edu), Chair, Counseling Psychology Faculty Search Committee, Department of Psychology, 118 College Drive #5025, The University of Southern Mississippi, Hattiesburg, MS 39406. The view of our positions will begin on February 15, 2006 and continue until the position is filled. AA/EOE/ADA.

NEW YORK
HOFSTRA UNIVERSITY
Two Positions
1) Counselor Education: Tenure track Assistant/ Associate Professor. Responsibilities include teaching 9 hours per semester, student advisement, committee work and contribution to program operation of masters degree programs in mental health counseling and school counseling. Supervision of practicum students and development of practica and internship sites for the new mental health counseling program will be expected. Candidates should demonstrate the ability to teach a broad range of graduate courses in counselor education, including newly developed mental health counseling courses. Preference is for candidates with both clinical and school-based experience and with prior experience in supervision of practicum students. Prior experience with professional licensure and certification procedures required. Requirements include an earned doctorate in Counselor Education or closely related field (ABD will be considered), a commitment to a scholarly agenda and evidence of successful pedagogy. Applicants should send a brief letter of interest, a curriculum vitae, a sample of recent publications, and names and telephone numbers of three references.
2) Rehabilitation Counseling: Assistant/Associate Professor, tenure track faculty position for September, 2006 in CORE accredited, RSA funded program. Qualifications: Doctorate (or nearing completion) in Rehabilitation Counseling or closely related field with master’s in Rehabilitation Counseling from accredited program. Eligibility for, or Certified Rehabilitation Counselor (CRC). Recent experience in Rehabilitation Counseling Graduate teaching, field work supervision, demonstrated potential for research and scholarly activity are necessary. Experiences in multicultural settings, grants development and management, mental health counseling or rehabilitation administration are desirable. Duties include: teaching graduate rehabilitation courses including career counseling, job development and placement, assessment and evaluation, or independent living; supervising field experiences including practicum and internship; advising master’s and advanced certificate students; conducting scholarly research; potential coordination of RCE program; possible training grant administration. Send letter of application, vita, and three (3) letters of recommendation. For both positions, send materials to: Daniel Sciarra, Ph.D., Chairperson, CRSPR Department, 119 Hofstra University, 180 Hagedorn Hall, Hempstead, NY 11549-1190. Hofstra is an equal opportunity employer.

OHIO UNIVERSITY
OFFICE OF DIVERSE POPULATIONS
Clinical Counseling Assistant Director
The University of Toledo is an equal opportunity, affirmative action employer/educator. The University of Toledo encourages applicants from diverse backgrounds.

Graduate Assistantship Opportunities at The University of Toledo
Doctoral Program in Counselor Education and Supervision
We are excited to have several graduate assistantships available for full-time doctoral applicants to our CACREP accredited Doctoral Program in Counselor Education and Supervision. These assistantships will begin Fall 2006. The number of assistantships is limited and assistantship assignments are competitive. Doctoral-level assistantships currently pay a stipend of $12,000 (for nine months) and include a tuition waiver, for which Graduate Assistants are required to work 20 hours per week.
For application materials, and to learn more about our doctoral program, please visit our department website at http://ths.utoledo.edu/cmts/ Also feel free to contact the Doctoral Coordinator, Dr. Jane A. Cox, at 419-530-4311 or jane.cox@utoledo.edu. The University of Toledo is an equal opportunity, affirmative action employer/educator.
to work within a multicultural framework. Participate in divisional / university committees and activities and perform administrative responsibilities as needed. Possible teaching if desired. Set in the rolling hills of Southeastern Ohio, Ohio University is a residential campus with over 21,000 students representing every state and over 100 countries. Salary is approximately $49,000. Start July 1, 2006. Applications are to be submitted online: www.ohiouiversityjobs.com and then go to Search Postings. The position will be listed as Psychologist/Counselor. Candidates should include a letter of application that summarizes training, employment experience and areas of clinical expertise applicable to the position, vita, and a transcript of graduate courses. Please arrange to have three letters of recommendation along with the e-mail addresses and phone numbers of the writers sent directly to: Fred Weiner, PhD, Counseling and Psychological Services, Hudson Health Center, Ohio University, Athens, Oh45701. Fax: 740-593-0091. Review of applications will begin Feb. 15, 2006 and continue until the position is filled. Women and persons of color are strongly encouraged to apply. For additional information, you can e-mail us at Counseling.Services@ohio.edu.

**Pennsylvania**

**Alvernia College**

**Assistant Professor, Department of Psychology and Counseling**

The Department of Psychology and Counseling at Alvernia College is accepting applications for a tenure-track position at the assistant professor level to begin Fall 2006. We are seeking candidates with a Ph.D. in counselor education preferably from a CACREP-accredited program. ABD’s near completion will be considered. We also seek evidence of quality teaching experience and scholarly productivity. Eventual licensure as a professional counselor in the Commonwealth of Pennsylvania is required. Responsibilities include teaching graduate courses (12 credits per semester) on the main (Reading) and Philadelphia campuses, advising and supervising Master’s degree students in Community counseling and research, and practicum and internship students. Specialized areas desired include, but are not limited to: addictions counseling and community counseling. Candidates should send a letter of application, a current curriculum vitae, graduate transcripts, and names, addresses, and phone numbers of three current references to Gerald S. Vigna, Ph.D., Dean, Arts and Sciences, Alvernia College, 400 Saint Bernardine St., Reading, PA 19607. Applications will be accepted until position is filled; however, highest priority given to applications completed by February 15, 2006. Alvernia is a growing co-educational Catholic Franciscan institution dedicated to academic and professional leadership based in the liberal arts tradition. Its suburban 85-acre main campus outside Reading is within a ninety-minute drive to New York, Princeton, and Philadelphia. Alvernia College is committed to equal opportunity.

Applicants who will enrich the diversity of our campus are encouraged to apply.

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Reputable, diverse group practice in Central Pennsylvania is seeking full-time, licensed psychotherapist. Experience required in working with all ages and a specialization in addictions would be a plus. Must be willing to contract with various managed care networks and to build own caseload. Please respond with a letter of interest and curriculum vitae to: New Passages, c/o Jessica Hart, MA, 3235 North Third Street, Harrisburg, PA 17110, passages@pa.net.

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