Mental health anti-stigma campaign unveiled by SAMHSA, Ad Council

New campaign focuses on critical role supportive friends can play in recovery

BY ANGELA KENNEDY

In December, the Substance Abuse and Mental Health Services Administration, in partnership with the Ad Council, unveiled a national, multimedia public service awareness campaign designed to decrease negative attitudes concerning mental illness. The campaign’s fundamental strategies is to encourage young adults to support friends who are living with mental health problems. “We took a new approach to destigmatizing mental illness with this campaign,” said Assistant Surgeon General Eric B. Broderick, SAMHSA’s acting deputy administrator. “Instead of telling people why they shouldn’t discriminate against people with mental illnesses, we are showing how friends can be supportive of those who have disclosed they are having a mental health problem and the critical role that friendship plays in recovery.”

Despite the fact that an overwhelming majority of Americans (85 percent) believe that people with mental illnesses are not to blame for their conditions, only about one in four (26 percent) thinks that people are generally caring and sympathetic toward individuals with mental illnesses, according to the Centers for Disease Control and Prevention’s annual survey on health orientations and practices. The survey data also found that only one-quarter of young adults believe a person affected by a mental illness can eventually recover, while slightly more than one-half (54 percent) of those who know someone with a mental illness believe that treatment can help individuals with mental illnesses lead normal lives.

“Undoubtedly, this campaign will move us, as a nation, closer to the day when the public will...”

Continued on page 16

Counselors claim major victory

LPCs earn recognition as mental health specialists in VA thanks to passage of last-minute legislation

BY SCOTT BARSTOW

The counseling profession took a significant step toward full recognition under federal law with passage of legislation establishing licensed professional counselors as mental health specialists within the Department of Veterans Affairs (VA) health care system. Passage of the legislation took place literally in the final hours of the 109th Congress in December. The language establishing explicit recognition of counselors was included as part of the Veterans Benefits, Health Care and Information Technology Act of 2006 (S. 3421), along with other provisions designed to improve veterans’ access to necessary health care services.

The American Counseling Association has worked for years, along with the American Mental Health Counselors Association, to remove the glass ceiling for licensed professional counselors working in the VA. Although the agency has long employed rehabilitation counselors at its facilities to help veterans adjust to life after service, it had yet to recognize licensed professional counselors as full-fledged mental health professionals. The Veterans Health Administration is heavily dominated by clinical social workers and, previously, licensed professional counselors were ineligible for the same clinical and supervisory positions open to social workers. This situation created an uneven playing field at the VA, with relatively inexperienced social workers being hired and promoted for mental health specialist positions over eligible and often better trained and more experienced licensed professional counselors. Licensed marriage and family therapists have been in the same position and now will also be recognized under the language included in S. 3421.

Continued on page 16

Abuse and Mental Health

New campaign focuses on critical role supportive friends can play in recovery

BY ANGELA KENNEDY

A new model to help clients deal with career, life balance issues

BY ANGELA KENNEDY

A four-page mini-guide to the ACA Convention in Detroit

Continued on page 16

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Panel calls for new ‘black box’ warning

The Food and Drug Administration’s Psychopharmacologic Drug Advisory Committee voted 6-2 in December to extend the existing pediatric warning label on antidepressant drugs to include young adults. Since 2004, antidepressants have carried a “black box” warning which says that taking the drugs might result in an increased risk of suicidal ideation and action among children and adolescents. The advisory panel is recommending that the suicide-risk warning labels be extended to include adults up to age 25.

According to recent FDA drug reviews, researchers found that for every 1,000 young adults ages 18-24 who are given antidepressant drugs, about four will act on suicidal thoughts who otherwise would not have done so. “What we are seeing is an extension of the suicidality risk that we found in pediatric patients in young adults up to age 25,” said Thomas P. Laughren, director of FDA’s division of psychiatry products, in commenting on the adult analysis.

“However, the signal did not appear to extend beyond that age. In fact, we are seeing a reversal of that phenomenon after about age 30.”

The panel also encouraged the FDA to add language to the black box label about the importance of treating depression because of concerns that the new warnings may cause doctors to limit the number of antidepressant prescriptions. Mental Health America (formerly known as the National Mental Health Association) released a statement voicing its concern about the public health impact of the revised label. According to Mental Health America, there is emerging data indicating that treatment and identification rates for depression have dropped by 20 percent since the original black box warning went into effect two years ago. The organization fears new warning labels could add to treatment barriers, and it encouraged the FDA to conduct further analysis on how the labels have affected the treatment of depression and the incidence of suicide. The American Psychiatric Association also shared its concern about the new labels limiting access to care and recovery.

In reaching its decision, the advisory committee said it considered feedback from both mental health organizations and from grieving families whose loved one committed suicide while on various popular antidepressants. Emotions ran high as both advocates and critics of antidepressants warned federal regulators that a wrong move could cost numerous people their lives.

“We continue to feel antidepressants are a useful class of drugs, and we are not in any way trying to discourage the use of these products,” Laughren said. “We still feel it’s good advice for clinicians to carefully observe all patients of all ages who are being treated with antidepressants for emergence of suicidality.”

