Making the mind-body connection

Inside:
- Helping torture survivors to heal
- Confronting client job loss
- Entering the nanotechnology debate
DSM-IV TR Disorders: Diagnosis To Referral
Gary L. Arthur, Ed.D. • Joel O. Brende, M.D.

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Cover Story

Making the mind-body connection
Compiled by Jenny Christenson
Seven ACA members share how they are using mind-body wellness techniques and concepts to help clients achieve “total wellness.”

Features

A reality too horrible to consider
By Jonathan Rollins
The United States has become home to a growing population of torture survivors, but their presence is largely overlooked, even by those who can play a vital role in helping these survivors restore their lives.

Finding hope after losing a job
By Jenny Christenson
With unemployment rising, counselors may increasingly be called on to assist individuals with the practical, mental and emotional aspects of job loss.

Reader Viewpoint
Counseling in the nanotechnology frontier of the future
By Liz Johnson and John R. Culbreth
Do counselors have a professional obligation to get fully engaged in the ethical debate over nanotechnology?

Reader Viewpoint
Focus on ‘culture of poverty’ misses the mark
By Mary Amanda Graham
A counselor educator challenges school and agency counselors to serve as system change agents by actively addressing issues of classism.

ACA Publications Committee creates values statement
By Maureen C. Kenny and Paul Peluso
ACA field editors, authors and editorial board members are being guided to follow best practices in publishing to ensure that ACA remains a highly regarded source for cutting-edge research.

NCCA cosponsors ACA Conference, celebrates 50th anniversary
The president and president-elect of the North Carolina Counseling Association share information about their state branch of ACA.
Self-help groups for alcohol, drug use

Based on a nationwide survey conducted by the Substance Abuse and Mental Health Services Administration:

- An annual average of 5 million people age 12 or older attend a self-help group because of their use of alcohol or illicit drugs.

- 45.3 percent attend a group because of their alcohol use; 21.8 percent attend because of their illicit drug use; 33 percent attend because of both alcohol and illicit drug use.

- 45.1 percent of past year self-help group participants reported that they had not used alcohol or illicit drugs in the past month.

- 32.7 percent of individuals who attended a self-help group for substance use during the past year also received specialty treatment (substance abuse treatment received at a hospital as an inpatient, at a rehabilitation facility or at a mental health center).

The Conference is coming!
The Conference is coming!

To accomplish great things, we must not only act, but also dream; not only plan, but also believe. — Anatole France

It is with great excitement and anticipation that I am writing to remind you that in just about six weeks, thousands of our counseling colleagues from around the world will be gathering to celebrate our profession in the “Queen City” of Charlotte, N.C. Take a minute to review the January issue of Counseling Today to see why Charlotte is one of the hottest cities on the East Coast these days! And in this issue, read more about the dedicated leaders and members of the North Carolina Counseling Association (see p. 54), an ACA branch and cosponsor of this year’s Annual Conference & Exposition. You’ll quickly understand why our colleagues in NCCA are so excited and proud for us to visit Charlotte.

This year’s conference offers a wonderful, inspiring location as well as new features that will add even more value. For the first time, you will be able to earn 20 continuing education credits at no additional cost — in other words, as part of your registration fee (just so you know, there is a nominal $15 certificate processing fee, however). By adjusting the schedule and reshaping some of the conference format, ACA staff was able to make this useful change.

Moreover, you can add 18 more CE credits by enrolling in the preconference Learning Institutes. And I must say, the lineup this year is very, very impressive. With presenters such as Gerald Corey, Thomas Sweeney, Jane Myers, Jane Webber and many more, the Learning Institutes offer a wonderful opportunity to gain intensive knowledge within a specific area. This year, there are 26 advanced-level sessions, including “Advanced Techniques in Brief Solution-focused Counseling With Children, Adolescents, Parents and Schools” by John Murphy and “Advanced Private Practice Toolbox: Nuts and Bolts Ideas for Increasing Referrals, Working With Managed Care and Other Tools” by Robert J. Walsh and Norman Dasenbrook.

Among the 14 introductory-level Learning Institutes are “Cut It Out: Eating Disorders and Associated Self-injurious Behaviors” by Trish Murray and “Crash: Using Movies to Explore Postmodern Implications for Counseling” by Jerry Mobley. These are just a few examples of the incredible learning opportunities you can participate in by signing up for one or even two of the Learning Institutes. I urge you to visit counseling.org/conference and scroll down to “Preconference Learning Institutes” to review all the titles, which are also listed on pages 49 and 50 of Counseling Today’s December issue. If you have already registered for the conference, you can still add a Learning Institute either online (log in and sign up) or by calling 800.347.6647 ext. 222.

I am also very excited about this year’s keynote speakers, Judy Shepard and C. Adolfo Bermeo. With all that is happening in our world and with our economy, I can’t think of more appropriate speakers. These two individuals are all about positive change, human rights and social justice. They did not like the injustices they saw in the world, so they set out to achieve significant change that would positively affect people’s lives. Their stories are dramatic, and I promise that you will be moved and inspired.

Finally, I am very excited to announce this year’s highlighted presidential sessions: Reflections on Access, Equity and Social Justice: A Conversation with Adolfo Bermeo, 60-minute program, Courtland C. Lee, University of Maryland, College Park, Md.

Continued on page 68
Saturday, March 21
7:30 a.m. – 8:30 a.m. • Program ID #111
Girls’ and Women’s Wellness: Contemporary Counseling Issues and Interventions
Laura Hensley Choate
This session will highlight issues and interventions from the presenter’s book *Girls’ and Women’s Wellness*. Relational aggression, body image, sexual assault, intimate partner violence, work/family balance, and issues experienced by mid-life and older women will be discussed.

11 a.m. – 12 p.m. • Program ID #159
Counseling Strategies for Loss and Grief: Unique Grief and Unique Grievers
Keren Humphrey
The author of *Counseling Strategies for Loss and Grief* will discuss the importance of tailoring interventions to the uniqueness of grieving clients. Topics addressed will include the nature of personal and interpersonal loss, three essential counseling roles, and the adaptability of diverse counseling strategies.

2 p.m. – 3:30 p.m. • Program ID #207
Client Feedback Tools: A Fast Track to Better Outcomes in Counseling With Young People, Families, and Schools
John J. Murphy
Participants will learn how to use two quick, valid tools for obtaining client feedback on the outcome and fit of counseling services, how to adjust services based on client feedback, and how to put clients first throughout the counseling process. This session, based on Murphy’s book, *Solution-Focused Counseling in Schools, Second Edition*, will include a live demonstration, case examples, and practice exercises.

3:45 p.m. – 4:45 p.m. • Program ID #255
The Counselor and the Law
Burt Bertram and Anne Marie “Nancy” Wheeler
This session will provide strategies counselors can use to protect themselves from legal or ethical complaints including developing a risk management tool kit, consulting with colleagues, using appropriate informed consent, responding to a subpoena, responding to threats of harm to self or others, and managing boundary issues.

5 p.m. – 6:30 p.m. • Program ID #327
Re-Discovering Carl Rogers—Biography as Surprise
Howard Kirschenbaum
Rogers’ biographer will discuss his book *The Life and Work of Carl Rogers*. Based on many new sources, including Rogers’ private papers, heretofore unavailable, and on interviews with Rogers’ family and closest colleagues, Kirschenbaum’s book provides many new findings about Rogers’ life and work.

Sunday, March 22
7:30 a.m. – 8:30 a.m. • Program ID #351
Counseling Multiple Heritage Individuals, Couples, and Families
Richard Henriksen Jr and Derrick Paladino
The Multiple Heritage Identity Development Model (2009) will be discussed and attendees will learn fresh approaches and new skills for effective counseling services from the authors’ book *Counseling Multiple Heritage Individuals, Couples, and Families*.

11 a.m. – 12 p.m. • Program ID #399
Becoming a Counselor: The Light, the Bright, and the Serious
Samuel Gladding
This session on Gladding’s book, *Becoming A Counselor, Second Edition*, will focus on how we, as counselors, can become more aware of internal and external stories that alter, illuminate, shape, and give meaning to our lives.

2 p.m. – 3:30 p.m. • Program ID #447
Using Qualitative Career Assessments With Adolescents and Adults
Norman Gysbers
The qualitative career assessments in this session are based on a holistic, postmodern approach to career counseling from Gysbers’ new book *Career Counseling: Contexts, Processes, and Techniques, Third Edition*. You will learn how to use these assessments including the life career assessment, a structured interview, and a career genogram.

3:45 p.m. – 4:45 p.m. • Program ID #495
Suicide Prevention in the Schools: Guidelines for Middle and High School Settings
David Capuzzi
Capuzzi will discuss strategies from his book, *Suicide Prevention in the Schools, Second Edition*, on how to initiate or improve a suicide prevention and crisis management program. Content for faculty/staff in-service, preparation of crisis teams, postvention after an attempt or completion, how to talk with parents, and legal issues will be covered.
Executive Director’s Message

Richard Yep

Will I see you in March?

Next month, more than 3,000 professional counselors, counselor educators and graduate students will gather in Charlotte, N.C., for what is shaping up to be one of the American Counseling Association’s best Annual Conferences ever. The registration numbers are strong, the exhibitors are ready to show off their latest offerings, our preconference Learning Institutes will be led by top-notch presenters, the ACA Career Center is ready to roll, many of our best-selling books (and authors) will be available and many of our divisions have planned special sessions and events. We are anticipating a great deal of “counselor energy” when we gather.

Now, all we need is you!

Many of you who attended last year’s event in Honolulu will remember the “feeling” of the conference — outstanding sessions balanced by enough time to connect with colleagues and have fun in the local area. This year will be no different in terms of professional opportunities and the chance to connect.

And, quite frankly, after this past year, which included some fairly impactful events (politically, economically and socially), the chance to reenergize with colleagues who are as dedicated to the counseling profession as you are is something that really cannot be missed! I encourage you to find a way to join us as we convene our 58th annual gathering.

At ACA, we know we need to bring you information, resources and commentary on those issues and projects that directly impact you as a counseling professional. For example, the recently launched ACA-ACES Syllabus Clearinghouse (online at counseling.org) contains an incredible wealth of information for those looking to improve their own syllabi or those who simply want to know what texts and resources are being used in contemporary counselor education. Go take a look. I want to personally thank all of the counselor educators who contributed their time and materials to building the syllabus library. Talk about collaborative and committed to moving the profession forward!

Many of you also are aware that last month, ACA was finally able (after working on this effort for many years) to offer a superior professional liability insurance program to its master’s-level student members as part of their membership! You read that right. Our master’s-level students, as a benefit of their membership in ACA, will now be covered by professional liability insurance. In addition, other ACA members will soon receive up to a 10 percent discount on their liability insurance.

Why did we go to extraordinary lengths to provide insurance to master’s-level students and yet another deep discount to our professional members? Because we understand the financial challenges our members are facing, especially during these tough economic times. We want you to value your ACA membership, and we want you to know how much we value all that you do.

I hope I will see many of you next month in Charlotte. If not, I still thank you for being a member of ACA, and my hope is that you will continue to take advantage of all the association has to offer!

I also hope you will contact me with any comments, questions or suggestions that you might have. Please contact me via e-mail at ryep@counseling.org or by phone at 800.347.6647 ext. 231. Thanks and be well. ♦
Jumping through hoops to become a counselor

The fog of confusion and disappointment is beginning to clear. Even though I have a newly minted master’s degree in psychological counseling, a 4.0 grade point average and a sterling recommendation from my internship adviser, I am not easily going to find a position in counseling...
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STEP 1: Select design
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STEP 3: Preview, Edit
STEP 4: Launch Site
Researchers/clinicians cannot distinguish ADHD brains from normal brains on an individual basis. Functional magnetic resonance imaging (fMRI) identifies correlation, not cause and effect. Psychiatric fMRI studies must pull hundreds, if not thousands, of data sets to produce statistically significant findings. Also, psychostimulants change brain activity, which may account for the differences between groups.

Sarkis’ implication of dopamine reflects the fallacy of the chemical imbalance theory. Dopamine metabolite levels poorly predict psychiatric diagnoses, including ADHD. Not to mention that neurotransmitters are in a constant state of flux. Chemicals measured 60 seconds apart will result in two separate sets of data.

Indeed, controversy surrounds psychostimulants. The Food and Drug Administration released a report in 2006 stating that all psychostimulants have harmful effects (e.g., psychosis, visual hallucinations, suicidal ideation, aggression and violence), some of which Sarkis correlates to ADHD alone. Although the FDA and Sarkis identify Strattera as a nonstimulant, the World Health Organization identifies it as a centrally acting sympathomimetic (psychostimulant). Strattera is so stimulating that some neurologists treat narcolepsy with it. Finally, the Drug Effectiveness Review Project (Oregon Health & Science University, 2007) found that psychostimulants did not result in improved academic achievement despite popular claims to the contrary.

Sarkis references the Children and Adults With Attention-Deficit/Hyperactivity Disorder (CHADD) website. CHADD receives substantial funding from the pharmaceutical industry. Such organizations fixate on the medical/disease model and offer nothing in terms of psychosocial explanations and interventions for these symptoms.

In short, eight years have passed and the DSM-IV-TR’s point holds true: “There are no laboratory tests, neurologically assessments or attentional assessments that have been established as diagnostic in the clinical assessment of ADHD.”

The American Counseling Association remains a professional home for me because it acknowledges that behavioral problems are best understood within the context of culture and relationships rather than the belief that clients are flawed by some genetic anomaly or neuro-deformity, especially when neither are shown to exist. I implore ACA to confront falsehoods regarding the etiology of emotional problems, especially given the ubiquitous nature of misinformation.

Tom Murray
Director of Counseling and Disability Services
University of North Carolina
School of the Arts
Winston-Salem, N. C.
murrayt@uncsa.edu

Counseling, ecotherapy make for a natural fit

I appreciated Jeffrey Borchers and G. A. Bradshaw’s interesting and timely article on ecotherapy and the greening of psychology (“How green is my valley — and mind,” December 2008). At Prescott College, where our mission statement is about social justice and ecological stewardship, we are proud to offer graduate training in counseling psychology with an optional specialization in ecotherapy and ecotherapy. We also offer a post-graduate certificate in these cutting-edge disciplines.

Reconnecting our clients with their natural environment seems to be fundamental to the realization of full healing and health. This is surely an important dimension to the future development of counseling psychology.

Barnaby B. Barratt
Director of Graduate Training in Counseling and Somatic Psychology
Prescott College
Prescott, AZ

Be aware of potential privacy concerns with Google Apps

As an information technology professional married to a counselor, I have to take issue with the recommendation of Google Apps as an alternative to an on-computer office suite (The Digital Payway, “Software on a counselor’s budget,” December 2008). While I am a fan of Google and its software services, I know that Google has access to all of my data.

The data stored on Google Apps is not completely private. The user has a terms of service/user agreement with Google regarding privacy, but Google can change the agreement at any time or be compelled by legal means without informing the user. Google has been a strong advocate of its users’ privacy, but The Digital Payway column makes no reference to Google’s access to users’ data.

The column provides excellent suggestions for alternatives to pricey software, but I just want to make sure that the delineation between software appropriate for scholarly work and software recommended to emerging professionals is clear. For students, Google Apps is a new way to do business, but they need to realize as they become professionals that while Google is fine for journal articles and publications, it is not fine for client data.

Jered Benoit
jeredb.com

Response from column editor Marty Jencius: The reader raises appropriate caution for those wishing to use web-based software. Issues of client privacy should always be a concern using publicly available web services. With more universities switching students to public web-based e-mail and document production, counselor students will need to be trained in secure use of digital information. •

Letters policy

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

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

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David Mee-Lee, MD
A physician and a board-certified psychiatrist, Dr. Mee-Lee has worked for more than 25 years developing and promoting innovative behavioral health treatment that emphasizes clinical integrity, high quality, and cost-consciousness. In addition to being both a workshop trainer-teacher and a consultant, he is a prominent researcher and author in the field of addictions and mental health. A native of Australia, Dr. Mee-Lee is an expert in dual diagnosis—co-occurring substance use and mental disorders.

Eliana Gil, PhD
Dr. Gil is director of Clinical Services for Childhelp, Inc. in Fairfax, Va., where she is developing a child abuse and neglect treatment program to provide specialized services to children and their families. She is founder and coordinator of an abused children’s treatment program in Northern Virginia, a Registered Play Therapy Supervisor, a Registered Art Therapist, and a licensed Marriage, Family, and Child Counselor. She was an adjunct faculty member at Virginia Tech for more than 10 years. Dr. Gil is bilingual and bicultural, originally from Guayaquil, Ecuador.

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A ‘to do’ list for the 111th Congress

The 111th Congress has hit the ground running, digging into the development of an economic stimulus package while simultaneously sorting out the logistical and political matters necessary to establish a 535-member deliberative body, even with some of its members’ identities yet to be resolved as of early January.

The American Counseling Association regularly sets, reevaluates and updates its policy goals. Some items have been on the list for many years; others are relatively new. This month, instead of reviewing these items as a “to do” list for ACA, we are describing them from the perspective of their place on the to do list of the entity that actually has the final say on how (or whether) they get done: Congress. Following are highlights of how — and why — Congress should help the counseling profession and its clients.

Increase support for school counselors and counseling. The average student-to-counselor ratio in America’s public schools is 476 to 1, far above the ACA-recommended maximum ratio of one school counselor to every 250 students. The 111th Congress is expected to reauthorize the Elementary and Secondary Education Act (ESEA, also known as the No Child Left Behind Act). Lawmakers should pass legislation to help increase the number of school counselors in our nation’s schools, whether as part of this reauthorization or separately. Several ACA-supported bills were introduced in the 110th Congress to expand access to school counseling and school-based mental health. ACA will continue to work toward incorporation of these bills into ESEA reauthorization legislation.

Congress can support school counseling services through several different programs. First and foremost among these is the Elementary and Secondary School Counseling Program, but support is also provided through the Safe Schools/Healthy Students program, the Safe and Drug-Free Schools programs, the Grants for the Integration of Schools and Mental Health program and loan forgiveness assistance for school counselors as part of the annual education appropriations bill. These critical federal programs help increase students’ access to professional counseling services in the schools. Today’s students face increasing challenges and difficulties; they need all the support we can provide. Studies have consistently shown that counseling services are effective in improving student well-being and academic achievement.

Establish Medicare coverage of Licensed Professional Counselors. Medicare covers more than 40 million Americans, including older Americans and individuals with disabilities. Despite widespread recognition of the counseling profession under private sector health plans, Medicare’s out-of-date benefit package doesn’t recognize LPCs. As a result, the program’s millions of beneficiaries are denied access to more than 100,000 qualified mental health specialists. The 111th Congress will pass major Medicare legislation in 2009, and this legislation should include coverage of LPCs as independent outpatient mental health service providers.

Previous Congresses have come close to adopting coverage of counselors. In both 2003 and 2005, the Senate approved legislation that included Medicare coverage of LPCs, and the House of Representatives did likewise in 2007. This year, both chambers should include LPC coverage in the Medicare legislation it sends to President Barack Obama for signature into law. Covering LPCs and marriage and family therapists (MFTs) — as would be accomplished under the legislation being promoted jointly by ACA, the American Mental Health Counselors Association and the American Association for Marriage and Family Therapy — would be a very low-cost way of increasing beneficiaries’ access to needed mental health services.

Implement the law recognizing counselors as mental health care providers within the Department of Veterans Affairs. Strictly speaking, this item should be on the to do list of the U.S. Department of Veterans Affairs, not Congress. As with Medicare, ACA is working hand-in-hand with both AMHCA and AAMFT in pushing for implementation of the 2006 law, which added both LPCs and MFTs to the list of health care professionals recognized within the Veterans Health Administration. We have been in frequent contact with staff at the Department of Veterans Affairs, but so far, the agency has not issued regulations that would let VA clinics start hiring counselors for clinical and supervisory positions. ACA, AMHCA and AAMFT have worked with interested members of Congress on this issue to move things forward. As a result, leaders of the House Veterans Affairs Committee sent a letter to the VA urging swift action on recognizing the two professions. ACA, AMHCA and AAMFT have also been in frequent, coordinated contact with Senate staff on this issue. There is an undeniable need for more mental health professionals to meet veterans’ treatment needs. The VA should move forward quickly to allow counselors and MFTs to begin working as independent mental health professionals within the VHA. ACA will also be working to push recognition of LPCs as independent practitioners within the military’s TRICARE health care system, which is separate from the VA.

These are only highlights of the ways Congress can increase support for counselors through federal public policy. ACA will also be working to ensure that counselors are included in policy work on health care system reform, reauthorization of the Workforce Investment Act and renewal of federal mental health and addictive disorder agencies and programs. As always, we’ll post updates on our website at counseling.org/publicpolicy.
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Reconceptualizing research in counseling

As the editor of The Top Five, I have been pleasantly surprised by both the variety and practicality of the topics our contributors have generated. This month is certainly no different. I am the first to admit that I often feel intimidated and inadequate when it comes to the topic of conducting research within our field, and I believe many of my peers feel the same way. In this month’s column, Cirecie West-Olatunji speaks to the core of this issue, providing us with five tips for making research in counseling more inclusive, impactful and tangible.

Cirecie West-Olatunji is an assistant professor in the University of Florida Department of Counselor Education. Her primary focus is working with children. She has been the creator of several clinically based research projects and is also known for both her consultation and training efforts in Japan, Singapore and Brazil. In recognition of her outreach work in communities along the Gulf Coast, Florida and in southern Africa, Cirecie received the 2007 Community Service Award from the Association of Black Psychologists. She is also the immediate past president of the Association for Multicultural Counseling and Development, a division of the American Counseling Association.

Cirecie West-Olatunji

As we consider major challenges for the counseling profession, it is necessary for counselors to reconceptualize their research identities. In particular, counselors need to foster a more participatory and creative research environment to solve problems that plague our society today. This will involve reconceptualizing and deconstructing current views of research to form more inclusive research practices. To accomplish this, there are five critical tasks in which counselors need to engage.

1. Demystify research. I have found that students come into our programs with attitudes such as, “I don’t like research; that is why I am in counseling” or “I am afraid of research.” In my role as instructor, I use a quote from Paulo Freire to demystify research. Roughly translated, he said that before humans had a formal language, we were reading the world. I interpret this statement to mean that all individuals have the capacity to interpret their environment, formulate hypotheses and solve their problems. In this process, individuals investigate, discover and explore, even when they do not have the words to articulate their investigations in the organized jargon of the academic world. In fact, people naturally use research in order to function in their cultural and social contexts.

In counseling, it has been prior educational experiences that have disallowed and eroded students’ confidence and their ability to see themselves as people who have the innate capacity as human beings to create new knowledge. Thus, first and foremost of the five tasks, counselor educators need to facilitate and give students permission to reclaim their research identities.

2. See research as a collaborative process. In the United States, tenure-accruing faculty are evaluated on their ability to generate knowledge independently — even autonomously. However, in other cultural contexts, research collaboratives are required. In Japan, for example, for scholars to be viewed as serious researchers, they must partner with practitioners. In other words, researchers are not viewed as having the necessary level of professional knowledge to theorize and understand the nuances about real problems in society. It is the combination of the well-honed research skills of a faculty member partnered with the wealth of experiences of practitioners that creates research that has worth, merit, credibility and validity in the real world.

This idea of looking at research as a collaborative process can actually engage community stakeholders, undergraduate/master’s/doctoral-level students and colleagues in other disciplines. As such, it becomes a much more pragmatic way of investigating phenomena, mirroring the messy, integrated environment of the real world.

3. Utilize more evidence-based practices. The idea is to encourage practitioners to self-reflect in order to increase their level of accountability when assisting clients. Reflection can aid in theorizing about what is known, what is known yet misunderstood and what is not known. Reflective theorizing also allows for dissemination and replication of effective practices within a macrosystem context. By reflecting and theorizing, counselors are able to deconstruct and process why an intervention is working so they can better assist clients in understanding the growth process.

4. View research as a form of liberatory practice. Emancipatory research is another way in which we can exemplify social justice in counseling. Viewing research as a liberatory action begins with looking at the purpose of our research, asking ourselves about issues of systemic oppression and seeing ourselves as active agents of change within a social context.

One example of this perspective is the collaborative work of the Association for Multicultural Counseling and Development and the Association for Counselor Education and Supervision in their outreach endeavors to southern Africa in which they explore the relationship between disasters and systemic oppression. The use of research to explore not only why individuals experience challenges to self-actualization but how the environment impacts that ability is key. Moreover, it is important to ask ourselves, “What are some effective interventions that are not only system-based but also culture-centered?”

Counselors need to think about ways in which research can serve as a tool to better understand social phenomena that are
linked to bias and oppression. Counselor educators need to think about ways in which we can step outside of our offices and use our skills to advance change and transformation within communities. The work of Gargi Roysircar-Sodowsky, Zarus Watson, Fred Bemak and Rita Chung is exemplary of this idea. The role of counselors in advancing liberatory science and emancipation is part and parcel of our social justice ideals.

5. Understand research as social location and positionality. I began this essay discussing the elitist nature of research whereby students position themselves as outsiders. This essay ends with a discussion of how individuals from socially marginalized groups, such as women and people of color (to name a couple), are often pushed to the margins.

The idea that research is a mediator for privilege begins long before graduate education. Very recently, I received a grant from the National Science Foundation with two of my female colleagues to explore this concept of positionality for African American schoolgirls. For some segments of the population of learners, such positioning is evident in their early K-12 schooling experiences. So, a task for counselors is to first become aware of their own positioning and then reframe what it means to be within and without circles of research. Everyone can be a part of the matrix. Everyone can be, and is, a researcher.

I believe that if we can accomplish these five key tasks for reconceptualizing research in counseling, counselors will be able to exponentially influence the mental health discipline, impact the larger research community and play a critical role in the transformation of society as a whole.

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

Letters to the editor: ct@counseling.org
Bonnie Biondolillo: One day I called you to discuss some practice issues. The question she had was about confidentiality and counseling in a small town. I heard a bit of her story and knew I wanted to learn more. She is another amazing person who changed her life midcourse. Read her story; you may recognize yourself in some of the details.

Rebecca Daniel-Burke: Tell me about your current counseling position.

Bonnie Biondolillo: I have had a private practice for about 10 years. I also work for a local community agency. In both settings, I do all kinds of counseling, including individual, couples, families and groups. At the community counseling agency, I do groups for parent effectiveness training and grief and loss groups for divorcing adults, as well as couples counseling.

RDB: But before becoming a counselor you were a nurse. Is that correct?

BB: Yes, I was an RN (registered nurse) and worked part time as a nurse until a few months ago.

RDB: How did you come to be a nurse?

BB: As a little girl, I knew intuitively that I wanted to be a nurse. I liked the idea of taking care of patients and learning about medicine and nursing. I worked in the intensive care unit, in the post-anesthesia care unit and in other areas of the hospital, eventually becoming a nurse manager and a coordinator of nursing systems. As part of my nursing career, I developed a pain management clinic that addressed the physical, emotional and spiritual sides of healing the patient.

RDB: Are you still an RN?

BB: Yes, I am an RN, a National Certified Counselor and a Licensed Professional Counselor in both New York and Pennsylvania.

RDB: What made you move more toward counseling and away from nursing?

BB: I felt I had done all I could do at the hospital. I had become increasingly interested in the holistic point of view and wanted to do something different. I looked at quite a few counseling programs and settled on Gannon University in Erie, Pa.

RDB: Is there anything else you preferred about counseling versus nursing?

BB: I didn't want to work all the shifts in a hospital. I wanted a private practice and/or agency counseling where I could be home on nights, holidays and weekends for the most part.

RDB: How did you choose your master's program in counseling?

BB: I made an appointment and went to interview the director of the program. His name is Robert Nelson. He became a mentor of mine.

RDB: How did your agency work and your private practice evolve after your master's program?

BB: When I attended graduate school in Erie, there was a lot of cultural diversity. There is far less in a small town. Other than that, it is similar.

RDB: How do you handle running into your clients in a small town?

BB: I tell my clients when they enter counseling with me that I will not say hello to them in town unless they say hello to me. I don't want them to have to explain how they know me to the person with them. I also tell them that I will greet them if they say hello but will not engage in talk about our work together because that would become a boundary issue. They understand because it is stated clearly up front. This is very important in a small town.

RDB: How did you determine what area of counseling you are passionate about?

BB: Couples and marital counseling came natural to me, as I enjoy the dynamics of this kind of counseling. Another area I am passionate about is eating disorders. My medical background helps a lot with eating-disordered clients. I speak with them about healthy eating. I never call it a diet; they have spent their lives “dieting.” Sometimes I send them to a nutritionist or a dietitian because I am accustomed to working in
interdisciplinary teams in hospitals. I have a good knowledge of medications, and that helps a lot when I treat depression. I know how to read and understand the *Physicians' Desk Reference*.

**RDB:** What else are you passionate about in your profession?

**BB:** I like Carl Rogers and his person-centered therapy approach. Being empathic and holding a client in unconditional positive regard are important skills to have. I think it is through Carl Rogers that I became comfortable with silence. I don’t fight silence in a session. I let the silence take a place in the room. I became comfortable with silence over time.

**RDB:** What mistakes have you made along your career path? And more important, what lessons did you learn from those mistakes?

**BB:** I probably stayed too long at one employer. The lesson is this: If things really aren’t going the way you want them to, if you aren’t getting what you need or want, it’s time to move on and try something different.

Another mistake, in the beginning I thought someone always had to be talking in the session. The lesson is that, as I said previously, silence is OK.

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

**BB:** My mother. She was always there if you needed something. She worked full time and still always had time for me. My father traveled so much for work that he was rarely home. It was as though my mother was a single parent, yet she still had time when I had questions.

I also had a special girlfriend. She became a nurse too, and when she lost her mother, my mother took her under her wing.

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

**BB:** Aaron Beck inspires me with the cognitive side of counseling. I like his theory that how a person thinks largely determines how that person feels and behaves. I use cognitive behavioral therapy with many of my clients. Also, I use the Beck Depression Inventory. I like his ideas on reframing thoughts and his ideas on cognitive distortions.

Regarding family therapy, I am fond of Murray Bowen’s approach. I like his ideas on differentiation of self, family sculpting, triangles, projection and the emotional cutoff (someone who cuts off from his or her family with little to no contact). I like to use the genogram to explore the multigenerational transmission process in a family.

**RDB:** How do you take care of yourself with all of your work at the agency and in private practice?

**BB:** I lead a prayerful life. I process things such as therapy questions with a supervisor, my office mate and a peer group. I live on a lake, so we go out on the lake in our boat. I love the water. We go bike riding in our little village. Also, we love to travel, especially to Florida. I love the ocean and the white sands, which I find particularly soothing and comforting.

**RDB:** Is there anything I haven’t asked you about your career story?

**BB:** I became a counselor at the age of 50. I have always felt like I wanted to improve myself, meet goals that I set for myself. I remember quite a few years ago, the vice president of nursing at my hospital kept asking me why was I doing this — getting a master’s degree in counseling at my age. I told her I have always had a vision of myself accomplishing my goals. Without the support of my husband while I was completing my master’s degree and working full time, it would have been much more challenging than it was.

My life’s work, whatever I am doing or have done in the past, has always been important to me. I have always wanted, and strived for, positive outcomes for my clients and for myself!

The American Counseling Association values the opportunity to honor the career paths of working counselors with *Counselor Career Stories*. The hope is that the career lessons these counselors share each month will be very helpful to working counselors and students alike as they seek employment and career fulfillment. For additional assistance with career and employment issues, visit the ACA Career Center at counseling.org/CareerCenter, where current online job listings can also be viewed.

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

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February 2009 | Counseling Today | 17
New Perspectives - With Donjanea L. Fletcher

Conference confessions

What do you get when you put more than 3,000 counselors together in the city of Charlotte, N.C.? Answer: The 2009 American Counseling Association Conference & Exposition.

Next month, counselors from across the nation and across the seas will gather in Charlotte to get their fill of the three F’s — fellowship, fun and food for thought (meaning education and professional development). This year’s event features more than 500 Education Sessions in areas ranging from child and adolescent counseling, to career development, to marriage and family counseling, plus the potential to earn as many as 20 continuing education credits (make that 38 if you attend two full days of the preconference Learning Institutes). Add to that the rare opportunity to meet world-renowned counseling professionals and to network with thousands of peers from various settings. There are also opportunities to receive consultations on job searches, career planning, ethics, licensure and private practice. And don’t forget the ACA Expo!

While many established counseling professionals eagerly anticipate the conference’s kickoff, some students and new professionals might cringe at the thought of it, feeling too small for such a big event. If you fit into the latter category, read on. This column features the perspectives of a conference newcomer, an “old pro” and ACA’s director of conference and meeting services.

- Kristy Gerke is pursuing her master’s degree in counseling at Oakland University in Rochester, Mich. She will be attending her first ACA Conference.

- Amy McLeod is an assistant professor at Argosy University’s Atlanta campus and the 2008 recipient of the ACA Glen E. Hubele National Doctoral Student Award. She is also a four-time conference attendee (2005-2008).

- Robin Hayes is the director of conference and meeting services for ACA.

What does the ACA Conference offer students and new professionals?

Robin Hayes: There will be even more activities for graduate students this year. The “For Graduate Students and New Professionals Only” series brings highly regarded professionals in counseling to speak on topics that graduate students and new professionals have identified as critical to their success. The series will be presented by some of the best-known names in the counseling professions, such as Gerald Corey, Jane Myers, Courtland Lee and Chris Moll.

Also of particular interest to students and new professionals are the First-Timers Orientation and Mentoring Luncheon, the ACA Career Center, the Graduate Student Center and the International Student Panel and Reception. These events are well attended by students and new professionals.

Amy McLeod: Attending the ACA Conference is a great way to build your professional counseling identity. You can connect with other professionals, learn more about the ACA divisions and increase your knowledge regarding topics of interest to you within the field of counseling. The ACA Conference also provides an excellent forum for presenting research and sharing creative counseling approaches with others.

So students and new professionals can present at the ACA Conference and share knowledge?

RH: Yes, but the opportunity to present in 2009 has passed. The deadline for proposal submissions was June 3, 2008. If students wish to present in 2010, they would have to go through the submission process. The proposal submission for the 2010 conference will open March 30, 2009, and close June 3.

What is your most memorable experience at an ACA Conference?

AM: The first ACA Conference I attended was in Atlanta in 2005. Dr. Irvin Yalom was the keynote speaker. I was really excited to hear such an influential person in the field speak. How cool to be face-to-face with such a legendary helper!

As a first-time conference attendee, what motivated you to come to Charlotte?

Kristy Gerke: I am counting down the days until Charlotte! With graduation looming ever closer, plus my practical work with clients as a graduate assistant in (my university’s) adult career counseling center, it seems even more important that I gain as much information and expertise as I can.

To me, the conference is a one-stop extravaganza for obtaining these goals. I love information, so the Education Sessions are the biggest draw. However, as I browsed the list of Education Sessions, I found myself circling so many of them. I quickly realized I would not be able to attend them all.

The other key factor in my decision to attend is the ability to network. I am not simply talking about job networking. I look forward to meeting graduate students from across the globe and hearing their stories. I also hope to meet some of the professionals I have only read about in my textbooks. I just hope I am not rendered speechless during our introductions.

Inevitably, the information I learn from the Education Sessions and by meeting other students and professionals will energize me as I return to finish up the last of my course work and prepare for my future as a professional counselor.
Often, when students or new professionals attend a national conference such as this one for the first time, they feel confused about how to make it both beneficial and fun. What advice would you give to those in this situation?

AM: One idea for making the conference manageable and beneficial is to spend some time looking through the conference program guide and planning what sessions and activities you would like to attend. ACA hosts events specifically designed for first-time conference attendees and events specifically designed for having fun! Going to the conference with a colleague also helps.

What tips would you give for professional networking?

AM: The counseling profession is actually a very small world. If you are interested in making a professional connection with a particular person or organization, start by asking the counselors you already know if they can help you. You might be surprised to find out who already knows the person you want to meet!

Joining specific divisions of ACA and attending their meetings at the ACA Conference is another great strategy for networking. Finally, many students or new professionals may not have their own business cards. You can order free business cards from several websites. Keep multiple business cards with you at the conference so you can easily exchange contact information with the people you meet.

RH: One piece of advice I would give is to sign up for the ACA First-Timers Orientation and Mentoring Luncheon. The cost is an extra $40, but it’s worth the money. You will have an opportunity to meet and mingle with leaders and hear presentations on how to maximize learning and networking experiences while in Charlotte.

Are there opportunities to save money while attending the conference?

RH: For students interested in receiving a registration discount, we have the Graduate Student Volunteer Program. In exchange for their time and commitment, ACA will waive one-half of the registration fee. The deadline to apply is at the end of January each year. Please keep this in mind for the 2010 conference in Pittsburgh. ACA also offers new professional and student conference rates that are cheaper than the rate for regular ACA members. All this information and more about the conference is available on the ACA website at counseling.org/conference.

KG: I have been able to keep the costs down by registering to volunteer at the conference. I am also using hotel “frequent stay” points to cover my lodging, so that is not costing me anything. Granted, it is not one of the conference hotels, but it is a short walk/trolley ride away from all the activities. I am hoping to find a cheap flight to Charlotte but am also willing to fly into another airport and share a ride into Charlotte with another attendee. It takes effort to find and apply for these savings, but it is worth it.

AM: Share a hotel room with two to three colleagues. Also, some universities offer funding for student travel supporting the mission of student organizations such as Chi Sigma Iota. Finally, plan ahead! ACA offers discounted early registration rates, and flights are usually cheaper when purchased in advance.

Any last words from a newcomer’s perspective for those thinking about attending the conference?

KG: I understand that some new professionals and students might be on the fence about attending the conference. However, I recently attended the Michigan Counseling Association conference and found it to be an invaluable and exciting experience. I was able to take back relevant information and witness the passion of my future colleagues. This kind of experience cannot be replicated anywhere else. ♦

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

Letters to the editor: ct@counseling.org
Offering opinions on billing software, electronic billing

In our December column, we asked readers to tell us which versions of billing software and electronic billing work well for them. Our first response came from American Counseling Association member and Licensed Professional Counselor Philip Koestler:

“I have used a combination of Office Therapy and QuicDoc made by DocuTrac Inc. (quicdoc.com) for almost two years now. My setting is a small outpatient mental health clinic. I did a considerable amount of research before purchasing them. I found that Office Therapy is full-featured office management software, and QuicDoc is full-featured case management software.

“Office Therapy does an excellent job of tracking insurance companies, payments and prior authorizations, filing claims and providing numerous reports. It does well with printing client bills and HCFA 1500 forms, allowing flexibility for NPI (National Provider Identifier) and other needed modifications. It tracks referral sources, types of referrals, etc. Scheduling is included. Electronic billing and payment by credit card are also available.

“Before I purchased the software, I carefully weighed the benefits versus cost. I purchased the software as a bundle and paid under $1,000. DocuTrac requires a yearly maintenance fee, but I will tell you that it is nominal (a couple hundred dollars) for what you get. Updates come on a fairly regular basis. I have been extremely impressed by the support that I received from DocuTrac. The technicians are knowledgeable and friendly.

“In conclusion, I would recommend anyone looking to purchase office and case management software to check DocuTrac out. I have barely touched on the functionality of the software. I tried their demo before purchasing the software. DocuTrac also has similar software for significantly larger organizations. While this software does not make coffee, it does just about everything else.”

We also received a response about direct online billing. A counselor’s office manager offered information on her efforts to direct bill the nation’s largest managed care company, United Behavioral Health (ubhonline.com), with 44 million people covered. Following United Behavioral Health’s online registration information, she set up an initial account for the office and received a user ID and password. She found the process very easy to complete and user friendly. Counselors must be on United Behavioral Health, United Healthcare or OptumHealth provider panels to use this service.

Information for joining United Behavioral Health or any other managed care network is available on ACA’s website. The newly researched managed care, insurance and employee assistance program list has been updated and is available at counseling.org/Counselors/TP/PrivatePracticePointersMembers/CT2.aspx.

Q: I would like to start taking credit/debit cards at my practice. I have researched merchant accounts (an account that allows for the processing of credit cards) and found one that seems to charge reasonable fees. How do I handle this payment option with my clients? I hear some counselors are having their clients sign a release so that unpaid balances (after insurance pays) are then charged to the client’s credit card, or a credit card is kept on file and billed as needed. Is this ethical and OK?

A: We have written about the option of credit card payments before in this column. By and large, we recommend it. But you must remember that if you have a contract with any managed care company, you cannot “balance bill” — that is, collect money other than the copay and the payment the insurance company offers.

Younger clients rarely use checks, and it seems most clients don’t want to pay in cash. Offering many payment options provides your clients with flexibility. Moreover, in tough economic times, credit card payments make sense for some clients. In our own practices, we have seen increased use of credit cards for copays.

You raise a good question about billing a client’s credit card, however. While it is essential to include fees and payment information in your informed consent document, we think more consent may be required to charge a client’s credit card for anything beyond a copay at the time of service.

We consulted our friend Joshua Rostenthal, president of TherapyMatch LLC, which offers merchant account services through its website (therapymatch.com). He recommended a separate form to spell out how you may charge the client’s credit card — for example, for the amount of copay only, for all sessions for a designated period of time with a “not to exceed amount” per session or for a weekly/monthly charge for unpaid balances resulting from insurance deductibles or denials.

Reaching agreement on all fees and payment options before therapy begins makes for satisfied clients and happy counselors. We are currently researching merchant accounts and will be providing more information in our column, so stay tuned.

Counselor alert! Are we dealing with a counseling ‘urban myth’?

At the beginning of each year, we hear concerns from readers that the American Medical Association CPT codes are changing. We are reprinting part of our warning from the January 2008 issue of Counseling Today regarding a company which alerts counselors that mental health codes will be changing and offers “training” to help counselors get ready.
“Concerns have surfaced regarding possible changes in current procedural terminology (CPT) codes used to file insurance claims by counseling practitioners in agencies and mental health practices. Some members have forwarded information that an organization is offering a class with continuing education units that will help practitioners learn all the CPT changes. The cost for this course is $239.

One member sent the following e-mail:

“(I have a) question (that) has to do with new CPT codes for mental health in 2008. I’ve not seen any info on this matter. I received an e-mail from an LCSW friend. I will forward you information (about the class teaching the new codes). Perhaps you can address these topics in your column. Others may or may not be aware.’

“We researched these concerns and can provide the following information:

“American Behavioral, a mental health managed care company, says it knows of no changes to the CPT coding developed and copyrighted by the American Medical Association.

“In addition, a review of the AMA website (https://catalog.ama-assn.org/Catalog/cpt cpt_search.jsp) shows no changes in the CPT coding for psychotherapy.

“Further, the director of Netsource Billing, a major billing service, states there are no changes in CPT codes by Medicare or any of the managed care or insurance companies.

“We recommend thoroughly researching any course or class on CPT code changes before signing up.”

Find the important new ACA bulletin “Transfer Plan — Counselor Incapacitation or Termination of Practice” at counseling.org/Counselors/PrivatePracticePointers.aspx.

We will be presenting “Advanced Private Practice Toolbox: Nuts and Bolts Ideas for Increasing Referrals, Working With Managed Care and Other Tools” at the ACA Annual Conference & Exposition, cosponsored by the North Carolina Counseling Association, on March 20.

We will also be presenting a 60-minute Education Session titled “Considering Starting a Private Practice? For Licensed Counselors in Agencies, Schools and Counselor Educators.”

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

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

ACA members can e-mail their questions to Robert J. Walsh and Norman C. Dasenbrook at walshgasp@aol.com and access a series of “Private Practice Pointers” on the ACA website at counseling.org.

Letters to the editor: ct@counseling.org

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Essential Topics for the Helping Professional

Essential Topics for the Helping Professional is an extraordinary addition to the genre of texts available to graduate students, new professionals and counselor educators as they strive to become truly helpful professionals. The motivation behind Sheri Bauman’s book is to bridge the chasm between being a great student and becoming a great therapist.

Many counselors experience profound feelings of panic and incompetence when they enter their first professional jobs. Suddenly, even A-plus students realize the insufficiency of theoretical orientation and the holes in their case conceptualizations and recognize that while some theories are more elegant than others, none adequately prepares them for actual full-time work in therapy! Bauman acknowledges this fear and, without espousing any particular theoretical orientation, provides informative ideas and suggestions, as well as thought-provoking questions, to assuage these uncertain feelings. Particularly impressive is how the author illuminates developmental issues and patterns in ways that allow student counselors to glimpse how these issues affect and are affected by life stage; this is a feature missing in most texts.

In covering eight essential topics, Bauman includes sections on counselor issues and ethical concerns and also provides exercises. Arguably, these sections create the most teachable moments. The “counselor issues” section offers information on potential concerns that only experience can reveal. Used in conjunction with this section, the exercises pose several questions that can turn students and new counselors inward for introspection and self-directed learning. The resulting discussions can promote intrapersonal growth, expand theoretical understanding and encourage a deeper, richer awareness of what makes therapy effective. Bauman also covers unanticipated topics such as sexual minority populations among the elderly, types of grief and mourning rituals, and trauma in the military.