For more information about the revised black box warning, go to www.fda.gov/der/antidepressants/.

ACA assists Louisiana counselors

In mid-November, the Louisiana Counseling Association and the American Counseling Association received word that licensed professional counselors working in partial hospitalization programs were being fired because of a change in policy by TriSpan, Louisiana’s Medicare Part A carrier. TriSpan is asserting that LPCs in Louisiana are not authorized to perform psychotherapy. This stance is being taken despite language in the Louisiana statute governing licensure of LPCs that says LPCs can diagnose and treat mental disorders.

ACA and LCA quickly worked to understand the reasoning for the policy change and then mobilized action in concert with the Louisiana Mental Health Counselors Association and the Louisiana Licensed Professional Counselors Board of Examiners. All groups are working to inform TriSpan that LPCs in Louisiana are in fact eligible to practice psychotherapy because their scope of practice includes the diagnosis and treatment of mental disorders and conditions. With the help of ACA lobbyist Brian Altman, LCA wrote to TriSpan requesting that the company reverse its decision to forbid LPCs in partial hospitalization programs from performing psychotherapy services. ACA will continue to update its members about the status of this issue.
Counselor shares story of hitting glass ceiling at VA

This letter is in response to the letter written by Felipe Sales in the November 2006 issue of Counseling Today. In turn, Mr. Sales was responding to a letter from Vincent P. Dimone, who was aware of Mr. Sales' letter to the editor of the Kennebec Journal, our daily newspaper. The article is certainly a testimony to the fine people we have in the field (or, as we used to say, “in the trenches”). They have been such fine models of ethic. Too often we see media reports of just the opposite.

Mary Burgess
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Counseling Today

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Counseling Today Volume 49/Number 7

Editor's note: Good news arrived just before the holidays when Congress passed legislation establishing licensed professional counselors as mental health specialists within the VA. For more on what this means for professional counseling practice, read “Counselors claim major victory” on the front page of this issue.

Putting helpful tools in career counselors’ hands

I just finished reading Janet E. Wall’s excellent article, “Cool Internet tools for your career counseling tool kit,” in the December 2006 issue of Counseling Today. Thanks so much for sharing her information and expertise. I’ve bookmarked every one of the websites that she mentioned.

FYI, there were typos in two of the websites addressed. The correct addresses are:

- www.aacc.nche.edu
- www.chicagotribune.com/2006/03/24/chi/careers/324mlt.html

In addition, if career counselors encounter persons thinking about law school, they are welcome to the material at my website (www.PrelawAdvisor.com) and my blog, “The Prelaw Advisor,” which is found at www.ThePrelawAdvisor.blogspots.com. Questions from law school applicants or potential applicants are welcomed.

Braeden Rock
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Editor’s note: The typos were made during the editing process. Counseling Today regrets the errors.
From the President - BY MARIE A. WAKEFIELD

Opportunities for growth

As I made my final plans for traveling to Detroit for the 2007 American Counseling Association Annual Convention & Exposition, March 21-25, I began to reflect on how meaningful the convention has been for me and how much I have developed as a professional by attending over the years.

There are the obvious benefits, such as the education sessions, which have vastly expanded my knowledge and opened my eyes to new ways of approaching a difficult situation or solving a problem. Then there are the less obvious and sometimes unexpected outcomes. I have developed friendships, for example, that I wouldn’t have otherwise, and over the years, I have developed a network of colleagues who are now a big part of my life.

Through my work on committees and now the Governing Council, I have learned how to consider all points of view and to achieve so that the decisions made by the leadership are good for the entire profession. The ACA Convention is the best place to really hear what is on the minds of members. If you don’t attend, your voice may not be heard in quite the same way.

I always return home from the ACA Convention & Exposition renewed and full of energy. Although it can be an exhausting few days, the experience is so enriching that I am more motivated and more satisfied than ever that I chose this profession. The “cross-pollination” that occurs at the convention is something that I truly treasure.

Although my background is school counseling and administration, I love it when I find myself in a career counselor or a counselor educator or a couples counselor. It is truly amazing how our profession overlaps and how we can learn from each other. It is apparent to me that the work setting is of less significance than the opportunities to broaden my thinking. The connection we all share is our commitment to helping people throughout the life span. And that life span is on full display at the convention because of the breadth and depth of the programs selected. The ACA Convention & Exposition is a big tent, and we are all in it together. Yet we can still find our own niche within that tent.

In Detroit, I look forward to hearing the message that keynote speaker Linda Ellerbee has to convey. I’m also excited about interacting with colleagues from around the world and seeing the products and services on display at the exposition. I also look forward to hearing from you, finding out what concerns and daily challenges you have. Much discussion recently has centered on counseling salaries and what we might need to do as a profession to address this issue. Come to Detroit so that we can hear from you and develop an effective action plan that will lead to improvements at the local level as well as the state and federal levels. We need to tackle many issues as a profession, and the convention is an ideal place to learn about what is happening now and what we need to focus on in the future.