Essential Topics for the Helping Professional is a wonderful text for students or educators. It goes well beyond diagnosis and theory and could serve as a most valuable addition in practicum and group counseling courses. The book might also remind counselors-in-training and new therapists why they entered this profession in the first place: to be helpful in meaningful, effective ways.

Reviewed by Char Skovlund, counselor in private practice, Sioux Falls, S.D.

Coming Out, Coming In: Nurturing the Well-Being and Inclusion of Gay Youth in Mainstream Society

Coming Out, Coming In can be considered a starter kit for building an inclusive environment. Anyone interested in promoting a safe and supportive setting for lesbian, gay, bisexual and transgender (LGBT) people will benefit from reading this book. Grounded in personal stories, the book dispels myths about homosexuality, explores the coming out process, examines obstacles that emerge and addresses the role of environment. Author Linda Goldman also challenges readers to update and redefine traditional notions of family and community. Goldman dedicates sections of the book to parents of LGBT children, as well as to teachers and counselors, and sensitively discusses how the coming out process can affect relationships. The information will be useful, however, to anyone wanting to promote a more accepting, affirming environment for LGBT populations. Parents are encouraged to seek support groups such as PFLAG (Parents, Family and Friends of Lesbians and Gays) to help them learn more about the issues that affect their children and how to create loving, supportive homes. Teachers are urged to cultivate a safe classroom oasis that offers growth and learning to all students. Professional training on LGBT issues for educators and staff can enhance the development of supportive services and a more inclusive curriculum.

For counselors, the text offers two lessons. First, counselors must understand that homophobia is a societal dilemma. With this in mind, counseling should include helping LGBT youth to process their feelings about gender identity and sexual orientation. Second, counselors must attempt to create secure, inclusive environments. Teachers are encouraged to seek support groups such as PFLAG (Parents, Family and Friends of Lesbians and Gays) to help them learn more about the issues that affect their children and how to create loving, supportive homes. Teachers are urged to cultivate a safe classroom oasis that offers growth and learning to all students. Professional training on LGBT issues for educators and staff can enhance the development of supportive services and a more inclusive curriculum.
needs of others. The book concludes by offering relevant and practical resources on LGBT issues and LGBT support organizations for youth and adults. Those looking for effective teaching aids for educational programs with teachers, parents, school administrators or counselors-in-training have a great resource in Coming Out, Coming In. Reviewed by Chee Mary Moua, graduate student in counseling, St. Cloud State University.

The Role of Religion in Marriage and Family Counseling, edited by Jill Duba Onedera, Taylor and Francis
This book will help readers become familiar with important religious principles that affect marriage and family counseling. The author hopes to increase the counselor’s understanding of the various religious beliefs and practices that facilitate assisting clients in solving their problems while remaining true to their religious principles.

Counseling Individuals With Life-Threatening Illness by Kenneth J. Doka, Springer
This book presents a comprehensive guide for counselors, social workers and health care professionals as they assist clients experiencing a serious illness. The book builds on a model developed by the author, based upon earlier work by Avery Weisman and E. M. Patterson, and offers specific tasks that patients and families struggle with at each phase of illness, as well as interventive strategies for professional caregivers.

Living With Grief: Children and Adolescents, edited by Kenneth J. Doka and Amy Tucci, The Hospice Foundation of America
The newest volume in the “Living With Grief” series, this book explores developmental perspectives on death, the dying child and grieving children and adolescents. The final and largest section emphasizes therapeutic approaches for children and adolescents. Appendixes offer both print and no-print resources as well as protocols for schools dealing with loss.

Book descriptions were provided by the authors or their publishing houses. Mention of these books does not necessarily indicate an endorsement by Counseling Today, Resource Reviews or the American Counseling Association. If you are an ACA member who has had a book published in the last six months, send an e-mail to Jonathan Rollins (jrollins@counseling.org) with the following information: author’s/editor’s name, ACA membership number, title of the book, publisher (no self-published titles please), date published and a one- to two-sentence description of the book’s focus, purpose or intended audience.
Making the mind-body connection

Counselors are using a variety of innovative techniques with the goal of helping clients achieve “total wellness.

Compiled by Jenny Christenson

The connection between a healthy mind and a healthy body is apparent to counselor Charles V. Lindsey, who worked for several years as a mental health counselor in a cardiac rehabilitation program. He learned that a stress-filled life is a factor in the development of heart disease. Furthermore, he says, “It seems that some clients truly received greater mental clarity and awareness as they practiced the heart-healthy components of regular exercise, eating a wholesome diet and engaging in relaxation and reflective activities.”

Others incorporate mind-body wellness techniques into their counseling practices after first using the techniques themselves and witnessing personal growth. “Mindfulness practice has been the focal point in my own evolution,” says counselor William F. Mies. “If the mind-body is not treated, we have missed the point. Each only exists in relationship to the other.”

Geri Miller explains that mind-body wellness has always been a part of her clinical work — particularly the spiritual component — from the time she entered the helping professions in her 20s. “Mindfulness has really helped me personally and professionally,” she says, “and it has really helped my clients.”

Counseling Today asked Lindsey, Mies and Miller, as well as four other American Counseling Association members, to describe how they use mind-body wellness techniques and concepts in counseling.

Describe what mind-body wellness encompasses.

Abby Seixas: It is based on the recognition that the mind affects the body and vice versa, and that both mind and body are interrelated parts of a whole. It involves using techniques to enhance the mind’s influence on the body to improve how people feel — mentally, emotionally and physically. Mind-body wellness often implies and includes the spiritual dimension as well. So, it recognizes that all of these human dimensions — body, feelings, mind and spirit — are interrelated.

Charles V. Lindsey: I think it is easy to fall into the trap of believing that mind-body wellness is a destination point — a place where one arrives and then doesn’t have to work or struggle with as much intensity. In simple terms, I share with my clients that mind-body wellness is a journey, and something that has to continuously be practiced. I explain that mind-body wellness truly involves being a steward of one’s own mind and body. It means being more aware of the interrelationship between what we think and what we feel and of how our care, or lack of care, for our bodies affects the way we think and how we behave. Ultimately, mind-body wellness involves a deeper awareness of self that enhances possibilities of operating in daily life with a greater sense of intentionality and purpose.

William F. Mies: Mind-body wellness is the healthy person functioning in a healthy way because he or she is in touch with the most fundamental aspects of human nature. Ultimately, this involves love, compassion, wisdom, joy and equanimity. The healthy body is an expression of the flowering of the mind and heart. This state can become evident through mindfulness practice.

Jeanmarie Petrino: Mind-body wellness integrates Western and Eastern psychological, medical and alternative therapies. Its goal is to facilitate mental, emotional, spiritual and physical healing in clients presenting a wide variety of issues and conditions.

Insights on wellness

Stuart Bonnington has been a counselor since 1973. He is also a licensed marriage and family therapist and a counselor educator at Austin Peay State University. He has studied with Michael Mayer and Ken Cohen, two of the leading qigong masters in the United States. Bonnington will present “The Quest for Balance and Attunement: Qigong and the Healthy Counselor” at the ACA Annual Conference & Exposition in Charlotte, N.C.

Abby Seixas is the founder of Deep River Seminars. She is in private practice outside Boston and conducts groups based on her book Finding the Deep River Within designed to help women embed wellness practices into their daily life.

Jeanmarie Petrino is a Licensed Professional Counselor practicing at the Mind Body Health Center in New Providence, N.J. She is a Reiki Seichim master.

Charles V. Lindsey is an LPC, an assistant professor of counseling at the University of Wisconsin, Oshkosh and a child and adolescent counselor. He trained and practiced under Thich Nhat Hahn in the 1990s at Plum Village in France.

William F. Mies studied at the University of Massachusetts Medical School in the field of mindfulness-based stress reduction. He has taught mindfulness practice for 10 years, first as a volunteer and now as a full-time professional.

Katlin Hecox is a life coach/certified massage therapist at the Inner Light Healing Center in Danville, Va. She will present “Spiritual Intelligence: Mindfulness, Meditation and Restoring” at the ACA Conference.

Geri Miller is a professor of human development and psychological counseling at Appalachian State University and president of the North Carolina division of the Association for Spiritual, Ethical and Religious Values in Counseling. Miller will present “Utilizing Mindfulness Skills in the Care and Development of a Therapist” at the ACA Conference.
Explain how your counseling practice touches on mind-body wellness.

Stuart Bonnington: How we live in relation to our body is of prime importance. I think it is our primary relationship. I focus a lot on emotional regulation. Body states often overwhelm cognitive processes. I help people recognize subtle shifts in their bodies that cue them into what is going on emotionally. I have taught a number of people energy psychology techniques such as emotional freedom techniques. This is a meridian-based approach that really helps people deal with blocked energy. I find that strong negative emotions are almost always accompanied by energy blocks. Keeping the energy flowing in the body is a large part of what wellness is all about.

Abby Seixas: In my practice, that translates into not just using talk therapy. Although I do use talk therapy, I also draw from a variety of other techniques and modalities, including guided imagery, relaxation techniques, inner dialogue and EMDR (eye movement desensitization and reprocessing), which is an integrated method of psychotherapy used originally for healing trauma. I also help clients work with their feelings through body awareness, tuning into physical sensations as a way of helping them gain access to and understanding of their emotions.

Jeanmarie Petrino: In my individual practice at the Mind Body Health Center, I integrate cognitive behavioral therapy with Reiki energy therapy. Reiki energy therapy is one of the many alternative treatments known as “energy medicine.” Acupuncture, tai chi, qigong and yoga are some other forms of energy medicine. Energy therapies influence the body’s flow of life energy, or chi, to promote health and well-being. A Reiki treatment works with the body’s chi to induce a state of deep relaxation. In this state, a client can be guided by a professional counselor to release emotional, physical and/or spiritual pain that blocks chi and creates energy imbalance.

How is mind-body wellness related to stress management?

Katlin Hecox: I developed a paradigm that I call “Restoration,” and it is based on the understanding that we are energy. Negative thoughts are a form of energy that depletes us. Sometimes these thoughts are held in the body. Anyone who does massage for a length of time will experience a client having body memory and, often, the massage provides a release. Our field is now very aware that reactions to high-stress situations may be “freezing,” where the trauma experienced gets lodged in the mind-body. When the experience and the thoughts it created are shifted, wellness becomes stronger. Positive thoughts can result in the ability to get through stressors with grace and health.

Stuart Bonnington: I expose students, clients and mental health professionals to qigong. Qigong is a discipline that has arisen out of the early folk wisdom of China. Many of the techniques and practices are thousands of years old. It comes out of the Daoist tradition. There is a concept in that tradition that talks about “right action” or “right energy.” Basically, what is the correct amount of energy to use when doing anything, whether it is just sitting quietly or doing something physically or mentally taxing? What is the right amount of energy to use? Not too much or too little; what is the right amount? If I am overly stressed, I most likely have not been using my energy in the right amount in the right way.

William F. Mies: Stress is a manifestation of the mind and body being out of sync. When the mind, heart and body are not aligned, friction or stress arises. Mind-body wellness stands in a reciprocal relationship with stress management. As the mind-heart-body becomes more in alignment, stress reduces; as stress reduces, the mind-heart-body finds even deeper wellsprings of happiness and freedom within.

How can counselors maintain their own mind-body wellness?

Katlin Hecox: This is a wonderful question and a critical one! If you agree with the energy paradigm, then you understand the importance of the level of positive energy a therapist brings to a session. Therapists need to be aware of their own energy. Are you energized or depleted by your client? If you are being depleted, you need to act to restore yourself. This may mean doing things out of the session that increase your energy.
It may mean learning a practice such as meditation, prayer, tai chi or Donna Eden’s energy tune-up.

**Stuart Bonnington:** There ought to be a question on counselor license renewal forms: “Explain in detail what you do to maintain your own well-being.” To be mindful of others, we have to be mindful of ourselves. I believe that counselors are wise to maintain some type of wellness practice that includes a focus on the body and spirit. I firmly believe that my energy field affects the energy fields of others. When I am mindful of keeping a good energy flow in my body and its surrounding energy field, others can benefit from that. Carl Rogers taught us about being attuned to our clients. For me, that had to do with the flow of energy within and among people. We know that infant/caregiver brainwaves can synchronize when there is secure attachment. That is attuned energy. All thought/action is energy.

**Abby Seixas:** I think that’s a really important question because as counselors, we are attending to others’ needs a lot, and we really need to be able to recharge and renew ourselves. One of the fundamental practices in my book is the practice of taking “time-in,” which is stepping away from attending to other people, cutting down on distractions, stepping away from the to-do list and centering ourselves. The effect of this practice is not just renewal; taking time-in is also one of the primary ways to contact the deeper currents within us, what I call the “deep river within,” where we can tap into our inner resources of patience, compassion, wisdom and other qualities we need to live our lives well, with intention and meaning.

**How can counselors advise their clients to maintain mind-body wellness?**

**Katlin Hecox:** There are many great ways to maintain mind-body wellness. What makes sense to one individual will be different from another client. The first thing is to make sure that clients understand that their thoughts and actions will impact their state of wellness. The second step would be to have clients become aware of their energy level. If the task at hand depletes them, they need to do something that will at least restore them to a healthy level.

**Stuart Bonnington:** There is a lot of good, reliable information out there on mindfulness approaches. I strongly suggest counselors learn about these approaches. I have been talking with an Iraq war veteran who has complications due to multiple concussions. His emotional states have been all over the place. His limbic system has been on overdrive. I introduced him to some very basic qigong and gave him a book on meridian-based approaches that he could use on himself. The results from his self-reports have been very positive. Wellness to me comes down to what are you doing to take care of and nurture yourself in “bodymind” and spirit?

**Abby Seixas:** Obviously, some of the same things that we might do for ourselves. It really depends on the client and their individual style, needs and life situation. For some clients, I do a relaxation tape using my voice. For others, I recommend keeping a journal. For others, what’s most important might be doing something fun, giving themselves a break. It really depends on the client. I often encourage people to learn meditation, or I will give them a jump-start on how to meditate, or I will encourage them to go to a class or a retreat for meditation.

**Geri Miller:** The same kind of thing that I would say to counselors, I say to clients. Find out what fits that person. Me, I’m into hula hooping; others might be into something else. This is where the therapeutic relationship and having trust with each other comes in. We can brainstorm together. Why not just try something once? It may take some trial and error for us to find something that really gives us hope about living, about ourselves. What is it that keeps your spirit alive? I encourage clients to think of themselves as vessels; what are they putting into themselves? The folks that I counsel don’t have much money, time and energy, so we really look at what they can do that has the least cost and still gives them hope and encouragement.

**Jeanmarie Petrino:** Counselors can educate clients regarding mind-body wellness, encourage them to explore various modalities and teach them how to incorporate wellness into their lives. Counselors can suggest exercise, adequate sleep, healthy diet and any of the many alternative therapies, including but not limited to Reiki, tai chi, qigong, yoga, meditation, prayer, self-hypnosis, self-relaxation techniques and biofeedback.

**What are some current trends in the mind-body wellness field?**

**Abby Seixas:** One thing I’ve noticed is the proliferation of mindfulness techniques and practices. Mindfulness was sort of an unheard of term 10 years ago, and now it has come into the mainstream. For most of us, our daily lives are so filled with distraction and interruption that there’s a great need for mindfulness, for opportunities to focus our attention and come into the present moment.

The other thing affecting the field is the ability to study the brain. Richard Davidson at the University of Wisconsin has studied people’s brains while meditating. His research is showing that systematic training of the mind can significantly shift people’s level of happiness. The understanding of the brain’s neuroplasticity, or ability to adapt and change, and other subjects of current and future neuroscientific research are
going to be very important factors in mind-body wellness trends.

**Charles V. Lindsey:** A number of strategies have gained additional ground or have emerged within the past 10 years. Among these are mindfulness-based cognitive behavioral therapy, dialectical behavior therapy, and acceptance and commitment therapy. The terms “mindfulness” and “wellness” are also receiving much greater use and attention in the helping professions as evidenced by the amount of recent literature and research utilizing these terms. While the use of a variety of mind-body wellness interventions in the counseling field is gaining traction, there continues to be a debate surrounding the empirical support for such interventions, how they might most appropriately blend with other approaches and whether third-party payers should reimburse for mind-body-based counseling approaches.

**Jeanmarie Petrino:** A recent trend in the mind-body wellness field that I am pursuing is incorporating Reiki energy therapy with grief and loss counseling.

**How is mind-body wellness related to spirituality?**

**Stuart Bonnington:** Spirituality is an integral aspect of wellness. Spirituality is our relationship to that which permeates all of us and is greater than the whole. As we all know, spirituality does not have to be limited to religion. Spirituality is about transcending our alienation, our sense of separateness. Spirituality is realizing that human systems are not closed systems. Energy/life force permeates all creation, however you might want to conceptualize that. Harm comes when we close our systems, when our flow of energy becomes blocked.

**Abby Seixas:** Mind-body wellness is a potential doorway to spirituality. I don’t think it is a given that progressive relaxation or other mind-body techniques will open the door to the spiritual realm. Part of what these techniques do is to slow people down so that they become aware of more subtle energies and they listen to themselves. That brings them naturally to a place of depth within themselves, where they may connect with something larger than themselves.

**William F. Mies:** Spirituality is the heart of mind-body medicine. We have
long ago grown out of the notion that the physical precedes the spiritual. Rather, we now accept that the physical and external worlds are a reflection of our grounding in the world of the spirit. I define spirituality as our innate capacity of love, compassion, wisdom, joy and equanimity, together with the activities that promote this evolution.

Jeanmarie Petrino: Mind-body wellness naturally enhances spirituality by encouraging daily practice of meditation, prayer and/or breathwork.

How is mind-body wellness related to creativity?
Katlin Hecox: When we are mindful, when we are full of our own energy flowing, when we are appreciating the connection and beauty of that connection to all, we express our full selves. When this happens, creativity is its ultimate expression.

Stuart Bonnington: The term “flow” has been around for decades. When we feel truly creative, it feels effortless; the energy is flowing. I have had the good fortune of knowing many highly creative musicians and songwriters in my life. I have heard many of them say that when that burst of creativity comes along, it feels like it is in the air. They merely grab hold of it and let it flow through them.

Charles V. Lindsey: I help clients to identify and explore their “centers,” or the place within them that is “grounded.” There are a number of mind-body approaches that might be utilized in helping to reach this inner place — yoga, relaxation training, meditation and tai chi, to name but a few. It was T.S. Eliot who said that “at the still point of the turning world … there the dance is.” I have seen a number of clients respond in highly creative and innovative ways as they infuse mind-body interventions into their lives, and I have felt the personal creative benefits of working toward this “dance” in my own life.

Jeanmarie Petrino: Mind-body wellness can release emotional, mental and spiritual blocks to creativity, thus allowing creativity to flow freely.

Is mind-body wellness a necessary thing for people?
Stuart Bonnington: The leading causes of death are related to behavior, of not
taking care of ourselves, of not practicing wellness. I teach a course called Health Psychology in which my students get a very healthy dose of information on wellness. One of the assignments I give them is to study the chronic diseases that run in their families. In many cases, it is the stuff that will shorten their lives. Many don’t have to look much further than their parents. I have seen some pretty dramatic positive changes in personal wellness activities as a result of this project.

Geri Miller: I don’t know that mind-body wellness is necessary, but it is helpful for living because there is a thoughtful focus. It is helpful for people to have a mindfulness practice, such as yoga or breathwork — anything that slows them down. This practice can make them aware that their mind and body are connected so they can live a more integrative life that expresses what they value. That flow, that wordless dialogue, is just a part of our life. So spirituality, then, is seamless with our life. It is fused. Then we can express our spirit. Mindfulness makes you more of who you are.

Jeanmarie Petrino: Mind-body wellness is extremely necessary for everyone in the 21st century. Our fast-paced lives are not conducive to wellness. Mind-body wellness forces people to slow down and center themselves in a hectic world and makes self-care a priority in all our lives.

Is the thought of seeking help for mind-body wellness less threatening to people than the thought of seeking counseling?

Abby Seixas: When the focus is not on “what’s wrong with” but rather on wellness, perhaps that’s less threatening.

But I also think that counseling is becoming more accepted in our culture.

Geri Miller: It might be. When I go over to the wellness center, for example, I don’t see people walking in there with shame or fear. Mind-body wellness might be an avenue for people to do counseling in a more acceptable way.

Charles V. Lindsey: I believe that it is. As an example, I work at a community mental health clinic and also consult at a “wellness” center that is affiliated with a gym in my community. There are a couple of clients I work with through the wellness center who have told me directly that they didn’t want to be associated with a mental health clinic, but they were completely open to consulting a counselor affiliated with a wellness center.

Do you focus on mind-body wellness with all your clients as a regular part of counseling? Are there certain clients who need help with this more than others?

Abby Seixas: Yes, there are certain clients who need help with it more than others. But it really depends on the needs of the client. The client takes the lead, and I will often look for openings to suggest where these practices might be helpful for them. Not everyone is receptive. But I wouldn’t say that I always focus on it. What’s important is not my agenda; it’s the client’s agenda.

Geri Miller: One of the areas in which I’ve worked a fair amount is addictions and habitual patterns of behavior. I see mindfulness as very helpful in terms of people breaking out of habitual patterns. If, for example, I have someone who is addicted to cigarettes, I have them slow down their mind and get aware of what’s going on with them. What usually happens with habits is that we just get caught in them. It’s like a movie going at fast speed; we need to slow it down frame by frame. That’s where wellness can be a side benefit. If someone can slow down enough to find out what triggers them to crave a cigarette, then they can make a choice not to act on the craving. If we can go frame by frame and make different choices, healthier choices, it really is a tool. I’m inviting someone to be as alive as they can be in the present moment, and then they can carry that into their lives to make some choices.

Charles V. Lindsey: In one way or another, I do emphasize mind-body wellness with all of my clients. Sometimes it’s more overt than at other times. It really depends on the client and the relationship we are developing. As an example, there are some clients who really gravitate toward the idea of mindfulness activities and examining the relationship between their own mind and body. With other clients, I might take a less direct approach but still utilize techniques such as deep breathing or progressive muscle relaxation during our sessions. I have found mind-body wellness approaches particularly helpful in working with ADHD, anger, anxiety disorders, adjustment disorders, stress and burnout, pain and other medical conditions, and crisis situations.

What made you decide to emphasize mind-body wellness as part of your counseling practice?

Stuart Bonnington: It has been an evolution for me. I almost did not become a counselor. I had a severe chronic stuttering problem all of my early life until well into my master’s program. I almost quit because of my dysfluency.

Andrew Helwig, Ph.D.

The very popular fifth edition of the Study Guide for the National Counselor Exam (2006) has 350 pages and covers the eight content areas of the National Counselor Exam, national comp exams (CPCE) and many similar exams. The Workshop DVDs contain over 6 hours of an actual workshop focusing on: Appraisal, Research, Professional Orientation, and Career. The other four areas are covered lightly as well as test-taking strategies and study tips.

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American Counseling Association, Booth #601
I was fortunate to be referred to the university counseling center, where I was treated with systematic desensitization. I learned to not tense up — to basically not block my energy flow. I learned to relax. I have since learned that our natural state according to the ancient Daoist is one of relaxed alertness. That is what I continue to aim for and return to when I start blocking my own energy and getting stuck in my negative anxious head. I, like most of us, teach what has profoundly worked for me.

**Abby Seixas:** Definitely my own experience with the benefits of meditation, the benefits of yoga and the benefits of journaling. The other thing is my training in psychosynthesis, which is a very holistic understanding of the psyche and approach to therapy. So that’s a base and an orientation that I work from, even though I’ve added lots of other things to my toolbox.

**Charles V. Lindsey:** During my own life journey, I have had the good fortune of being exposed to various mind-body wellness approaches. For me, these approaches have always fit incredibly well with the way I conceptualize the counseling process. My primary mission as a counselor is to assist people in living more productive, fuller, more aware and healthier lives. Simply put, I see mind-body approaches as having the potential to serve as powerful nutrients in the process of change.

**Jeanmarie Petrino:** While I was in graduate school, I started practicing yoga for stress relief and relief from a chronic illness. My yoga teacher was a Reiki master who introduced me to Reiki, meditation and other Eastern modalities. This piqued my interest in integrative medicine. As I saw the benefits of mind-body wellness in my own life, I realized that I wanted my counseling practice to also educate clients in mind-body wellness.

_Afterword_

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A reality too horrible to consider

Torture survivors are increasingly making their way to the United States, but their presence is largely overlooked, even by those who can help them restore their lives.

By Jonathan Rollins

Kathi Anderson has grown accustomed to the often-involuntary reaction that many people have upon hearing that she works with survivors of torture. “The word torture sticks in people’s minds more so than survivor,” says Anderson, a National Certified Counselor and member of the American Counseling Association. “They step back from me like it’s a disease, so can you imagine what it must be like for a survivor to reveal that to someone?”

Even in a post-9/11 world, the prominence of politically motivated torture is too awful or seems too far removed for most Americans to consider, and the thought that more than a handful of torture survivors might be living in the United States is to most, well, a “foreign” concept. But according to government estimates, the number of torture survivors residing in this country approaches half a million.

“This continues to be a virtually invisible population — very, very marginalized,” says Anderson, who, along with Rev. William Radatz and Rev. George Falk, founded Survivors of Torture International (notorture.org) in San Diego in 1997. She serves as executive director of the nonprofit organization, which provides a holistic program of psychological, medical, dental, legal and social services.

“What I have learned is that with therapeutic interventions, survivors can and do heal, which minimizes the possibility of the trauma being transmitted to subsequent generations,” says Anderson, who has a bachelor’s degree in international relations and a master’s in counseling.

“Many counselors to this day don’t consider the possibility that the clients they are serving may be torture survivors and, as a result, aren’t as effective as they could be. Torturers oftentimes tell their victims that no one will care or that no one will believe them when they are released. We, as counselors, have an opportunity to both counteract the torturers and assist the survivors who are in need of our services.”

Coming to America

Worldwide, individuals are tortured because of their ethnicity, political or religious affiliations, sexual orientation, gender or involvement in causes opposed by ruling powers. Many survivors of torture are exiled from their home countries and separated from their families. For some, escape is the only option, even if they possess only the vaguest notion of where or what they might be escaping to.

Anderson recounts the story of an Afghan woman who was a teacher. When the Taliban took power, she was no longer permitted to work because of her gender. She lost not only part of her identity but, being unmarried, her means of supporting herself. Several of her neighbors asked her to continue teaching their daughters in secret in her home because the Taliban had also outlawed the education of girls. The Taliban eventually found out what was happening and raided the woman’s home. She was incarcerated, tortured and released back into the community to serve as a visible example of what would happen to those who disobeyed the Taliban’s orders.

To show their gratitude for the woman and because they didn’t want to see her life further put at risk, her neighbors collected money, gave it to her and encouraged her to escape. She took a circuitous route from Afghanistan to San Diego (pre-9/11), finally crossing the porous border into the United States. Upon seeing a taxi driver who had emigrated from Afghanistan, she presented him with the address she had been given — an address that happened to be for a city on the East Coast, on the other side of the country.

Fortunately, the taxi driver called his sister and told her the woman needed a
place to stay. The sister took the stranger into her home without question and allowed her to stay until she was granted asylum. Today, the woman is once again teaching, helping Afghan children who are growing up in the United States to learn the customs and native tongue of their mother country.

Kerstin Palmer, an LPC, tells similar stories about the asylum seekers who come to Denver’s Rocky Mountain Survivors Center (rmssdenver.org), where she serves as director of therapeutic counseling. She talks about a young Ethiopian woman who was tortured before a group of people raised money and bought her a plane ticket to South America. For the next three months, she rode in the back of a pickup truck, slowly making her way north. After being smuggled into Mexico, she finally crossed the river into the United States, where she was promptly picked up by the Border Patrol. Housed in a detention facility for several months, she had little idea of what might happen to her next because she couldn’t speak English and most of her fellow detainees spoke only Spanish. She was released only after an attorney engaged in asylum work volunteered to help her. She eventually moved to Colorado and obtained assistance from the Rocky Mountain Survivors Center.

“These survivors are amazingly courageous and resilient people,” says Palmer, who has specialized in the treatment of trauma throughout her career, including working with abused children and their families. “Being an immigrant myself (she moved from Sweden to Colorado in 1983), I understand what it’s like to change countries, and even under the best of circumstances, it’s hard.”

In fact, she says, helping torture survivors deal with issues centered on identity change is no less important than working through issues of trauma and grief. “We have to help this population with social reconnection as they struggle with becoming a different person in a different land,” she explains.

Anderson says torture survivors often experience nightmares, night terrors, sleep deprivation, intense anxiety and other symptoms related to post-traumatic stress disorder. Depression is another common struggle. “The psychological scars from being tortured take much longer to heal than the physical scars,” she says.

Some effects of torture aren’t necessarily visible to the eye but potentially are more debilitating, Palmer says. “Survivors of torture often feel like failures and can become preoccupied with ‘Why didn’t I do something differently?’” she says. “They often feel like they’re dirtied somehow. Their shame issues are high, and they sometimes feel contagious. As counselors, when you hear what they have gone through, you have to be careful of your reaction to the severity of the trauma, or they might think, ‘Even my therapist can’t handle this. Now I’ve made her feel bad, too.’”

Survivors’ assessment of the “contagiousness” factor aren’t necessarily off base if the aftereffects of torture are left unchecked. According to Anderson, research shows that if torture survivors don’t receive therapeutic interventions, their children and grandchildren have higher incidences of mental health disorders and face greater risk of school failure and family violence. “Torture has a ripple effect on families and even communities,” she says. “It can be toxic.”

As Palmer explains, survivors of torture often live their lives on edge. This sense
of unease can easily transfer to their families if left untreated. “There is more fear present in the room with survivors, in part because they are so hypervigilant,” she says. “They are constantly geared toward fight or flight. It is a different operation for them to concentrate or to simply do boring things because they never feel totally safe.”

Both Palmer and Anderson say that, thankfully, therapeutic interventions can decrease the anxiety levels experienced by survivors and help them to restore their sense of self-worth, dignity and hope.

**Multicultural competence**

While counselors should have training in trauma work before treating torture survivors, practicing with multicultural competence is also a must. When she helped to found Survivors of Torture International, Anderson assumed the majority of its clients would come from Latin America, given the organization’s location in San Diego. In actuality, most hail from African and Middle Eastern nations. Overall, the organization has served approximately 800 clients from nearly 60 countries.

A hallway at Survivors of Torture International features a map that indicates the country of origin of each of its clients. That visual aid helps clients realize that, “Oh my gosh, it’s not just me’ or ‘It’s not just my country,” Anderson says. “It makes their experience a lot less isolating.”

Offering therapeutic groups is another consideration, both for helping survivors to normalize their experience and to show sensitivity to their cultural norms.

“When working with people from diverse cultures, one-on-one work can be foreign to them,” Anderson says. “In many cases, doing group work makes much more sense to them and makes them feel more comfortable.”

Likewise, counselors may have to take steps to decrease survivors’ suspiciousness of therapeutic services and entice them to participate. “As care providers, it’s really incumbent on us to meet them more than halfway,” Anderson says. For example, her organization doesn’t publicize its physical address (using a P.O. box instead) and is located away from a main street so clients can guard their privacy. In addition, her organization rarely uses the term “mental health” in describing its services. Many torture survivors already are burdened with a sense of shame or guilt, she explains, and in most of their countries of origin, a strong stigma is attached to mental health services. “So when providing counseling services to this population,” she says, “we might just call it ‘help’ or even ‘going on a nature walk to talk.’”

The Rocky Mountain Survivors Center is also careful about the way it presents available services to clients — asylum seekers who otherwise receive absolutely no services from other sources. “Most of the world doesn’t have counseling as it is practiced in the United States,” Palmer says. “Many of (our clients) don’t know what counseling is, so we explain it to them in simple language that makes sense. But they do know about ‘insane asylums’ and that those people are never accepted back into society in their culture, so they fear anything labeled ‘mental health.’ We present ourselves as people others can come and safely talk to about what has happened to them, much like the role elders serve in their culture. We try to describe their condition as being more like an injury instead of an illness that we are going to help them ‘heal’ from.”

Palmer has learned a couple of other interesting cultural lessons while working at the nonprofit survivors center. First, she says, some clients, particularly those from Africa, regard anything offered for free — including legal representation, health care or psychosocial services — as being “bad,” or at the very least view the offer with suspicion.

Palmer also noted that clients from Africa were more likely to accept offers for help but then not show up to take advantage of the services. She finally had an African client tell her, “We are ‘yes’ people.” He explained that people from his culture automatically answer “yes” to any offer, whether they want to accept or not; to decline the offer in front of the person is considered rude. From this encounter, Palmer learned to give clients from Africa specific options. For example, instead of asking, “Would you like to come in for an appointment?” she will now ask, “Would you like to have your appointment in a week, in two weeks, or would you like to call me when you are ready?”

When it comes to multicultural competence and sensitivity, Palmer says, “There are two key words to remember: respect and curiosity. Be respectfully curious about the person.” She also gives counselors another piece of advice: Don’t have preconceived notions about what is “right” or “wrong” based on an exclusively Western point of view. She admits this is sometimes easier said than done.

Palmer recalls one instance in which a 63-year-old woman from Sudan arrived at the survivors center. She had been in slavery and had been tortured (“The fact that she reached age 63 is a miracle,” Palmer says as an aside). Fellow villagers had raised money to help her escape and reunite with her daughter, who was married and living in Denver. The therapists and other service providers at the survivors center ran into a roadblock, however, when they tried to help the woman. “In her culture,” Palmer explains, “women cannot speak until the man tells them they can. We don’t like that thought here in the West.”

Palmer respectfully asked the son-in-law if she could meet with the woman one-on-one, but the woman said she would refuse to speak unless her son-in-law was present. The initial session eventually was carried out with a therapist asking the son-in-law for permission each time before the woman spoke. “It didn’t seem like a big power trip,” Palmer says. “It just seemed like, ‘This is how we do it in our culture.’”

After that first session, the woman was comfortable enough to meet with a male therapist and an interpreter by herself. “Because she had been a slave and been tortured, we were trying to teach her self-empowerment,” Palmer says, “but we first had to understand that we weren’t starting from the same point culturally.”

**Meeting needs**

When treating survivors of torture, “therapy” can take many forms, much of it extending beyond the traditional realm of counseling, says Anderson. She points to a cooking class that Survivors of Torture International offers its clients. “This is a nontraditional approach,” she says, “but everybody likes food, so you can pull a lot of people and a lot of cultures in. It’s therapeutic because they are preparing and eating a meal together, reestablishing human connections, laughing and having joy. But it’s also practical..."
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Hidden in plain sight

When Kathi Anderson speaks to groups of helping professionals in her role as executive director of Survivors of Torture International, she often asks who in the audience has encountered a torture survivor. Normally, no hands go up. “So I tell them, ‘I bet you have and you just didn’t know it,’” Anderson says. “In fact, it’s very likely that counselors have come across this population without knowing it. It’s a matter of just opening up our minds to the possibility.”

Anderson, a member of ACA who cofounded Survivors of Torture International, speaks from experience. “I had resettled refugees, served on the board of Amnesty International, been in private practice and was teaching graduate courses in multicultural counseling, but I wasn’t aware of the thousands and thousands of torture survivors residing in the United States. Someone else had to point it out to me. It was pre-9/11, and we just weren’t thinking along those lines at the time.”

The following information is adapted from a fact sheet developed by Survivors of Torture International to raise awareness among helping professionals that they might be providing services to torture survivors.

If you are seeing immigrants and refugees in your clinic, school or workplace, then most likely you are seeing some individuals who have survived torture. Though most will never mention their torture experience, it may be affecting their physical and mental health, education, work performance or personal and family relationships.

Possible indicators include:

- Refugee, immigrant or asylee status
- From a country experiencing civil war or widespread repression
- Reluctance to talk about experiences in their country of origin
- Physical evidence of trauma
- Symptoms of psychological distress, fearfulness, agitation, conflict or withdrawal — probably affecting functioning
- Reported problems with sleep
- Somatic symptoms

Children-specific presenting behaviors:

- Aggression or acting out aggressive experiences
- Isolation or social hesitancy, fear or mistrust of others
- Regressive behaviors associated with a child of a younger age
- Constant need for attention or validation
- Daydreaming, dissociation or a blank look when other children are engaged and animated
- Exaggerated startle reflex, “jumpy” or on guard
- Unable to recall details from the past
- Signs of sleep deprivation (lethargy, napping in class, chronic fatigue)

Other questions to consider:

- Is the child a newcomer from a country known to be embroiled in civil unrest or war?
- Was the family resettled as refugees or granted asylum?
- Has the child or parent shared that they were ever in detention or prison in their home country?
- Is the child or parent defensive or protective of the family’s ethnicity, religion or language?

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Visit counseling.org, click on “Publications,” then click on “Counseling Today.”

Kathi Anderson
inviting as possible for them,” Anderson says. She sees similarities between working with survivors of torture and individuals who have been raped because both groups have had their sense of control taken from them. For that reason, she says, counselors should collaborate with torture survivors on their treatment plans, both to restore some sense of control to them and to ensure the plan is a good fit.

“We’re also not proponents of these survivors having to tell their entire story to be healed,” Anderson says. “They may reveal pieces of it little by little, and that’s OK. As counselors, we have to go at their pace.” She has found torture survivors to be extremely appreciative of counselors and therapists who can help them put the feelings they have been carrying around inside of them into words.

This process is aided greatly by making survivors feel safe in their sharing. For example, Anderson says, when her organization does an intake with a client and takes down the person’s history, “We make it more of a conversation rather than an interview because we don’t want them to feel like they are going through an interrogation again.” Likewise, all the offices have windows that open so survivors won’t have flashbacks to when they were confined by their torturers. “We try to make the environment as warm and inviting as possible for them,” Anderson says. “We might even begin with tea in the kitchen rather than heading straight to a clinical room.”

The best treatment/intervention techniques vary from person to person, Anderson says. She employs a variety of groups in treating torture survivors, including trauma and grief groups, meditation groups and groups designed to strengthen coping skills and understanding why trauma affects them in the way that it does.

Once again, this often involves normalizing the client’s experience. Palmer references one client who had been a mathematician for a foreign government before being tortured and exiled. When he came for treatment, he expressed deep-seated worry that he no longer seemed capable of doing even simple math. Palmer tried to help him understand that his body and mind were reacting very naturally to the traumatic events he had endured. “I told him, ‘You can’t stop and do math when a tiger is chasing you.’ For torture survivors, it is extremely tough for them to wind down and stop running from that tiger. We have to let them know that, given their circumstances, their symptoms are normal; they are not going crazy.”

The Rocky Mountain Survivors Center also employs a variety of groups in treating torture survivors, including trauma and grief groups, meditation groups and groups designed to strengthen coping mechanisms through the creative arts. The groups also serve the purpose of helping survivors rebuild their sense of community and trust. Among the treatment goals these clients most often voice, Palmer says, are to feel safe, to be confident in their ability to manage their symptoms, sleep better, worry less, identify the good things in their lives and dare to reach out to other people.

Family therapy is another important component of working with torture survivors, Anderson says. She believes each treatment plan must be individualized. Palmer says one of the major steps in treating torture survivors is to help them stabilize by assisting them in identifying their strengths and coping skills and understanding why trauma affects them in the way that it does.

Continued from page 34

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February 2009 | Counseling Today | 37
Finding hope after losing a job
Helping clients confront the mental and emotional aspects of job loss

By Jenny Christenson

Most experts agree that the United States is now enduring its toughest economic climate since the Great Depression of 1929. Hand-in-hand with that grim outlook is the current job market. The national unemployment rate in November was 6.7 percent, up from 4.7 percent one year earlier. According to a December report published on CNNMoney.com, 2008 appeared as though it would finish as the worst year since 1982 in terms of job losses based on data from the Bureau of Labor statistics. And some economists are predicting the unemployment rate could near 10 percent by the end of 2009.

Losing a job is unquestionably a life-changing event, both practically and psychologically, says Ed Colozzi, director of Career Development and Counseling Services in Winchester, Mass. “Work is necessary for survival. Food, rent, mortgage expenses and other personal and family expenses are dependent upon it. Because of that, work is critical in our lives. In addition, our work involves our skills and talents. We get paid because we add value, and we tend to develop a set of personal beliefs around these things.” When people lose their jobs, they often develop low self-efficacy, questioning their ability to accomplish anything, says Colozzi, a member of the American Counseling Association. “They actually lose belief in their ability to find a job,” he says. “Psychologically, they are depressed.”

What’s more, people’s relationship with the outer world changes, says Bob Chope, president of the National Employment Counseling Association, a division of ACA. “Suddenly, you can’t maneuver the world the same way because you’ve lost your sense of self-esteem, you’ve lost your income, you feel you’ve lost the respect of other people,” he says. “So there’s a tendency to isolate oneself, to feel sorry for oneself, rather than to attempt to do things differently.”

Sue Pressman, who has a private consulting practice in Virginia and is the president-elect of NECA, says people who lose jobs often go through a cycle similar to the five stages of grief (denial/isolation, anger, bargaining, depression and acceptance) described by psychiatrist Elisabeth Kübler-Ross. According to Pressman, the effects of this grief cycle can include:

- Loss of identity
- Loss of a sense of control
- Loss of security and status
- Loss of a sense of belonging (no longer “belonging” to an organization)
- Self-doubt
- Uncertainty about the future

Chope, who maintains a private practice in San Francisco called the Career and Personal Development Institute, says he has noticed some women seem to adjust more readily to job loss than men. He believes this is due to the “in and out” phenomenon. “In the past,” he explains, “women, rather than men, have been called on more frequently to take time off from work to raise small children or to care for elderly family members.” Regardless, says Chope, a professor of counseling at San Francisco State University, all people tend to feel a sense of shock and personal shame over losing a job. “There is a loss of security, loss of relationships and loss of one’s own predictability,” he says.

In Ofer Zur’s experience, the effect of job loss on people is vastly different depending on their economic/social class, personality and gender. Zur maintains a private practice in California and is the director of the Zur Institute, which offers online courses to counselors and
Together, these ideas have created the concept of career-life counseling. 

Colozzi notes another major shift in how people are reacting to job loss that started more than a decade ago and continues to this day. During the mid-1990s, he says, people increasingly began expressing a desire to discover and pursue career paths with more purpose and meaning rather than simply retooling quickly to land that “next job.” Colozzi created the term “career/life” to describe this outlook (which, he says, coincided with Donald Super’s use of the term “life/career” in his writings in the mid-1970s). “The career/life paradigm is sensitive of the whole person, taking into account the set of roles that people have and finding a career that is supported by the roles,” Colozzi says. This shift in thinking about work includes having balance among work, family and other life roles.

Providing a different perspective

There are a number of ways counselors can help people who have lost a job. Showing compassion and care may seem obvious, but this approach is often forgotten when counselors are overloaded with clients or dissatisfied with their own careers, according to Colozzi. Counselors should also be careful to address not only clients’ career needs, but also their life-issue needs, he says. “For example, discuss their relationship issues, such as their marriage or their relationship with their parents,” he explains. “Some people in their 30s or 40s have to move back in with their folks. Those kinds of issues go into career-life counseling. It’s not just about doing a résumé.”

Counselors can also encourage clients to reflect, Colozzi says. “Be a catalyst for touching their hope button. Find their meaning and purpose and calling,” he says. As part of the career/life paradigm, he suggests counselors “get into discussions about what people’s hobbies and interests are. Do a mini ‘career CAT scan’ and discover what their roles in life are. If every counselor did that, then we could change the approach to counseling.”

To facilitate the counseling process, it is first important to establish trust, Pressman says, “because there’s anger that goes on when there’s job loss.” In addition, she says, counselors need to take quick, targeted action when assisting people who have lost their jobs. “This means quick goal setting, quick establishment of the relationship and use of at-hand resources,” Pressman says. “Counselors need to have a resource tool kit.”

Another helpful tactic is to assist people in exploring new or unthought-of alternatives upon losing a job, Chope says. For example, clients might pursue what Chope dubs a “tryout” job, in which a person asks a company to try them out, even if a position hasn’t been advertised. Another alternative that many clients have never considered, he says, is pursuing a “portfolio career” — essentially working several types of jobs for different employers and using different types of skills in the process. Counselors need look no further than their own profession for an example of
how this might work, Chope says. Many counselors generate multiple sources of income and tap into different parts of their skill sets by maintaining a private practice, teaching at a university, writing books for publishing houses and so on.

Zur believes counselors also must help clients look beyond the immediate goal of finding a new job. Financial difficulties during times of job loss are the “elephant in the room,” he says. “Don’t avoid talking about it.” While counselors are better trained in clinical issues such as depression, he says, they can assist clients who are struggling financially by being empathic and very pragmatic. If a client who has lost a job doesn’t bring up the topic of personal finances, Zur says, the counselor should. “Let them know the sky is not falling, even though the crisis is very big,” he says. “Reduce their sense of helplessness.” Zur suggests that counselors help these clients analyze their budgets and reach decisions on what can be eliminated or deferred. “You go over (budgets) item by item and ask, for example, ‘How necessary is this item?’”

Zur also advises counselors to be sensitive if these clients inquire about reducing their number of counseling sessions because of financial concerns. “Don’t try to convince the clients to stay in therapy,” he says, “because you’re going to lose them altogether.”

A challenging economy
Counselors certainly aren’t immune to difficulties during times of financial crisis. Zur strongly encourages counselors to deal with their own anxieties and fears by seeing a therapist or participating in wellness activities such as meditation or a regular exercise program.

Counselors also risk getting caught up in their clients’ loss of hope and can put too much pressure on themselves to “rescue” clients from their circumstances. “You are a resource, not the person with all the answers,” he reminds his fellow counselors. “Try not to fix everything for them. Instead, empower them to go within themselves to deal with some of the issues.” He also suggests that counselors stay focused on the many good resources available rather than allowing themselves to be overwhelmed by the media’s portrayal of the difficult economic climate.

It is often hard to predict how clients may react to losing a job and a steady source of income. Sometimes, the accompanying anxiety and depression can boil over. “The hardest thing for counselors will be the potential acting out by people who have lost their jobs,” Chope says. “They may engage in abusive behavior toward others or even suicidal behavior.” Chope also reminds counselors that the current poor economic and employment climates aren’t limited to the United States — these issues are global.

“I traveled to China recently, and with the recent employment downturn there, their suicide rate is now double that of the United States,” he says. “That’s the material you address initially in a crisis intervention type of way.”

A question that remains to be answered is whether, given the high rate of unemployment, more people will be seeking out career, employment and mental health counselors or, given the financial crisis, whether these same people will attempt to employ a “do-it-yourself” approach now and in the months ahead.

Pressman says people who have lost jobs have been contacting her office in increasing numbers. “While people may have been reluctant in the past, they are now looking for career counselors who can help them,” she says. These new clients may not understand that career counselors don’t work at job placement, she cautions, so career counselors might need to explain that they focus on helping clients discover resources. “We are just swamped,” says Chope about his Career and Personal Development Institute. He and his staff are meeting with many former high-level executives, many of whom are in their early to mid-50s. “I can’t say that we are sitting there with silver bullets either,” Chope says. “The people contacting us are looking for some kind of inculcation of hope.”

Colozzi concurs that people are looking for assistance with issues beyond just finding a job. “While their presenting issues often relate to needing a new job and income, especially in the past year, most clients will indicate their desire for assistance dealing with issues such as anxiety, fear, confusion, sadness, feeling overwhelmed, and are very open to discussing these topics.”

Zur, however, questions whether growing numbers of people who have lost jobs are actively seeking help in the form of counseling, or at least questions the immediacy with which they seek that help. “I think that when people lose jobs, they are not likely to seek counseling unless it affects family, parenting and marriages, because then you’ll have somebody else who will say, ‘You need some help.’”

**Tools to use**
There are many techniques counselors can use to assist people who have lost jobs during these difficult economic times. Colozzi suggests counselors dedicate time for clients to reflect and talk or to complete written exercises, keep a journal, meditate or pray. He also advises counselors to use a specific formula, such as the formula found in his life/work paradigm, that addresses clients’ universal needs for self-knowledge and work knowledge (see his 2008 workbook Creating Careers With Confidence and his website lifeworkps.com/edwardc).

Counselors might also provide strategies to help clients with work and family life balance roles, he says. In addition, while it is important to encourage clients to look within themselves during times of job loss, make sure they are also looking outside themselves for sources of support, Colozzi says. These sources might include friends, job fairs, Internet blogs (both reading and writing them) and support groups.

Chope agrees that joining a group is one of the best suggestions counselors can provide to clients. “Trying to counsel everyone individually is too much for counselors,” he says. “What is most effective is groups or job clubs with reinforcement for people to engage in work-related activities.” Counselors should maintain regular telephone contact with job-loss clients “to inculcate hope and show them that there is light at the end of the tunnel,” Chope says. He also suggests getting clients’ families involved in the job search process, including using family members as sources for networking.

Counselors should also encourage clients to establish a daily routine while out of work. Among other benefits, this action will lessen their chances of falling prey to potentially addictive behaviors,
Chope says. “Tell clients to establish priorities for each day and find ways to empower themselves. Also tell them to take some time off from the job search to enjoy themselves during the week,” he adds.

Helping an individual who has lost a job isn’t the exclusive domain of career counselors. “Both career counselors and non-career counselors are good listeners,” Chope emphasizes. “The non-career counselor can address a number of issues, such as family issues, potential dysfunction, potential breakup and potential abuse.” He adds that all counselors can address emotional issues related to job loss.

Colozzi says the website of the National Career Development Association (nacda.org), a division of ACA, offers good resources for all counselors who are assisting clients with job searches. Especially during these times of economic hardship, it’s important for counselors to be proactive in reaching out to people who have lost their jobs. Colozzi suggests giving free talks at schools, colleges, parent-teacher organizations and community events. “I’ve discussed the career/life paradigm when talking to high school teachers, then I’ve given a presentation to parents who were interested in it for their own careers,” he says.

Pressman provides links to free job search tools on her website (pressmanconsulting.com) to provide resources to the public. “I have categorized sites that people can go to so that they have a starting point,” she says. “It doesn’t cost anyone anything to go to my website and discover tools. Any counselor who has a website can do that for people. I think we have a responsibility to do those types of things.”

Chope has appeared as a guest on many radio talk shows because he believes it is an effective way to get information out to job seekers. He is also a proponent of counselors speaking to community groups. In addition, some of his career counseling students provide pro bono résumé work at homeless shelters.

Providing these types of community outreach activities often benefits the counselor as well, Chope says. “This will pay off for those looking to enhance their practices.”

Looking for a silver lining

Although all of his clients have negative feelings associated with job loss, Colozzi says, approximately 10 percent also display a certain sense of excitement, anticipation or hope at being presented with an unexpected opportunity to change their career. In fact, counselors can be integral in helping job-loss clients reframe their current circumstances to focus on the potential rewards.

“These (financial crises) tend to happen every 25 years, and in these periods, new industries start,” Chope observes. “Whole new jobs will be created that don’t exist today.” This is something for counselors to keep in mind as they strive to maintain perspective while counseling those who are caught between jobs, he says.

Also important, according to Colozzi, is “to ask the right questions that will become a catalyst for clients’ reflection, and then work with them where they are. That’s how to make progress with a client.”

Job loss is unquestionably difficult, yet it is helpful for counselors and clients alike to remember that times of struggle also tend to yield great internal growth.
Counseling in the nanotechnology frontier of the future

Traditionally, counseling’s role, in part, has been to empower and educate individuals and groups on how to effectively respond emotionally to societal and technological challenges. We propose a rationale for involving the counseling profession in the ethical debate surrounding nanotechnology and having the profession serve as a major player in helping to shape our collective futures.

Impact and global trends
Science is working with the fundamental building blocks of matter to reconfigure and create structures not found in nature. As a result, as a species, we may no longer be passive victims to the laws of nature. There are already plans to integrate nanotechnology into living organisms. The human prototype is forecasted to live longer and be able to perform all human activities better and longer in a 24/7 existence. You could potentially customize your body and brain, creating a hybrid and diminishing the barriers between life and nanorobots. Nanotech researchers eventually could possess the power to turn humans into mere tools to be manipulated, with capabilities for achieving in nonhuman ways. We don’t believe that scientists should have free rein to alter genetic blueprints and dictate human development.

Nanotechnology, with its vast range of applications, poses daunting challenges for regulation and public safety. This invisible technology is hard to explain and detect, and at this point, its safety cannot be guaranteed. Scientific evidence continues to demonstrate that certain nanotech materials cause toxic harm to humans and the environment. These materials can be absorbed into the body and cross into tissues and organs.

Nanomaterials are extremely under-regulated, both in the United States and worldwide. An estimated $3 billion of public tax monies are being invested in nanotechnology research worldwide, but there is minimal allocation of funds for the regulation and testing of human and environmental risks. More than 600 consumer products are already manufactured with nanomaterials, but there is little to no research on product safety. U.S. government agencies estimate that nanotechnology will be used in almost half of all new products in the next five years. Unfortunately, regulation does not ensure compliance and adherence.

More than 50 countries have nanotechnology research programs, and the U.S. Department of Defense is the second largest agency recipient of nanotechnology dollars. It is frightening to think about what terrorists potentially could do with nanoweapons of mass destruction and nanobioterrorism. A nanotech arms race is a possibility, potentially resulting in significant destabilization of international relations.

Humans need to confront the daunting character and complexity of nanotechnology to fully comprehend, react and legislate its future impact on society.

Recruiting counselors to the debate
The counseling profession should recognize its unique position and ethical obligation to enter into the debate because nanotechnology truly has the potential to dramatically alter and shape our communal futures. So far, the fields of science and philosophy have dominated the debate.

Part of what defines the counseling profession is the value it places on prevention and early intervention, as well as its development of a seasoned and mature ACA Code of Ethics. Additionally, counseling is particularly well equipped to respond to future events because of its adaptive and proactive nature. By combining these strengths with the American Counseling Association’s core goals of building professional identity and unity while promoting client welfare and engaging in advocacy, the counseling profession can position itself as a strong force to impact the growing field of nanotechnology.

Historically, the helping professions...
Rationale for counseling defining nanotechnology ethics
There are compelling arguments for recruiting the counseling profession into the nanotech debate. First, there appear to be no barriers for entry into the ethics blueprint. The National Science Foundation has taken the lead on the debate, encouraging a multidisciplinary approach across science and the humanities. The counseling profession has a proven record as it relates to developing ethics and places special emphasis on personal integrity and uniqueness of the individual. Counselors serve as competent and valued intermediaries in society and should entreat how they can best advocate for humans as individuals and as a group in this debate.

Counseling is the appropriate and necessary discipline to make a case for what humanness is and should continue to be. The counseling profession’s perspective can help balance the focus between how experts think humans can be fixed and how the value of humanness might potentially be degraded. Other disciplines have made attempts to define humanness, but they seem to fall short in applicable humanistic, theoretical structures of empathy for the dignity and potential of all humans. Unless the counseling profession gets involved in the debate, a serious threat exists that cookie-cutter technological ideals of what human beings should be will come to define the nano-human nature debate. Counseling’s participation will ensure that the debate includes respect for the inherent wisdom in each unique human and encouragement of the nurturing, dynamic development of self-actualization that enhances life.

The optimal solution to the ethical dilemma surrounding nanotechnology will require collaborative leadership among scientists, ethicists and counselors alike. The preamble to the 2005 ACA Code of Ethics states that its members are “dedicated to the enhancement of human development throughout the life span” and “recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential and uniqueness of people within their social and cultural contexts.” This type of respectful language toward the individual and individuality is currently missing from the ethical debate over nanotechnology.

The counseling field does not assume pathology or that humans need to be “fixed.” Counselors do not view themselves as external fixers or manipulators, but rather proactive facilitators of strategies for human movement toward health and wellness. This is a critical perspective and approach to incorporate into the growing debate over nanotechnology.

The ongoing development of nanotechnology presents the counseling profession with an opportunity to proactively define who counselors are globally and to enter the ethical debate advocating for the value of all humans and their potential. We believe the counseling profession has an ethical duty
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<td>Non-Member</td>
<td>$530</td>
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<td>General Attendee</td>
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1-Day Registration ($225) / 2-Day Registration ($360)
to promote these professional values and to persuade the public of their importance. The profession can serve as a moral compass and a voice of reason to protect the integrity of the human species.

**Recommendations for action**

With those ideas in mind, we propose the following recommendations for action.

1. In spirit with the 20/20: A Vision for the Future of Counseling effort, ACA should establish a task force to explore how the profession might get involved in the nanotechnology ethics debate through:
   - Reevaluating the profession’s role in the future and how to meet the demands of future technology
   - Planning for education, training and language adaptation to face the challenges and the impact of future technology

2. The proposed task force should consider the nanotechnology ethics issue as an opportunity to incorporate core values from the 20/20 framework, including:
   - Building counselors’ professional identity within the debate
   - Developing and implementing a comprehensive public relations plan on the local, state and national levels to promote professional principles on human development in relation to nanotechnology
   - Unifying all professional counseling groups to craft a collective message and action plan for how best to capitalize on the profession’s strengths

3. ACA should consider meeting with the National Science Foundation to explore how an effective partnership might be developed. This partnership could begin with:
   - Official recognition of nanotechnology as an important initiative by the ACA Governing Council, development of an official ACA policy or position statement on the counseling profession’s role in nanotech development and establishment of an association subcommittee for nanotech involvement
   - Official attendance by ACA subcommittee leaders and members at national and international nanotechnology conferences and policy meetings, with follow-up reports to the counseling profession through print and electronic media
   - Support and guidance for counseling researchers to be involved in grant proposals and projects as nanotechnology ethicists

**Conclusion**

So far, no one has predicted a nanotechnology utopia. This very fact should galvanize the discipline of counseling into collective action. We believe the counseling profession already has the tools to help ensure that humans will survive and flourish. Proactively, the profession needs to acknowledge how nanotechnology may manipulate our lives in the future. Next, there needs to be a sense of urgency to recognize that the time for getting involved and educated on possible nanotechnology implications is now. Then the profession needs a focused measure of compassion to recognize that humanity is in this together and that it is absolutely imperative we get this right. Finally, counselors need to begin taking action, because once the nanotech revolution gets moving at full speed, there will be no turning back to what we were before as humans.

There is a real danger that as nanotechnology advances, mankind may lose sight of the fact that it is our natural gifts — and our imperfections — that are essential to our humanness. With its strong focus on human relationships, human interactions and human dignity, the counseling profession can help us retain our humanity as we move forward into this uncharted territory. We may eventually conquer the world with nanotechnology, but we also run the risk of losing our humanity in the process. Let’s not let that happen.

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Letters to the editor: ct@counseling.org
Growing up, I experienced feelings of guilt and shame because of my economic status. Based on the treatment I received from system helpers, it became clear to me that something was “different” or “wrong” with me. Perhaps it had to do with how I dressed, where I lived or the fact that I was on the free lunch program and served by migrant services. The dominant attitude I encountered was, “Why invest time, energy and resources in the daughter of a farm laborer?” These attitudes were pervasive, subtle, real and painful.

Throughout my middle and high school years, I felt I was a nuisance to the school and social services system. Rarely did any teacher, counselor or helping professional take the time to get to know me. I spent many hours in school with my head on my desk wishing to be elsewhere — someplace that afforded me unconditional respect, acceptance and dignity.

School and agency counselors are in a unique position to advocate for students and families living in poverty. Yet the relationship I had with my school counselor and other system helpers was nonexistent. The only memory I have of speaking to my school counselor was the time I was beckoned to his office and asked, “What are your plans for your life?” I replied, “I don’t know.” He responded by saying, “People like you do really well in the Army.”

At that moment, as a child, I heard the message loud and clear that I had little meaning, possessed low potential and, at some level, was expendable. As a junior in high school, I began pursuing what I had been led to believe was my only option — the military.

When I share my story with students, families and colleagues, they seem surprised that I have gone from “government cheese” to a Ph.D. They often inquire how I was able to accomplish this given my background and experiences. I believe it was luck — luck that people with true understanding of living in poverty reached out to me at just the right times in my life.

One high school teacher intervened upon hearing my school counselor’s advice to join the Army. With great tolerance and patience, he mentored me and insisted I had worth. He encouraged me and believed in me even though I did not believe in myself. Regardless of my grades and attitude, he persisted in getting me to apply to college.

Two beloved professors, one in my undergrad program and one in my doctoral program, also mentored me. When I sat in class feeling inadequate and unworthy of being in a doctoral program, one of these professors encouraged me and reinforced my sense of belonging. These authentic individuals took time to listen to me, to know me, to understand me and to show me I belonged.

People sometimes comment how I must have been more driven and motivated than my siblings and parents were. I disagree. I was lucky to have mentorship from individuals who dismissed all judgments and preconceptions regarding my and my family’s economic status. My siblings and parents, who were just as bright and motivated, did not receive the same opportunities, sense of acceptance or guidance to help them shine in their own right.

Having myself been a school and agency counselor in high poverty areas and having worked with low-income, first-generation students and families (both first generation in this country and in attending college), it is quite
clear to me that these individuals are still sorted and belittled by the system. Many school and agency counselors, teachers and school administrators continue to adopt punitive attitudes toward students and families living in poverty. These system helpers spend a great amount of time criticizing and judging in lieu of listening, learning, empowering and building relationships. I remember dreading the thought of having my parents come to my school or enter a social service agency because I knew they would be judged on their economic, educational and employment status. Even though the school and other social service systems labeled them as noninvested and unencouraging, my parents loved and cherished me and wanted the best for their children. But my parents had little understanding of their rights in relationship to the school system or society.

Often, schools and social service systems send messages that are unwelcoming and intolerant of those living in poverty. These students and families are made to feel inferior for asking questions and seeking assistance. There is a conspicuous belief within many school and social service systems that students and families in poverty need to accept anything given to them because, after all, anything is better than nothing.

In every workshop I have facilitated on issues of poverty with school, mental health and social service counselors, I have heard comments such as, “It makes me so mad that people in poverty have cell phones, cable TV, nice cars …” and “If they worked harder, they could get ahead” and “They are just lazy” or “Why work when you get all that money from welfare?” These comments are being made by individuals identified as front-line advocates for students and families in poverty. It seems counterintuitive that these helpers are functioning from a punitive attitude and perpetuating biases, stereotypes and rage against the individuals for whom they are supposed to be advocating.

In workshops focusing on the culture of poverty, school and social service systems spend a great deal of time and resources attempting to learn about “what people in poverty do,” “the rules
The American Counseling Association (ACA) is now providing eligible ACA student members with professional liability (“malpractice”) insurance.

Recognizing that all Council for Accreditation of Counseling and Related Educational Programs (CACREP) and many non-CACREP Programs require students to have professional liability insurance, ACA, through an agreement with Healthcare Providers Service Organization (HPSO) and its underwriter, American Casualty Company of Reading Pennsylvania, a CNA company, is providing eligible ACA student members with professional liability insurance coverage as an additional value-added benefit of membership.

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If you have any questions, please call ACA Member Services toll free at 1-800-347-6647, ext. 222 or 703-823-9800, ext. 222.

*ACA Students who wish to continue insurance through HPSO after graduation or who become a licensed, certified or accredited professional, please apply online at www.hpso.com. This program is underwritten by American Casualty Company of Reading, Pennsylvania, a CNA company and is offered through the Healthcare Providers Service Organization Purchasing Group. All products and services may not be available in all states and may be subject to change without notice. This information is for illustrative purposes only and is not a contract. It is intended to provide a general overview of the products and services offered. Only the policy can provide the actual terms, coverages, amounts, conditions and exclusions. CNA is a service mark and trade name registered with the U.S. Patent and Trademark Office.
of poverty” and “lifestyles of those who are poor.” In lieu of wasting resources to study the culture of poverty, personnel should be discussing how their lenses and lived experiences can create barriers to working with students and families in poverty.

Based on biases prevalent within many schools and agencies, it is evident that systemwide changes are necessary. A dialogue regarding issues of classism and bias should begin with potential counseling students interviewing for graduate programs. Counselor educators should consider infusing discussions about classism throughout the entire curriculum. Counseling students should be encouraged to participate in service-based learning with students and families in poverty in settings that will help them examine the human condition and develop relationships, understanding and unconditional regard. Counselors entering the field should be equipped, both through education and training, with the skills to identify and address classism within their work structure and with colleagues. In lieu of workshops that provide a laundry list of the traits and attributes of individuals belonging to the culture of poverty, counseling programs, school districts and agencies should consider requiring all students and staff to attend experiential poverty simulator workshops that help participants gain a better understanding of living in poverty.

It is no longer sufficient — nor was it ever — to discuss the issue of classism in a single training, class or staff meeting. We in the counseling profession have made some progress and have maintained a continuing dialogue related to other “isms” such as sexism and racism, but we have made little progress toward the elimination of classism. The ism surrounding class remains more accepted and tolerated.

There are many caring and accepting school counselors, community counselors, social service providers, teachers and administrators who work with students and families in poverty. But there are also many so-called helpers who do not exhibit these attitudes. As system change agents, school and agency counselors have the responsibility to address classism and oppression and assist in removing barriers placed by colleagues and students alike. Students and families living in poverty deserve treatment that communicates their worth and dignity, as do individuals from every socioeconomic background. In some ways, studying the “culture of poverty” instead of the “culture of classism” further divides an already divided system, reinforcing the boundaries between those who have and those who have nothing.

Mary Amanda Graham is an assistant professor in the counseling and school psychology department at Seattle University. She is also a certified school counselor and has worked throughout her career with students and families living in poverty. Contact her at grahamm@seattleu.edu.

Letters to the editor: ct@counseling.org
ACA Publications Committee creates values statement

By Maureen C. Kenny and Paul Peluso

In 2007, the ACA Publications Committee drafted a Statement of Publication Values of the American Counseling Association, which the ACA Governing Council later approved. The goal of the values statement is to ensure that ACA and its field editors, editorial board members and authors are adhering to best practices in publishing so that ACA remains a highly regarded publisher and source for cutting-edge research in the field.

The process of publishing manuscripts and scholarly work is a major aspect of our work as counselors. Most counselors and counselor educators are involved with publications in some way, whether by contributing scholarly articles to journals, serving as editors or reviewers or consuming these products and using them in daily practice. For those of us in academia, publishing research is vital to our careers, and the value of this research is evaluated partially by the journal in which it is published. Journals are judged based on independent analyses of impact, peer review and the number of times that other authors cite articles. Because research and journal publications guide the field of counseling, this is an area of work that is of utmost importance.

The ACA Code of Ethics provides important guidelines for how to proceed professionally and responsibly, but it pays little attention to ethical behavior related to the process of publication. The Code contains a section on “Research and Publication” that primarily addresses authorship, appropriate citation of work and submission of articles. However, Standard G.5.h., “Professional Review,” specifically states, “Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies.” Although the ACA Code of Ethics makes an effort to address this issue, many behaviors that may constitute unethical or, at a minimum, unprofessional behavior are not addressed. For example, the word timely is open to interpretation. Published work is critical in guiding our practice, theory and future direction as counselors. Yet, the process involved in publication is often given scant professional attention.

Failures in the publishing process

Counselors who publish cite many examples of the frustration often involved in getting a manuscript accepted. “L.L.,” an associate professor of counselor education at a large minority-serving institute, shared how her manuscript was accepted with minor revisions for publication. She and her colleagues worked hard on the revisions and resubmitted a few months later. Nine months went by without any communication from the journal. L.L. finally e-mailed the editor, only to be told that he had tried to contact her (but could not produce the e-mail) and that the article was now no longer being considered but had to be resubmitted as a
new paper. L.L. was aggravated and upset by this process. Delays in getting feedback from a journal are not uncommon. This is particularly concerning for faculty working to publish prior to tenure decisions. Another counselor, “M.A.,” reported that she submitted an article to a prestigious journal and it took longer than seven months to get feedback. When she questioned the timeliness of the editorial board reviews, the editors informed her that this was an unusual situation and difficulties had been encountered in getting the reviews back on time. Two years later, when submitting another article to the same journal, she again waited more than seven months to receive feedback. When she questioned the editor again, she was informed that the delay was “highly unusual,” the result of extra work associated with attending the national conference. Although editors assign deadlines (generally two months) when giving reviewers manuscripts, these deadlines often pass without a review being returned. When this amount of time is taken for an initial review, authors get concerned about the timeliness of their publications. New research on a topic could be published or a similar article appear in another journal while the author is held captive, unable to submit elsewhere, awaiting an editorial decision. This time lag also causes difficulties for academics who must report on their publication progress each year, which can be particularly distressing when a professor is on the path to tenure and promotion.

Changes in editorial board positions can cause unforeseen delays as well. For example, “J.K.,” an associate professor of mental health counseling, reported his frustration at having a paper accepted for publication with revisions, only to be told upon resubmitting it that a new journal editor had taken over in the interim. The paper was not “in line” with the new editor’s vision for the journal, and the new editor did not agree with the previous editors’ decision to publish the article. J.K. had no recourse and was forced to accept this decision. Although J.K. felt this was unethical behavior, the ACA Code of Ethics does not mention this type of situation, essentially deeming the behavior professionally acceptable. Another area with which authors struggle is in receiving feedback on manuscripts. The generally accepted standard for manuscripts is three reviewers. “G.A.,” a counselor trying to publish a paper, explained that two of three reviewers made suggestions but gave her manuscript a favorable review and recommended its publication, while the third was quite antagonistic and recommended rejecting the manuscript. The editor declined to accept the paper, leaving G.A. confused. How did the editor decide to reject it when two of the three reviewers’ comments were positive?

Additionally, reviewers’ comments often range from thoughtful, helpful analyses of manuscripts, including excellent suggestions for improvements, to comments that are primarily grammatical or technical rather than content oriented.

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Editors’ perspectives

The struggles authors often endure with the publication process are also experienced at times by journal editors. Editors report that delays in getting feedback to authors are often due in part to the failure of some editorial board members to return manuscripts on time. W. Bryce Hagedorn, former editor of the Journal of Addictions & Offender Counseling, says delays generally occur when reviewers don’t communicate their needs. “The biggest problem was when reviewers didn’t tell me they couldn’t do a review,” he says. This delays feedback to the author, even if the other reviewers have submitted their work on time. To assist with the professional requirements of being a reviewer, Hagedorn created guidelines for members of the editorial board. This “contract” clearly outlined expectations and responsibilities and cited how a reviewer’s unprofessional behavior could result in removal from the editorial board.

Scott McGowan, a former two-term editor of the Journal of Counseling & Development, also struggled at times with reviewers. He noted the delicate balancing act in putting pressure on editorial board members to return their work in a timely manner, while also understanding that they are performing this work on a volunteer basis and are oftentimes busy with other priorities. Reviewing a typical manuscript can take several hours depending on its complexity and content.

Publications Committee reaction

The ACA Publications Committee is a standing committee responsible for the oversight of ACA publications, including journals published under its imprint, and the approval of all texts published by ACA. Because of the mandate given to the committee, its members felt a special obligation to address concerns in the acceptance process for journal articles. At the 2007 ACA Annual Conference in Detroit, the Publications Committee, then chaired by Maureen Kenny of Florida International University, took up these issues. Specifically, it discussed the responsibility that all participants — journal editors, reviewers, publishers and authors — share in maintaining a publishing process of the highest integrity. This extended from the timeliness of reviews, to citing the most up-to-date research, to the use of recent data sets.

The Publications Committee believes implied ethical obligations exist for all parties involved in publication, even though there are no explicit ethical directives stemming from the ACA Code of Ethics. Therefore, the committee put together a task force (which included Kenny and current committee chair Paul Peluso of Florida Atlantic University) to solicit input and draft a statement of values related to the publishing activity of ACA and its members. In gathering information, Kenny and Peluso were surprised to find that no similar professional association — either with or without in-house publishing branches — had created any published statements regarding the obligations of its members involved in the publishing process.

A draft of the Publication Values of the American Counseling Association was presented to the Publications Committee and the ACA Council of Editors for journals in the summer of 2007. Feedback was solicited and incorporated. In fall 2007, the ACA Governing Council approved the final version that is reprinted below. (The values statement can also be downloaded from the ACA website at counseling.org/publications.)

**Publication Values of the American Counseling Association**

The goal of scholarly and professional writing is to advance the profession through the dissemination of new research, knowledge and information to counselors and consumers. Consistent with this goal is the idea of providing accurate, authentic, unduplicated material in the most expedient manner possible so that it might be incorporated and implemented by counselors. In order to accomplish this, all counselors involved in the publication process must commit to the highest standards of professionalism. Specifically, this means that:

- Editors and publishers create and adhere to processes that are fair, professional and timely for the production of journals, books and other published materials.
- Editorial board members and reviewers provide feedback that is thorough and impartial in order to provide authors with the means to publish the highest quality material. Central to this process is providing reviews within the time span outlined by the editor or publisher.
- Authors present information or data that is current, timely and relevant, as well as in compliance with the policies set forth in Section G of the ACA Code of Ethics for the publication of material.
- Authors should address ACA’s target audience — counselors — and use the terms counselor and counseling throughout their publications in keeping with ACA’s mission of advancing the counseling profession.
- Counselors apply the information or knowledge in a way that is either consistent with the original intent of the author, or modifies the information or knowledge in a way that advances the profession by creating new opportunities for growth.

**Best practices for publishing in an ACA journal**

**Editors:**

In order to expedite the review process, editors are encouraged to “pre-screen” all manuscripts and reject those that do not appear to meet minimum scholarly standards for publishing (e.g., not in APA format, poor methodology, not scientific).

Editors are encouraged to remind editorial board members when the deadline for a review is approaching (i.e., automated e-mail) in order to ensure compliance with the time line.

Manuscripts that are accepted with revisions should be given a return date for resubmission. This would serve as a deadline for authors to return the manuscript so that timeliness of information can be observed.

Editors should be able to communicate a reasonable time line to authors with
regard to the intended publication date of their work.

Editors are encouraged to provide feedback to authors within a timely manner (e.g., three months) in order to keep the literature current and to allow authors to work on revisions or resubmissions if necessary.

Editors should generate a yearly report including the number of manuscripts received and the disposition of those manuscripts (e.g., rejected, accepted with revisions). The average publication time, from acceptance to publication, should also be included in this report. This information should be available to the public. This report could also include a listing of citation indexes for the journal, indicating the frequency of citation for the journal (i.e., the Impact Factor) if known.

Editors are encouraged to publish a time line for articles that are accepted at the end of the article. These dates would include the date received, the date the revision was received and the date of publication.

Editors are encouraged to ask authors to update citations and the reference list in terms of any new key publications relative to their topic after a manuscript is accepted. It is recommended that this request be sent to authors at least two months prior to the submission of a complete, final issue to ACA so that authors have time to respond. This procedure will ensure that despite the lapse of time between acceptance and publication, manuscripts cite the most current literature possible. Updated articles submitted after the editor’s deadline will not be accepted if the final issue has been sent to ACA.

**Editorial board members:**

Members of an editorial board, or guest reviewers, are encouraged to sign a commitment letter whereby they agree to complete reviews in a timely manner (e.g., one month) or suffer potential removal from the board.

Editorial board members should provide comprehensive and clear written feedback, both positive and constructive to authors, in order to facilitate understanding of the editorial decision. This will also assist authors in improving their work for future publication and improve the scholarship of the field in general.

Editorial board members should only accept those manuscripts for review for which they are competent to review, indicating a relative expertise in that area.

**Authors:**

Authors are advised to produce manuscripts that provide current reviews of the literature.

Authors are encouraged to become familiar and adhere to guidelines for submission for the journal in which they seek publication. Adherence to guidelines set forth by the editors will greatly facilitate the submission and acceptance process.

The publication values statement is to be used with all peer-reviewed publications of ACA, and all counselors are encouraged to adopt and adhere to the publication values as they pursue publication of their scholarly work or participate in the publication process as editors, reviewers or consumers.

“I fully support the ACA Publications Committee values statement,” McGowan says. “Some of the requirements will cause extra work for editors, already overburdened, but the payoffs outweigh the effort that this will entail.” It is also hoped that the values statement will inspire our colleagues in related professions to consider adopting similar statements and putting them into practice to ensure the best work is presented in a rigorous and timely manner for counselors, clients and the profession at large.

**Note:** The names of authors and journals have been withheld for reasons of privacy and professionalism.

Maureen C. Kenny and Paul Peluso are the immediate past chair and the current chair, respectively, of the ACA Publications Committee.

Letters to the editor: ct@counseling.org
When the American Counseling Association comes to Charlotte, N.C., next month for its Annual Conference & Exposition, the North Carolina Counseling Association will be serving as a proud cosponsor while also celebrating a milestone anniversary. Counseling Today asked NCCA President Terry Robinson and NCCA President-Elect Ami Parker to share some information about their state branch of ACA.

Introduce yourself to our readers.

Terry Robinson: I have been active in NCCA leadership positions for the past five years, first as secretary, then in preparation for my current role as president. During this time, I have completed a postgraduate course of study in substance abuse counseling and worked as a mental health/substance abuse counselor in a community mental health setting. Currently, I provide mental health counseling services to first-through eighth-graders in a day treatment program.

Ami Parker: Four years ago, I became government relations member-at-large for NCCA. I also began doctoral studies in public policy at the University of North Carolina at Charlotte. Two years ago, I moved into the president-elect-elect position and began working with counselor mentors in NCCA to prepare for my year as president in 2009-2010. Thankfully, I successfully defended my dissertation on Dec. 10, so I can devote myself to NCCA with more energy than ever.

Tell our readers a little bit about the makeup of NCCA.

Ami Parker: NCCA is an umbrella organization representing counselors in many diverse settings. We have 15 divisions and one interest group: the Association for Professional Counseling in Schools of North Carolina; the North Carolina Graduate Students Association Interest Group; the North Carolina Association for Assessment in Counseling; the North Carolina Addiction and Offenders Counselor Association; the North Carolina College Counseling Association; the North Carolina Mental Health Counselors Association; the North Carolina Association for Counselor Education and Supervision; the North Carolina Association of Marriage and Family Counselors; the North Carolina Association of Humanistic Education and Development; the North Carolina Association for Spiritual, Ethical, Religious and Value Issues in Counseling; the North Carolina Career Development Association; the North Carolina Association for Multicultural Counseling and Development; the North Carolina Association for Specialists in Group Work; the Association for Gay, Lesbian and Bisexual Issues in Counseling of North Carolina; the North Carolina Association for Adult Development and Aging; and the North Carolina Employment Counselor Association.

NCCA will be celebrating a significant anniversary this year. Are there any events planned to celebrate this milestone during the ACA Conference? How has NCCA evolved over the years?

Terry Robinson: NCCA will celebrate its 50th anniversary at the ACA Conference with a special luncheon highlighting NCCA’s history and honoring its past presidents. One area in which NCCA has evolved is that it has changed from an organization run totally by
Please print clearly and mail with a $18 payment to:

CounselingToday Quiz – February 2009

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

“Making the Mind-Body Connection”

1. The article features counselors who work in all of the following modalities EXCEPT:
   o a. Reiki
   o b. Qigong
   o c. Massage therapy
   o d. Acupuncture

2. Both Seixas and Lindsey emphasize mind-body wellness with all of their clients.
   o a. True
   o b. False

“Counselor Career Stories”

3. Biondolillo did all of the following EXCEPT:
   o a. become a counselor at the age of 50.
   o b. develop a pain management clinic.
   o c. work in the intensive care unit of a hospital.
   o d. care for her mother as she underwent cancer treatment.

4. It took time for Biondolillo to become comfortable with ___ in session.
   o a. eating disordered clients.
   o b. silence.
   o c. groups.
   o d. All of the above

“A Reality Too Horrible to Consider”

5. The Afghan teacher’s neighbors shunned her after she had been tortured by the Taliban.
   o a. True
   o b. False

6. What “nontraditional approach” does Anderson note as therapeutic for torture survivors?
   o a. A cooking class
   o b. A buddy system
   o c. Volunteer work
   o d. Mindfulness practice

7. First and foremost, counselor educators need to facilitate and give students permission to:
   o a. reclaim their research identities.
   o b. see research as a collaborative process.
   o c. view research as a form of liberatory practice.
   o d. self-reflect in order to increase their level of accountability when assisting clients.

8. Counselors need to think about ways in which research can serve as a tool to better understand social phenomena that are linked to:
   o a. abuse and addiction.
   o b. bias and oppression.
   o c. cultural and environmental contexts.
   o d. ignorance and injustice.

“Finding Hope After Losing a Job”

9. According to Zur, the effect of job loss on people is fundamentally the same regardless of economic/social class, personality, or gender.
   o a. True
   o b. False

10. Approximately ___ percent of Colozzi’s clients display a certain sense of excitement, anticipation or hope at being presented with an unexpected opportunity to change their careers.
    o a. 10
    o b. 20
    o c. 50
    o d. None of the above

Program learning objective is to increase awareness of current issues and trends in counseling. Please rate the following on a scale of 1 to 5 (1 is poor, 5 is excellent):

The information was well presented _______________
I would recommend this home study program to others ____________
Did you read more of CounselingToday because you could get CE Credits?
   o Yes
   o No

Please allow 3 to 6 weeks for notification of your results and your certificate of completion (if you pass). We recommend that you keep a copy of this quiz as a record for your licensing board. JournaLearning International (JLI) is approved by the American Psychological Association to sponsor continuing education for psychologists. JLI maintains responsibility for this program and its contents. We adhere to NBCC Continuing Education Guidelines. This home-study program has been approved by the NBCC for 1 hour of continuing education credit for NC’s subject to continued approval by NBCC. NBCC provider #5673. Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling Provider Number BAP 234, Expires 03/31/09 (continuing education appropriate for Mental Health Counselors). Although we collaborate with the ACA, JournaLearning International is a separate entity and retains sole responsibility for this home-study program. Copyright ©2009 JournaLearning International. All rights reserved.
volunteers to an organization that is still led by volunteers but whose day-to-day activities are completed by a management company. NCCA hired a management company three years ago as the association’s membership grew and its responsibilities to the increased membership grew.

Ami Parker: My initial involvement in NCCA came about because I attended the ACA Legislative Institute and then became the government relations member-at-large for NCCA. In the time I have been involved, we have been working on increasing our member services, specifically advocacy efforts and providing professional development.

What significant challenges and/or accomplishments has NCCA experienced in the last year or over the last several years?

Terry Robinson: As an umbrella organization that gives support to members of 15 divisions representing 15 different areas of counseling, NCCA faces the ongoing challenge of addressing the needs of many types of counselors — school counselors, career counselors, mental health counselors, counselor educators, etc. Our challenge has been and continues to be supporting the profession of counseling in North Carolina, not just a single area of counseling.

Ami Parker: In the last few years, we have started a professional journal. This journal gives counselors an opportunity to share their research with others. The editors are Henry Harris and Freida Brown. North Carolina is rich in counselor expertise, and it is a blessing that many accomplished counselors serve on the board of the journal.

What are some of the issues that NCCA is focusing its efforts on at this time?

Terry Robinson: Advocacy efforts, improving services and support to divisions, creating public awareness about the counseling profession, improving the NCCA website and providing educational opportunities for NCCA members and counselors throughout North Carolina.

NCCA is sponsoring a variety of Education Sessions at the Charlotte conference. Would you care to highlight or comment on any of these offerings?

Terry Robinson: NCCA leadership was excited to partner with ACA in choosing presenters for Education Sessions as well as for preconference Learning Institutes. Our goal was to identify a diverse range of topics as well as to present topics that address the needs of today’s clients — for example, substance abuse, play therapy, family issues, military topics and grief, to name only a few.

Ami Parker: We are excited about the high caliber of the Education Sessions sponsored by NCCA. I don’t think I could select just a few to highlight. However, several of the presenters have presented at NCCA conferences in the past or the sessions are extensions of previous sessions. Based on the strong positive feedback from our conferences, it is an asset to offer these presentations to counselors nationwide.

What does holding the ACA Conference in Charlotte mean to NCCA and to counselors throughout North Carolina?

Terry Robinson: Holding the ACA Conference in Charlotte provides NCCA the opportunity to showcase the counseling profession in North Carolina as well as to network with counselors in North Carolina who are not currently NCCA members. It provides counselors in North Carolina and surrounding states the opportunity to experience a national conference and network with ACA leaders as well as the leadership of ACA national divisions.

Ami Parker: To me, holding the ACA Conference in Charlotte is an opportunity to draw public attention to the counseling profession in North Carolina. Also, counselors in the state are given the opportunity to attend a conference with so many diverse professional development opportunities in a convenient location. NCCA is proud to cosponsor this event and thankful to ACA for its support as we plan for an incredible conference.

What might counselors be surprised to know about NCCA, the state of North Carolina and/or the city of Charlotte?

Ami Parker: I think many counselors, especially those in North Carolina, may be surprised that NCCA is celebrating its golden anniversary. Of course, we believe North Carolina is a beautiful state and that Charlotte is the best “little” big city in the United States. Charlotte is growing and adding mass transit but maintaining its commitment to hospitality and cleanliness.

Here are some interesting tidbits about Charlotte:

- It was the site of the country’s first gold rush.
- It is the second largest banking center in the nation behind New York City.
- It has the highest per capita level of donations to the arts and art programs in the entire country.
- It has a tremendous greenscape. Tree preservation is a top priority of city leaders, and Charlotte has one of the most extensive tree canopies of any large city.

Terry Robinson: Another thing counselors might be surprised to know about NCCA is that unlike other counseling organizations in North Carolina, such as the North Carolina School Counselor Association or Licensed Professional Counselor Association of North Carolina, NCCA represents all counselors throughout the state, not just one type of counselor. We advocate for counselors to define themselves first as a “counselor,” then as a substance abuse counselor or a school counselor, for example.

Any parting words?

Terry Robinson: We are excited to partner with ACA in hosting this national conference. We welcome counselors from throughout North Carolina and from around the nation to Charlotte.

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The ACA Annual Conference & Exposition, cosponsored by NCCA, will take place in Charlotte from March 19-23. For more information or to register, call 800.347.6647 ext. 222 or visit counseling.org/conference.
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In the wake of the California wildfires, members of the counseling profession returned with residents to survey the piles of ashes where homes had once stood. Counselors offered shovels, rakes, water, gloves and, perhaps most important, a compassionate presence. A counselor helped a woman riddled with guilt because her home was still standing to realize that it could provide a place for neighbors to support one another, share lunch or even just use the bathroom.

Was the presence of counselors in the midst of the wildfire devastation an unusual situation — one unlikely to be experienced by most counseling professionals? Or was it an indication of emerging expectations on the profession — a reflection of the growing need for counselors to be prepared to provide emergency mental health assistance to any community following a natural or manmade disaster?

Skills in the provision of disaster mental health services were not on the agenda in 2004 when the board of the Council for Accreditation of Counseling and Related Educational Programs established a Standards Revision Committee (SRC) to undertake development of standards that would define the counseling profession’s knowledge base, skill sets and identity for eight years, reaching to July 2016. The CACREP Board charged the SRC with developing standards that would strengthen the identity of the counseling profession as well as prepare students to meet the current and future needs of consumers. SRC members committed themselves to a standards revision process that included the distribution of two drafts, presentations at numerous conferences and the review of hundreds of feedback forms. They met frequently to consider the potential impact of each draft standard on the resources of institutions, the objectives of program specialty areas and the time and financial obligations of students. The SRC planned to deliver a final draft for CACREP Board approval in June 2007.

Then a complication presented itself in the form of the federal government. In July 2006, CACREP received an unexpected call from the Office of the Assistant Secretary for Preparedness and Response (ASPR) located in the Department of Health and Human Services (HHS). ASPR serves as the HHS secretary’s principal advisory staff on the protection of the civilian population during times of bioterrorism and other public health emergencies. It was ASPR’s task, assigned by the Office of the Vice President, to find a way of sustaining consistency and collaboration in emergency preparedness education across all health care disciplines, including mental health. Previous attempts, in the form of federal grants to a few major universities, had resulted in disparate outcomes with no staying power.

Frustrated, some government officials were on the verge of creating curriculum requirements and imposing them on all programs that prepared health care workers. The ASPR staff, recognizing that such government heavy-handedness likely would heighten tensions between the federal government and higher education, sought another solution.

In collaboration with Columbia University’s Mailman School of Public Health, ASPR developed public health accreditation guidelines consistent with the National Response Framework. ASPR sought to achieve consistency and uniformity in preparedness education by encouraging educators from each health care discipline to follow these guidelines in developing disaster preparedness standards specific to their professions.

ASPR invited CACREP to participate in its effort to hardwire consistent emergency preparedness standards into mental health care training and encouraged CACREP to apply for a grant that would support the development and promulgation of draft emergency preparedness competencies. CACREP paused. Was it appropriate for the government to impose its presence in this way? Did the issue of emergency preparedness merit delaying the final revision of the CACREP Standards? CACREP staff and Board members discussed the pros and cons of working with ASPR. The final decision to accept the grant reflected CACREP’s vision statement that commits the organization to “developing standards and procedures that reflect the needs of a dynamic, diverse and complex society.”

Grant negotiations went smoothly. CACREP respected the appropriateness of the federal government’s role in establishing nationwide consistency in emergency preparedness education. In return, ASPR respected the autonomy of CACREP’s protocol in promulgating draft standards. It was clear to both parties that CACREP would develop and disseminate but not promote the draft language, nor would CACREP commit to the inclusion of any emergency preparedness competencies in the final draft of its standards; feedback from the counseling community would determine the fate of the promulgated competencies.

Research, interviews with government agencies and input from counselors who had been seasoned by multiple disaster deployments guided development of the draft standards. Experienced counselors stated emphatically that being “willing and able” was not enough; they emphasized that although many of the skills counselors possess would underpin their efforts as responders, additional knowledge and skills were required. To be of service, they said, counselors must understand the chain of command and communication mechanisms of...
the interagency response team. In disaster settings, counselors must be intentional in strengthening individual and community resilience. In addition, counselors must be skillful in utilizing assessment, diagnosis and treatment strategies that are unique to emergencies and very different from clinical skills that are appropriate in an office setting. Experienced counselors also stressed the importance of employing self-care strategies to avoid compassion fatigue, burnout and secondary traumatization.

CACREP received feedback on the draft standards through multiple venues. At regional and national conferences, every audience included constituents who were eager to relay their experiences as disaster mental health providers. Professors also related their students’ interest in classes that addressed counselors’ roles as responders. Members of every counseling specialty area voiced support for preparedness competencies in their program area standards. At the 2007 conference of the American Association of State Counseling Boards, Charles Figley, president and founder of the Green Cross Academy of Traumatology, praised the draft standards, publicly awarding CACREP an A plus for taking a proactive approach to the escalating frequency and magnitude of disasters.

As feedback supporting the draft competencies mounted, so did the number of local, regional and global catastrophes. Deployed counselors assisted families displaced by flash floods in north Texas and Maine and by devastating tornadoes in Florida, Mississippi, Oklahoma and Georgia. They comforted families who lost loved ones when a major bridge carrying rush-hour traffic collapsed in Minneapolis. They provided pro bono services to students attending Northern Illinois University and Virginia Tech, respectively, in the months following campus shootings. To this day, counselors are offering services to the poorest and most vulnerable families along the Gulf Coast.

In July 2008, the CACREP Board voted on the final version of the standards. Emergency preparedness competencies were included in both the core curriculum and program specialty area standards. The new standards will go into effect July 1, 2009. As institutions seek first-time or renewed CACREP accreditation, their applications will address their efforts to meet the new emergency preparedness standards. In this way, over time, CACREP-accredited counseling programs will graduate students who have integrated the knowledge and skills of emergency response into their professional identities. They will be prepared to serve on interdisciplinary response teams, including, according to Figley, deployment with the Green Cross Assistance Program in the United States and throughout the world.

Carolyn Beckett is the special projects manager at CACREP. Contact CACREP at cacrep@cacrep.org.

Letters to the editor: ct@counseling.org

Celebrate your Branch’s success by joining your colleagues at the 2009 Branch Awards Ceremony and Reception at the 2009 ACA Annual Conference & Exposition, Saturday, March 21st at 3:00 p.m.

Awards will be given in the following categories:

- Best Community Outreach Project/Program
- Best Leadership Development Program
- Best Membership Service
- Best Membership Recruitment Campaign
- Best Journal
- Best Newsletter

The ACA Branch Awards Ceremony recognizes those branches that significantly advance and enhance the counseling profession through excellent programs, increased membership, quality communications, and community involvement.
John L. Holland

Introduced personality types as critical components of career counseling

John Holland, professor emeritus in the Department of Sociology in the Krieger School of Arts and Sciences at Johns Hopkins University and a giant in the field of career counseling, died Nov. 27, 2008, at age 89. Holland, a member of the American Counseling Association and the National Career Development Association, developed a widely influential vocational classification system to help people better understand themselves and to better fit themselves to careers. Colleagues used such words as “elegant” and “ingenious” in describing his life work to classify vocational personality types and work environments.

“One would be hard-pressed to identify a person who has had a greater impact on career counseling theory and practice than John Holland,” said Spencer Niles, codirector of the Center for the Study of Career Development and Public Policy, professor and department head of counselor education, counseling psychology and rehabilitation services at Penn State University and editor of the Journal of Counseling & Development. “He created a system for organizing complex occupational structures and personality types into useful categories for career decision-making. His theory provided the raw material for a substantial number of researchers, and his measures provided the core tools used by an even greater number of practitioners.”

Holland’s concept was to base vocational guidance on a client’s resemblance to six distinct personality prototypes, known as RIASEC types (standing for Realistic, Investigative, Artistic, Social, Enterprising and Conventional), which became known as the Holland Codes. He theorized that once people identified their combination of personality types, they would be more likely to find a better career fit and would thus be happier workers. Holland identified himself as a mixture of artistic, social and investigative components, saying, “I’ve got a relatively flat profile, actually. That makes you more versatile, complex and quite a bit confused.”

Holland’s career was laced with his sense of humor, as noted by Mark Pope, a past president of both ACA and NCDA. “I interacted professionally and personally with John Holland over the course of 20 years. He was a quick-witted, funny curmudgeon who led the modern evolution of Frank Parsons’ and E.G. Williamson’s trait-factor models for career counseling. His theory of types has been used by career counselors, vocational psychologists and the popular media to organize the basic human personality, career interests and work environments,” said Pope, recipient of the NCDA Eminent Career Award in 2008.

Added Brooke B. Collison, another past president of ACA, “John Holland was the first person to put career development theory into a usable language that made sense for counselors and clients. He provided us with a great tool for dialogue with people of all ages.”

In a quote published in the Johns Hopkins newspaper The Gazette, Mark Presnell, director of the career center on the Johns Hopkins Homewood campus, said, “Dr. Holland’s theory and related research defined career counseling and interest assessment as practiced today. His work is utilized daily by many career counselors in academia, government and private practice. As a graduate student, I had the opportunity to meet Dr. Holland. In addition to being a brilliant academic, he was a warm individual who was willing to share his knowledge with new professionals.”

Holland was born in Omaha, Neb., in 1919. He earned his bachelor’s degree in psychology, French and mathematics at the University of Omaha in 1942. He later received his doctorate in psychology from the University of Minnesota. In 1969, Holland became a professor at Johns Hopkins University, as well as director of the Center for Social Organization of Schools. He retired in 1980, yet kept working on his research. In 1997, he revised a third edition of his 1959 book, Making Vocational Choices: A Theory of Vocational Personalities and Work Environments.

Holland received numerous awards and accolades throughout his career, including the Extended Research Award from ACA and the Eminent Career Award from NCDA. He was also the recipient of the American Psychological Association’s Award for Distinguished Scientific Applications of Psychology and the APA Award for Distinguished Professional Contributions to Knowledge.

Holland’s colleagues assert that his influence on the career counseling field will remain indelible. “His ingenious formulation of vocational personality types and work environments brought the person-environment model for career counseling to its apex,” said Mark Savickas, professor and chair of the Department of Behavioral Sciences at Northeastern Ohio Universities College of Medicine. “Furthermore, his typology strengthened the career counseling community by providing a textual tradition. The RIASEC knowledge system offers a vocabulary with which clients can articulate who they are and what they seek through working. Furthermore, Holland’s hexagonal arrangement of the six types stands as an elegant simplifying taxonomy for organizing occupational information and for generating hypotheses for counseling and research. Although Holland has left us, we will speak his language for decades to come.”

Holland is survived by his children, Kay Sindoni, Joan Holland and Robert Holland; his grandchildren, Bianca Sindoni, Joey Sindoni, Ted Samuels, Eric Samuels and Lisa Samuels; his brother, Dick Holland; and his sister, Jean Holland. His wife, Elsie, and his brother, Bill Holland, predeceased him. Services were held Dec. 13.
Billy Kay “Bill” Richardson
Past president of ARCA and a leader in rehabilitation counseling

Billy Kay “Bill” Richardson, who served as president of the American Rehabilitation Counseling Association in 1996-1997 and was recognized as a leader in rehabilitation counseling, died Sept. 6, 2008, in Double Oak, Texas, at age 75.

Richardson was born March 27, 1933, in Albany, Ky. He attended Berea College in Kentucky and received his master’s in counseling and educational psychology from the University of Illinois in 1961 and a doctorate in rehabilitation counseling and psychology from the University of Iowa in 1969 while studying under C. Esco Oberman. He served in the U.S. Navy and was stationed on the USS Des Moines in the Mediterranean.

Richardson, a member of the American Counseling Association dating back to the early 1960s, was a professor at the University of North Texas for 19 years in the School of Community Service. He was also a licensed psychologist dedicated to bettering the lives of disabled individuals.

Richardson received many national research awards in the area of rehabilitation counseling throughout his career. In 1997, the University of Iowa honored him with its Distinguished Alumnus Award. A prolific writer, Richardson also served as president of the Southern Association of Counselor Education and Supervision in 1989-1990. However, according to Joan Richardson, his wife of 44 years, his foremost goal and accomplishment, whether functioning as a school counselor or a rehabilitation professional, was simply to assist others and help them reach their full potential.

In addition to his wife, Joan, Richardson is survived by his daughters Teresa Richardson and Mary Ali. He was preceded in death by his daughter Jacqueline Richardson on June 15, 2008.

Services were held Sept. 9 at Creekwood Christian Church. Contributions may be made to the Creekwood Christian Church Building Fund, 2660 Forest Vista Drive, Flower Mound, TX 75028.

Check Out the New ACA-ACES Syllabus Clearinghouse In the ACA Online Library!

The new ACA-ACES Syllabus Clearinghouse is a joint project of the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES). This unique resource was developed to help counselor educators discover creative approaches to course development, while also saving time and enriching the profession. The clearinghouse is searchable by author's name, college or university, title and key words. Member and non-member counselor educators are continually invited to contribute their syllabi. Your contribution will bring professional recognition for your work, exposure for your counselor education program for the university and most of all, appreciation from your peers. Visit counseling.org and click on the ACA-ACES Syllabus Clearinghouse link.

Accessing the syllabi is a member's only benefit and is a valuable resource for counselor educators and their students. Please direct all syllabi questions, comments and feedback to Vikki Cooper, the ACA librarian at: syllabus@counseling.org or 800-347-6647 ext. 281.

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ACC announces call for research awards, Day of Creativity
Submitted by Robyn Williams
robyn.williams@waldenu.edu

The Association for Creativity in Counseling is pleased to announce this year’s call for research awards. There are two opportunities: a $250 grant for professional members and a $250 grant for graduate students.

The purpose of these grants is to support research that increases understanding of the use of creativity in counseling. The competition is open to professional and student members of ACC. Individuals may submit, or be part of a submission team, for only one proposal. Multiple submissions by any researcher, individually or as a part of a multiple research team, will not be accepted.

Research proposals should not exceed three typed pages and should adhere to American Psychological Association style. Be sure to cover the following areas: review of the literature, research design and methodology, financial need (please provide a detailed budget) and dissemination of results.

Research proposals will be evaluated based on the following criteria:

- Proposed topic is within the scope of creativity in counseling
- Literature review indicates the relevance of research and practice related to creativity in counseling
- Research design and methodology are consistent with proposal and adhere to ethical standards for research
- Grants will be awarded during the ACC Business Meeting at the 2009 American Counseling Association Conference in Charlotte. Award recipients will be required to submit a copy of the proposal and results for presentation at the next ACC conference and include an acknowledgement of ACC financial support in all presentations and publications related to the proposal.

Proposals are to be submitted (either hard copy or electronically) to Dr. Robyn Williams, Walden University, 715 75th St., Tuscaloosa, AL 35405. For more information on the research grant criteria and application, we invite you to visit our website at aca-acc.org or contact Robyn Williams at robyn.williams@waldenu.edu.

ACC Day of Creativity

Sunday, March 22 is the ACC Day of Creativity at the 2009 ACA Conference in Charlotte! Sessions will include:

- “Sunrise Reflections”
- “Creative Breakthroughs in Counseling”
- “Creative Couples Interventions for Sexual Addiction”
- “Experiential Approaches for Creativity, Connection and Growth”
- “Relational Cultural Theory and Creativity in Professional and Personal Groups”

C-AHEAD encourages counselor contributions to Empty Plate collection
Submitted by Alexanderia Smith-Glenn
smithat3@mailbox.sc.edu

The Counseling Association for Humanistic Education and Development is excited about yet another Empty Plate collection this year on behalf of a very worthy organization in Charlotte, N.C. Each year C-AHEAD, along with the help of ACA members, makes a point of leaving behind a monetary token for an organization in the city in which the ACA Conference is held. A Child’s Place will receive the donations during this year’s conference. The mission of A Child’s Place is “to work to erase the impact of homelessness on children and their education.”

As counselors, we are empathic toward the needs of the homeless population, and as counselor educators, we recognize the importance of academics. So C-AHEAD would like to encourage everyone to please contribute to this worthy organization. C-AHEAD members, along with volunteers from A Child’s Place, will be visiting each meal at the conference to collect donations. If you would like more information about A Child’s Place prior to the conference, please visit achildsplace.org. Thank you!

All correspondence regarding this division news piece can be e-mailed to Alexanderia Smith-Glenn at smithat3@mailbox.sc.edu.

EB-ACA Learning Institute covers conflict resolution in recovery
Submitted by Diana Pattillo
dpattillo1@hotmail.com

The Learning Institute “Romancing the Brain: Conflict Resolution in Recovery” was held at the European Branch of ACA Annual Conference Nov. 8-9, 2008. Cynthia Moreno Tuohy’s presentation was a balanced mix of instruction, group discussion and structured and spontaneous role-play situations. All participants were involved in the process, which contributed to the overall success of the Learning Institute. Based on the cycle of violence, conflict resolution skills, communication styles and problem solving skills, this course is designed to break cycles of conflict to help guide clients to a point of self-sufficiency and healthy relationships. These skills can be utilized in parenting and intimate partner relationships, friendships and relationships that are work-related.
We were introduced to the different functions of the limbic system, the seat of our instinctual behaviors and our “fight or flight” center. While this system is absolute centered, the cortex is creative centered. We learned how the brain works in conflict, how nurturing impacts problem solving and the importance of reworking the brain so that one works from the cortex. “Romancing the brain” is the process of moving ourselves and/or others from the limbic system to the cortex where more thoughtful responses and activities reside.

Tuohy’s “chronogram,” similar to the familiar time line, was introduced as a way to chart feelings. It identifies events, age at the time of events and feelings associated with the events. This tool is utilized to help develop an “anger or conflict inventory,” leading to creating paths to make changes. The goal is to get to win-win situations.

The 50th Annual EB-ACA Fall Conference will be held in Weiskirchen, Germany, Nov. 5-8, 2009. Visit the EB-ACA website at online-infos.de/eb-aca/main.htm or eb-aca.org for updates and proposal forms. The deadline for proposal submissions is May 1. For further information, contact Susan Stammerjohan, 2009 EB-ACA Conference chair, at sassysusanna61@yahoo.com.

New mission statement on agenda for ACCA
Submitted by Kevin Gau cjkff@langate.gsu.edu

Please join the American College Counseling Association at the 2009 ACA Conference in Charlotte, which is just around the corner! As usual, the Executive Council will host the Annual ACCA Breakfast and Business Meeting (Sunday, March 22), where the membership will be voting on the new ACCA mission statement. This is an important vote!

In addition, ACCA will be holding many other important meetings, including committee meetings (March 21-22), the Forum on College Counseling (March 21), the Emerging Leaders Training (March 21), the journal meeting (March 22), the Executive Council meetings (March 20 and 22) and the always fun ACCA evening reception (March 22), where you can reconnect with colleagues and friends. Check your conference program guide for specific room locations and times.

About the mission statement … At the summer 2008 ACCA Leadership Retreat, the Executive Council reworked the ACCA mission statement to be more succinct. We are proposing the following new mission statement: “The mission of the American College Counseling Association is to be the interdisciplinary and inclusive professional home that supports emerging and state-of-the-art knowledge and resources for counseling professionals in higher education.”

What is the current mission statement? “ACCA is an association for those persons in higher education, to include colleges, universities, community and technical college settings, whose professional identity is counseling and whose purpose is fostering students’ development. ACCA strives to support and enhance the practice of college counseling, to promote ethical and responsible professional practice, to promote communication and exchange among college counselors across service areas and institutional settings, to encourage cooperation with other organizations related to higher education and college student development, and to provide leadership and advocacy for the profession of counseling in higher education.” Long and detailed, the Executive Council determined much of the current mission falls under our vision, goals, objectives and strategies — hence, the effort to develop a parsimonious statement.

NECA reveals program for Awards Luncheon and Social Justice Institute
Submitted by Kay Brawley kbrawley@mindspring.com

The National Employment Counseling Association will hold its Awards Luncheon and Social Justice Institute from 11:45 a.m. to 4:30 p.m. on March 20 at the Westin Hotel in Charlotte, N.C. Programs will include:

“Everyday Social Justice: Applying Advocacy Competencies to Career and Employment Counseling Practice, Training and Policy,” Robert Chope and Rebecca Toporek. This program integrates the ACA advocacy competencies with the multicultural, career and employment counseling competencies using cases to illustrate the application of advocacy. Career and employment counselors are ideally positioned to provide social justice advocacy at individual, community and policy levels. A web-based tool for enhancing these skills will be introduced.

“Entrepreneurialship: Second Half of Life: Finding Work That Matters,” Kimberly Key and a panel of entrepreneurs. In today’s global Internet-based society where 20-somethings can be overnight entrepreneurial successes and lifestyle design is in demand by all, midlifers have slipped into an invisible race to find meaningful work. This presentation provides critical components needed to find such work while avoiding common pitfalls that prevent success.

“A Nation at Work 2009: The Latest Facts on Change in the Workforce and Social Justice Public Policy, With Focus on Military Reentry to Civilian Jobs,” Michael Lazarchick. Learn the fundamental economic, demographic, policy and business facts about how the workforce and workplace are changing and presenting challenges in addressing the workforce needs of underserved populations and the critical needs of military reentering the civilian workforce.

“Catch the Tsunami of Public Service Retirement,” Karol Taylor. With private sector job security and benefits in upheaval, job seekers are looking to the federal government as the new employer of choice. Learn government operations and how you can unlock the key to federal job search success.

“Baby Boomers: Worker Bees or Workers to the Finish or … ?” Carolyn Greer. With private sector job security and economic benefits in upheaval, baby boomers are reconsidering retirement and becoming job seekers again. With all the economic changes, can the group who created so much in their work history ever quit working?

Registration for the training is available at the ACA website (counseling.org, see division luncheon) or the NECA website (employmentcounseling.org). •
In your career as a counseling professional, you touch thousands of lives every day. You help people with personal, social, educational and career concerns. You help them make decisions, solve problems, and adjust to change. Membership in ACA can help you do it all. At every stage of your career — student to seasoned professional — ACA will help you be your very best.

Maximize your potential — Professional Development

- ACA offers FREE ethics consultation FIVE days a week with a 72-hour inquiry response time by Licensed Professional Counselors with a PERSONAL TOUCH.
- ACA Career Services not only provides information about careers in counseling, but it also gives you access to specially-selected counseling jobs through our alliance with Career Builder.
- Private Practice Resources - ACA offers a variety of books and online courses specific to private practice.
- The ACA Insurance Trust (ACAIT) promotes and administers quality insurance and services at competitive rates. Your livelihood is protected with ACA’s professional liability policy.
- The ACA Foundation, the philanthropic arm of the association, supports counselors through the Counselors Care Fund, Foundation publications and programs such as Growing Happy and Confident Kids, and grants and competitions offering awards as well as financial assistance to ACA members.

Stay Ahead of the Learning Curve — Education

- The ACA Annual Conference & Exposition is an annual event featuring a treasure trove of programs that provide continuing education and ensure your life-long learning.
- ACA Online Learning provides professional development courses (post-degree for licensure or certification renewal credit) designed to help you fulfill your ethical responsibility to stay current in the field.
- ACA’s monthly magazine, Counseling Today, quarterly journal of counseling research and practical articles, Journal of Counseling & Development, bi-weekly e-news bulletin, ACAe-News plus four new special focus e-newsletters; website, counseling.org, Research Center and Online Library of resources are all designed to expand your knowledge, increase your skills and provide you with up-to-date information on the counseling profession.

Make an impact on the counseling care of tomorrow and your job today — Advocacy

- As an ACA member, you’re part of a powerful force. A highly effective advocate for counseling, ACA leads the legislative charge on every contemporary issue facing the profession. ACA provides the latest information on legislation that directly affects you and those who you serve, as well as updates on funding and program support at the national and state levels.
- The ACA Government Relations listserv provides you with free up-to-date alerts on new legislation affecting the counseling profession at the national and state level.

Proud to be a counseling professional — Credibility

- Name recognition: To be recognized as an ACA member brings a wealth of prestige and credibility.
- By stating you are a member of ACA on your business and marketing materials assures those you serve that you are committed to the counseling profession, and that you adhere to the ACA Code of Ethics.
- Put your membership on display with a frameable membership certificate.

Expand your connections — Networking

- As an ACA member, you have access to numerous networking opportunities and a wide range of resources guaranteed to keep you in the loop professionally.
- The ACA Annual Conference & Exposition is the biggest networking opportunity of the year for approximately 3,000 counseling professionals. Meet colleagues from around the world and in your hometown! Rub elbows with well-known authors— whose books you had to read in college—as well as successful practitioners and ACA leaders.
- ACA interest networks and listservs link you to your area of interest or specialty.
- Division and Branch memberships provide an opportunity to be more closely connected with your colleagues working in your specific interest and practice areas, and in your state.

Wait, there’s more — Discounts

- Members receive exclusive discounts on all ACA resources and services, as well as discounts from outside organizations.
- ACA has created partnerships with industry leaders in insurance, credit, travel, identity theft and much more! Membership in ACA saves you time and money; provides you with professional development and continuing education opportunities; helps protect your future through legislative and public policy advocacy; provides prestige and credibility; and increases your personal network. Your endorsement is the best way to introduce other counseling professionals to the resources essential in advancing their success.
ACA Is Where You Belong…
Join Us Today!

1. MEMBER REFERRAL NAME ____________________________________________________________
   Full Name ___________________________________________ M.I. __________________________________ Last Name ___________________________________________
   (e.g., “Robert” not “Bob”)
   Mailing Address
   City __________________________ State/Province ___________ Zip ___________ Country __________________________
   Organization __________________________________________
   Work Phone ( ) __________________ Home Phone ( ) ________________ Cell No. ( ) __________________________
   E-mail __________________________________________ Fax ( ) __________________________

2. Select Your ACA Membership
   [ ] $155 Professional: Individuals who hold a master’s degree or higher in counseling or a closely related field from a college or university accredited by the Council for Higher Education Accreditation. Proof of academic credentials may be requested.
   [ ] $155 Regular: Individuals whose interests and activities are consistent with those of ACA, but who are not qualified for Professional membership.
   [ ] $89 New Professional: Individuals who have graduated with a masters or a doctorate within the past 12 months. Status is good for one year. Please indicate date of graduation (month/year) ______/____ and institution ___________________________
   [ ] $89 “Student: Individuals who are enrolled at least half-time in a college or university program. Please select current student status:
   [ ] Master’s Level [ ] Doctoral Level [ ] Other [ ]
   Please indicate anticipated date of graduation (month/year) ______/____ and institution ___________________________

3. Make A Voluntary Contribution (Tax Deductible)
   Optional, but a great way to support the profession!
   [ ] ACA Foundation $ __________________
   [ ] David K. Brooks Jr. Distinguished Mentor Award $ __________________
   [ ] Human Concerns Fund $ __________________
   [ ] Legal Defense Fund $ __________________
   [ ] Professional Advocacy Fund $ __________________
   [ ] Gilbert & Kathleen Wrenn Award $ __________________

4. Total of Membership Dues (Add total amounts from steps 2 and 3)
   Want to avoid dues increases, save on postage, and reduce paperwork? Join now for 2 years at the current rate(s) by simply doubling the current dues.
   ACA Membership - 1 year $ __________________
   ACA Membership - 2 years $ __________________
   Voluntary Contribution(s) (Check fund(s) from #3) $ __________________
   TOTAL AMOUNT REMITTED (add all items above) $ __________________

   Membership in ACA means that you will abide by ACA’s bylaws and other governing documents and are qualified for the membership category selected. By becoming an ACA member, you are agreeing to be subject to the rules, regulations, and enforcement of the terms of the ACA Code of Ethics (available to you at counseling.org/ethics) that can include appropriate sanctions up to suspension or expulsion from ACA and public notice about any such action.

   There shall be no discrimination against any individual on the basis of race, gender, religious orientation, age, and/or disability.

5. Payment Method
   Total amount enclosed or to be charged $ __________________________
   [ ] Check or money order, payable to ACA in U.S. funds, enclosed.
   [ ] VISA [ ] MasterCard [ ] American Express [ ] Discover
   [ ] I elect to pay in 3 equal monthly installments (only available for payment by credit or debit card). A $2 processing fee will be charged on both the 2nd & 3rd installments.
   Total amount to be charged (divide total amount by 3) = $ __________________________
   [ ] VISA [ ] MasterCard [ ] American Express [ ] Discover
   Credit Card # __________________________ Exp. Date __________________
   CVC Code: AmX (4 digits above credit card #) _______ _______ VISA, MC, Discover (last 3 digits next to signature line) _______ _______
   Cardholder’s Name (print) __________________________
   Phone ( ) __________________________
   Authorized Signature __________________________ Date __________________

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Total amount to be charged (divide total amount by 3) = $ __________________________
[ ] VISA [ ] MasterCard [ ] American Express [ ] Discover
Credit Card # __________________________ Exp. Date __________________
CVC Code: AmX (4 digits above credit card #) _______ _______ VISA, MC, Discover (last 3 digits next to signature line) _______ _______
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COMING EVENTS

Southeast Conference on Addictive Disorders
Atlanta
Feb. 9-11
Registration is now open for the Southeast Conference on Addictive Disorders, an event that will instruct and inform those in the industry to prevent, intervene and treat addictive disorders. SECAD 2009 will include a full range of educational opportunities, including panel discussions, preconference workshops and knowledge track sessions. For program inquiries, contact Michael Goff at 603.836.0332 or mgoff@vendomegrp.com; for registration inquiries, contact Whitney Dean at 603.836.0326 or wdean@vendomegrp.com.

ICBH Hypnotherapy Training
Feb. 19-21
Tampa, Fla.
Counselors in Florida who offer hypnotherapy services are required to complete a state board-approved 50 CEU curriculum. Join the International Certification Board of Clinical Hypnotherapy for its annual Florida certification class. ICBCH is approved to offer this training to Florida mental health counselors, social workers and marriage and family therapy professionals. NBCC and NAADAC credit are also available. The program instructor is Richard K. Nonnagard, who presented on hypnotherapy at the 2008 ACA Conference & Exposition in Hawaii and is a popular author and keynote speaker.

For more information or to register, call 800.390.9536 or visit LearnClinicalHypnosis.com.

ACA Annual Conference & Exposition
March 19-23
Charlotte, N.C.
Join thousands of your colleagues for the largest conference in the world dedicated to the counseling profession. This is your opportunity to grow through professional development and to network with your colleagues. For more information about ACA’s Annual Conference and to register, visit counseling.org/conference or call 800.347.6647 ext. 222.

NOSCA National Conference
April 3-5
Las Vegas
The National Office for School Counselor Advocacy of the College Board is preparing to hold its second national conference, “Destination Equity 2009: Charting Bright Futures for All Students” at Harrah’s. Join NOSCA and other school counseling professionals and educators to get a national perspective on the impact school counselors can have on equity in education and education reform in the 21st century. For more information, visit professionals.collegeboard.com/prof-dev/events/nosca.

ADARA Biennial Conference
April 15-19
San Antonio
The American Deafness and Rehabilitation Association will hold its biennial conference with the theme “Harnessing the Future.” The conference will feature three tracks: rehabilitation counseling, mental health counseling and independent living. Several hundred professionals are expected to attend for professional growth and networking opportunities. For more information, visit ADARA.org or contact Doug Dittfurth, conference chair, at adara2009chair@gmail.com.

NJCA Annual Conference
April 26-29
Somerset, N.J.
Join your colleagues for the New Jersey Counseling Association’s annual conference, held at the Doubletree Hotel & Executive Meeting Center in Somerset, N.J. The call for posters deadline is March 15, and the awards nominations submission deadline is March 24. For more information and an exhibitor application, visit njcounseling.org.

FYI

Call for submissions
The Journal of Counseling Research and Practice is a new peer-reviewed national publication. The editorial board invites original manuscripts related to theory, research or practice in professional counseling. We anticipate publishing six manuscripts in each annual edition. The deadline for our seminal edition is May 1. Manuscript style and format must conform to the guidelines in the latest edition of the Publication Manual of the American Psychological Association. Please direct any questions to Carl J. Sheperis at 662.325.9840 or cs12@mstate.edu.

The Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling, a division of ACA, is inviting submissions for The Journal of LGBT Issues in Counseling. The intent of this journal is to publish articles relevant to working with sexual minorities and that will be of interest to counselors, counselor educators and other counseling-related professionals who work across diverse fields. The journal is distributed quarterly. For detailed submission guidelines and areas of focus, contact editor Ned Farley at nfarley@antiochseattle.edu.

Graduate student manuscript contest
The editorial board of The Journal of Counseling Research and Practice announces its first graduate student manuscript contest. Students are encouraged to submit manuscripts in the areas of theory, research or practice. Entries can be submitted by single or multiple authors. Faculty members may coauthor a paper, but students must be the first author. All submissions should be mailed to Carl J. Sheperis at cs12@mstate.edu by March 15. The award-winning manuscript will be published in the October 2009 edition of The Journal of Counseling Research and Practice.
Researchers seeking relationship survey-takers

An author is seeking help with the research for a book, *Secrets of Satisfied Couples*. The author needs 1,000 happy, satisfied couples who have been together for at least 10 years and are willing to take an anonymous online survey about their relationship. Couples do not have to be married or heterosexual. The author will then be interviewing 100 couples for inclusion in the book. Anyone completing the survey will receive an electronic copy of the book, and those interviewed will receive an autographed copy of the book. E-mail kim@therelationshipcenter.biz for more information on either participating or recommending participants.

**Bulletin Board submission guidelines**

Items for the *Counseling Today* Bulletin Board must be submitted via e-mail to jchristenson@counseling.org with “Bulletin Board” in the subject line. Please note that not all submissions are accepted for publication. Submissions may be accepted or rejected at the discretion of the editor-in-chief. Announcements will be published for a maximum of three consecutive months, after which an updated version of the announcement must be resubmitted for inclusion. E-mail Jonathan Rollins (jrollins@counseling.org) if you have additional questions about the Bulletin Board section.

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**NEWS & NOTES**

**Nevada issues first LCPC licenses**

The state of Nevada has started issuing its first professional counseling licenses. Nevada, which became the 49th state to license counselors in June 2007, notified the first three Licensed Clinical Professional Counselors (LCPCs) in December that the Board of Examiners had accepted their applications for licensure. This means the state has now passed the point of licensing counselors in theory and has begun licensing them in practice, which is a big win for the entire counseling profession.

The American Counseling Association and the American Mental Health Counselors Association would like to thank all the individuals who worked to make this possible and also extends its congratulations to the first LCPCs in Nevada. Counselors who would like more information about gaining licensure in Nevada can visit marriage.state.nv.us.

California remains the only state yet to license counselors.

**ACA-ACES Syllabus Clearinghouse set to launch**

Beginning in February, ACA members will be able to access the new ACA-ACES Syllabus Clearinghouse in the ACA Online Library. The clearinghouse is a joint project of ACA and the Association for Counselor Education and Supervision.

This unique resource was developed to help counselor educators discover creative approaches to course development, while also saving time and enriching the profession. The clearinghouse will be searchable by author's name, college or university, title and key words. Both member and nonmember counselor educators are invited to contribute their syllabi, although accessing the syllabi is a members-only benefit. Your contribution will bring professional recognition for your work, exposure for your counselor education program and appreciation from your peers.

Direct all syllabi questions, comments and feedback to ACA librarian Vikki Cooper at syllabus@counseling.org or 800.347.6647 ext. 281.

**NOSCA seeking nominees for advocacy awards**

The National Office for School Counselor Advocacy of the College Board encourages counseling professionals to make nominations for the National NOSCA Advocacy Awards. The three awards recognize exemplary advocacy efforts by school counseling professionals that result in positive outcomes for underrepresented populations.

The National Advocacy Award for Creating a College-Going Culture, K–12 recognizes one school counseling professional whose advocacy efforts improved the college-going culture in a school and/or district, especially for underrepresented populations.

The National Advocacy Award for Family/Community Empowerment recognizes one school counseling professional whose advocacy efforts and outreach helped to empower families and/or a community to support the college-going aspirations of young people, especially in underrepresented populations.

The National Advocacy Award for Leadership in Policy Change recognizes one school counseling professional whose advocacy efforts either affected school and/or district policy or state or federal legislation. Nominees for the school or district level must be able to demonstrate a clear change in policy that resulted in more positive practices that benefit all students.

K–12 school counselors, district-level directors or supervisors of school counseling, state-level school counseling leaders and counselor educators dedicated to teaching school counseling are eligible to receive the awards.

Nominations should be submitted by Feb. 15, and winners will be notified by March 1. For more information, visit http://professionals.collegeboard.com/policy-advocacy/educators/nosalawards.

**People to People sending counselors to China,Tibet**

Jane Goodman, a past president of the American Counseling Association, invites counselors to take part in a unique overseas cultural and professional exchange opportunity. People to People Citizen Ambassador Programs is coordinating a delegation of professionals specializing in counseling that will travel to China and Tibet from May 25 to June 6.

The delegation will combine educational activities and meetings centered on counseling in both China and Tibet with cultural activities highlighting the sights and sounds of each country. Delegates will enjoy insider views of the counseling system in China and experience the culture in ways that most travelers never do, from climbing the Great Wall and seeing the amazing temples in Tibet to observing professional counterparts in their element.

Program details and an application form are available by calling 877.787.2000 or e-mailing professionals@citizenambassadors.org. A link to the planned itinerary can be found online at citizenambassadors.org.
This session is an opportunity to meet and interact with keynote speaker Adolfo Bermeo. Please come and ask questions and dialogue further with this dynamic speaker. The ACA Foundation is sponsoring this session, and contributions will be accepted to advance the work of the Foundation and the counseling profession.

Growing Happy and Confident Kids Program: Making a Difference in the Field, 90-minute program, Terri L. Lonowski, U.S. Department of Labor, Atlanta, and Jessica Diaz

The Growing Happy and Confident Kids program, sponsored by the ACA Foundation, provides resources in the form of books that benefit elementary-school-age children. Through biotherapy, counselors help youth move toward increasing their emotional literacy, better equipping them to handle life’s challenges. Learn about this dynamic program (now in approximately 190 locations nationwide), hear moving testimonials from participating counselors and receive a recap of compelling information gathered through surveying other participants.

Frank Parsons: The 100th Anniversary Celebration, 60-minute program, Advanced, William C. Briddick, South Dakota State University, Brookings, S.D., and Hande Briddick

2008 marked the 100th anniversary of both the founding of the Vocation Bureau of Boston and the death of its founder, Frank Parsons. Join us for a most interesting look at Parsons, including the bureau, his colleagues and lessons from his legacy that are still relevant for us today.


The Department of Veterans Affairs has developed unique requirements for delivering contract vocational rehabilitation and employment services to military service members and disabled veterans. These services include initial assessment, case management, employment services, educational and vocational counseling and discrete services, which cover everything from neuropsychological evaluation to personal adjustment counseling. Learn how contract counselors provide input to VA-written rehabilitation plans and how you can participate in this compensated program as an ACA member.


The delegates to 20/20: A Vision for the Future of Counseling, a multiyear initiative involving 30 professional counseling entities, have released Principles for Unifying and Strengthening the Profession, which plots a future course for the counseling profession. The 20/20 facilitator and administrative coordinator will highlight the implications of the statement for ACA, its members and the counseling profession.

Hans Z. Hoxter International Forum: Bastions and Rubble Walls: Counseling Ethics in a Context of Limited Space, 90-minute program, Dione Mifsud, University of Malta, Msida MSD, Malta

Dione Mifsud, president of the Malta Association for the Counseling Profession, will be the featured speaker at this international forum.

The Road to Vietnam and Cambodia: Reflections of a People-to-People Counseling Delegation, 60-minute program, Advanced, Courtland C. Lee, University of Maryland, College Park, Kimberley Clemons-Jones, Esther Gallieshaw, Donna Hudson, Gail Hutchinson, Barry Jackson, Sandra Kendall, TeVeia Loem Delgado, Calvin Matthews and Laurie Persh

This presentation will offer reflections from members of the People to People counseling delegation to Vietnam and Cambodia that occurred last May. These reflections will include impressions of human development work in those countries and ideas for ways ACA can help to promote the growth of the counseling profession in both Vietnam and Cambodia.

The New CACREP 2009 Standards, 90-minute program, Carol Bobby, CACREP, Alexandria, Va., and Robert Urofsky

Members of the CACREP Board and staff will present on the details of the 2009 Standards for Accreditation with time dedicated for questions and answers.

Starting a Private Practice for Licensed Counselors, Educators, Agencies, Schools and Universities, 60-minute program, Robert J. Walsh, Walsh and Dasenbrook Consulting, Chicago, and Norman Dasenbrook

Private practice has been an elusive goal for many mental health counselors. This “nuts and bolts” presentation will cover setting up a practice with minimal investment, marketing and advertising tips, dealing with managed care, setting fees/billing and general practice management.

Keeping Up With the Counseling Profession: Current Issues on the National Level, 60-minute program, David Kaplan, American Counseling Association, Alexandria, Va.

ACA wants to help you stay up to date with current issues on the national level. ACA’s chief professional officer will discuss the new CACREP standards and their impact on both counselor education and counselor licensure, mental health parity legislation, marriage and family counselors working in the schools, the status of the federal state needing counselor licensure, entry into the VA system, licensure portability, the future of the counseling profession and other current seminal issues.

I look forward to seeing you in Charlotte. It is shaping up to be one of the most professionally rewarding and personally gratifying conferences ever!

With pride,
Colleen ♦
ACA Ethical Standards Casebook, Sixth Edition
Barbara Herlihy and Gerald Corey

The Casebook provides a detailed analysis of the 2005 ACA Code of Ethics, a foundation for ethical decision making in counseling practice, and expert guidance in applying ethical standards in work with diverse clients. The sixth edition reflects the latest changes in the Code, including modifications to thinking on dual relationships, online counseling, and the nuances of culturally sensitive counseling.

Order #72839 | List Price: $56.95
ACA Member Price: $34.95

Albert B. Hood and Richard W. Johnson

This handbook describes the basic principles of psychological assessment and the most widely used tests by counselors. Hood and Johnson explain how to choose and administer testing instruments, conduct assessments, and interpret and communicate test results. More than 100 instruments on intelligence, academic aptitude, career development, personal values measurement, interpersonal relationships, mental health, and ethnic minority populations are discussed.

Order #72846 | List Price: $64.95
ACA Member Price: $46.95

Anne Marie “Nancy” Wheeler and Burt Bertram

In this text, Wheeler and Bertram provide an overview of the law and the potential areas of liability that counselors may encounter. It is revised in accordance with the 2005 ACA Code of Ethics and contains current information on federal and state law. Topics addressed include: civil malpractice liability, licensure board complaints, confidentiality, HIPAA, duty to warn, suicide and threats of harm to self, professional boundaries, records and documentation, and managing your practice.

Order #72857 | List Price: $44.95
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edited by Courtland C. Lee

Innovative techniques for working with 21 diverse client populations are presented in this text. New chapters on working with multiracial individuals and families, Native Americans, African American women and girls, Korean Americans, GLBT persons, people with disabilities, and socioeconomically disadvantaged clients are included, as are chapters on ethics and multicultural research.

Order #72706 | List Price: $65.95
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Developing & Managing Your School Guidance and Counseling Program, Fourth Edition
Norman C. Gysbers and Patricia Henderson

This top-seller presents an empowering response to the challenges and reforms taking place within the current educational system—as well as a one-of-a-kind organizational framework for establishing or improving K–12 school counseling programs. This edition is fully updated to reflect current practice and includes increased attention to counselor accountability and the diverse range of issues students present.

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

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CLASSIFIEDS

Professional Development Workshops – Europe Summer 2009

Adlerian Training Institute will again offer Summer Study & Travel workshops for counselors. July 21 -24 - Dublin, Ireland “Counseling for Personal, Spiritual and Relational Growth” and, July 27-30 Leiden, Netherlands “Resiliency based interventions w/ learning & behavior problems: Transcending traditional practice”. For brochure Email: adleriantraining@aol.com or go to www.adleriantraining.com

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Developing Clinical Skills in Suicide Assessment, Prevention, and Treatment
Jason M. McGlothlin

McGlothlin explains how to conduct assessment interviews and use suicide assessment tools, identify levels of lethality using his SIMPLE STEPS model, create a comprehensive suicide prevention and treatment plan, and work with family members. Case examples, discussion questions, measurable individual and group activities, and skill-building resources throughout the book link theory to practice in a concrete way. The final chapter presents stories from the field to inspire counselor reflection and growth.

Order #72861  |  List Price: $47.95
ACA Member Price: $29.95

Solution-Focused Counseling in Schools, Second Edition
John J. Murphy

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

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

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

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Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling!
Jeffrey S. Ashby, Terry Kottman, and Don DeGraaf

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

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

Critical Incidents in Clinical Supervision: Addictions, Community, and School Counseling
edited by Lawrence E. Tyson, John R. Culbreth, and Judith Harrington

Sharpen your skills with this book that goes to the heart of what constitutes good practice. Topics covered include: substance abuse recovery, counter-transference, parallel process, relapse, power differentials, managing conflict, sexuality issues, dual relationships, confidentiality, duty to warn, supervisee evaluation, technology use, cultural competence, supervision contracts, and counselor training. Helpful across all levels of experience, this is a perfect handbook for clinical supervisors, clinical directors, and supervisees, as well as an outstanding teaching tool for master’s or doctoral level courses in supervision.

Order #78071  |  List Price: $45.95
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SOUTHERN ARKANSAS UNIVERSITY

Assistant Professor of Counseling

Assistant Professor of Counseling, 9-month, tenure track, for Spring 2009/Fall 2009. Qualifications: earned doctorate (ABD considered), graduate of a CACREP-accredited program in counselor education and supervision, with expertise in psychology, clinical mental health, or marriage and family preferred, and ability to teach counseling courses in both traditional and online formats. Duties include: teaching, student advising, leadership with student organizations, and scholarly activity published in peer review journals. Applicants should submit a letter of interest, curriculum vitae, and the names and contact information of five professional references to: Human Resources, Southern Arkansas University, P.O. Box 9288, Magnolia, AR 71754-9288 or HR@saumag.edu. AA/EOE. Additional information available at saumag.edu. Southern Arkansas University is a comprehensive state-supported regional University located in Magnolia, AR. The SAU campus is located in a rural region, convenient to beautiful woodlands and outdoor recreational areas. The town of Magnolia offers a very desirable family-oriented quality of life and is proximate to the cities of Little Rock, Texarkana, and Shreveport.

UNIVERSITY OF COLORADO DENVER

Assistant or Associate Professor

The School of Education & Human Development (SEHD) at the University of Colorado Denver announces a tenure-track faculty position at the Assistant or Associate Professor rank in Clinical Mental Health beginning Fall 2009 in Counseling Psychology and Counselor Education (CPCE), a CACREP-accredited program. Responsibilities include: developing and sustaining partnerships with mental health agencies in diverse settings in the metropolitan area, teaching graduate courses in the CPCE program, demonstrating cultural competence in practice and pedagogy, developing and implementing a rigorous research agenda that addresses multicultural and diversity issues in counseling, sharing leadership for the master's degree program and collaborating on research grants. Application review begins January 12th, 2009 and will continue until positions are filled. Application Procedures: to view a full description and apply for this position, please see Job Posting Number 806020 at our online application site, https://www.jobsatcu.com. Call 303-315-6353 with application questions. The University of Colorado Denver is dedicated to ensuring a safe and secure environment for our faculty, staff, students and visitors. To achieve that goal, we conduct background investigations for all prospective employees. The University of Colorado is committed to diversity and equality in education and employment.

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MARYWOOD UNIVERSITY

Assistant/Associate Professor of Counseling

Counseling/ Psychology Department

The Marywood University Department of Counseling/Psychology seeks an Assistant/Associate Professor of Counseling for a tenure track position beginning August, 2009. Qualifications: Ph.D. in Counselor Education or Counseling; licensed or license-eligible as a professional counselor in Pennsylvania; degree from CACREP-accredited programs are preferred; record of research and scholarship; teaching experience; counseling and student supervision experience preferred; experience and training in one or more of the school tracks. Responsibilities: undergraduate and graduate teaching; supervising.
sion of student research; an established research agenda; participation in external funding and grant opportunities; share in department leadership; and service to the university, the discipline and local community. The Department of Counseling/Psychology is in the Reap College of Education and Human Development. It offers three CACREP-accredited tracks: Elementary, Secondary, and Mental Health Counseling. Marywood University is a comprehensive Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary and located in northeastern Pennsylvania, easily accessible to Philadelphia, New York City, Pocono Mountains. Additional information about the University is available at www.marywood.edu. Review of applications will begin immediately. Letter of application, curriculum vita, names, phone numbers and email addresses of at least three (3) references may be submitted to: Dr. John Lemoncelli, Chair, Search Committee, Counseling/Psychology, Marywood University, 2300 Adams Avenue, Scranton, PA 19509-1598. An electronic submission is preferred as a MS Word document to: lemoncelli@marywood.edu Marywood University is an affirmative action/equal opportunity employer.

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