If you haven’t yet registered, I urge you to do so today. In fact, register by Feb. 15 and take advantage of the Advance rates! If you have never attended an ACA Convention, this is the best time to do so. You will find that we love our “first-timers.” A special First-Timers Orientation and Mentoring Luncheon is a must stop — you will find out how you can get the most out of your convention experience. Other attendees will notice your first-timer ribbon and be happy to help you become immersed in this grand gathering of thousands of counseling professionals from around the world.

As a student, this is the best place to explore jobs, network and mingle with some of the most well-known names in counseling. And a special Grad Student Lounge will be your very own gathering place in Detroit!

Beginning on page 27 of this issue of Counseling Today, you will see a four-page convention mini-guide with more details and updates. You also may want to visit the convention website at www.counseling.org/convention.

The ACA Convention & Exposition is truly the epicenter of the counseling profession for one week in March. I wouldn’t want to be anywhere else. I look forward to seeing you there!

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Executive Director's Message – by Richard Yep

A victory earned over years

Let me wish all of you a happy, prosperous, healthy and peaceful new year. The staff and I enjoyed a few days off at the end of the month, but rest assured that we have returned to the office with a renewed vigor in hopes of doing even more to make the American Counseling Association the resource on which you can depend.

As you have seen on page one of this issue, our multiyear effort to have the federal government recognize the skill, experience and training of licensed professional counselors took another giant step forward when the U.S. Congress approved a bill last month that will result in many more opportunities for professional counselors who provide services to our nation’s veterans.

Literally completed at the 11th hour prior to the adjournment of the 109th Congress, the Senate agreed to a bill that will allow licensed mental health counselors to fill jobs for which they were previously restricted from applying within the Department of Veterans Affairs. This means professional counselors will be able to seek supervisory positions as well as other jobs that are at a much higher grade level than they could previously.

While I acknowledge the guidance and assistance of the current volunteer leadership and the work of our public policy staff, I would be remiss if I did not express appreciation for prior ACA leadership teams and government relations personnel who helped move us forward to this important legislative victory. Similar to our work on the elementary school counseling demonstration program, this effort took a number of years to reach fruition.

In past columns, I have indicated that ACA wants to provide our members with resources, services and advocacy that will result in making you a better professional counselor and, I hope, improve your career opportunities. I believe passage of the VA legislation is yet one more step in meeting the commitment we’ve made to you and your colleagues.

Understand that the public policy process will still need to be followed in regard to this issue to ensure that the positions and opportunities made possible with this legislation will be realized. The regulatory process is next, followed by actual implementation. You have my commitment that the ACA staff and I will continue to do what we can to expedite this process and provide the information necessary for the federal government to move as quickly as possible.

Let me also say that in regard to legislation affecting licensed professional counselors, we still need to stay focused on issues such as TRICARE (the federal health program for the military), Medicare and enactment of licensure in both California and Nevada (see related story on page 16).

While we are paying close attention to the mental health issues listed above, we will also continue to be actively engaged in other issues that affect professional counselors who work in the areas of school, career and rehabilitation. This is a tall order for a department of four staff and a committee of 12. Quite frankly, if we are to have continued success, we need your voice and your commitment as well. Please consider signing up for the Government Relations list-serv by visiting www.counseling.org/publicpolicy and clicking on the box with those words. Stay in touch with what is going on and how you can play a role in our important legislative efforts!

I also wanted to let you know of the passing of two very dedicated ACA former employees. Mr. Arnold Van Meter Jr. served as our director of personnel for a number of years and had retired to Florida awhile back. As the staff continued to grow given the projects and programs we undertake, “Van” was instrumental in his personnel role.

Ms. Lois Howell was an administrative assistant to the ACA executive director and other senior managers before her retirement in the early 1990s. Lois was someone who could be counted on as a consummate administrative assistant. Her organization and knowledge of punctuation were skills for which I was always very appreciative.

Both these individuals will be missed. We are grateful for the service they provided to ACA. As always, I hope you will contact me with any comments, questions or suggestions that you might have. Please contact me via e-mail at rype@counseling.org or by phone at 800.347.6647 ext. 231.

Thanks and be well.

ACA FOUNDATION 2007 ANNUAL CONVENTION STUDENT GRANT

The American Counseling Association Foundation will be sponsoring 30 students to attend the ACA Annual Convention in Detroit, Michigan March 23-25, 2007. This grant will include one Student Member registration and one admission to the ACA First Timers and Mentors Luncheon on Friday, March 23, 2007.

To be considered for this opportunity all applicants must be a current ACA Student member, a current graduate student registered at a university or college in the field of counseling or a related course of study and must be attending the ACA Annual Convention for the first time.

Complete this form and submit a one page resume or bio sheet. Mail to: ACAF, T. Holmes, 5999 Stevenson Ave., Alexandria, VA 22304. Your application must be received by Friday, January 12, 2007. If you are sending your application via email, it must be received no later than 5pm ET on Friday, January 12, 2007. All awardees of the ACA Foundation Annual Convention Student Grant will be notified by February 16, 2007.

Please contact T. Holmes at 800-347-6647 X350 or tholmes@counseling.org with any questions or concerns.

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ACA counseling delegation visits South Africa

BY ANGELA KENNEDY

In conjunction with the People to People Ambassador Programs, former American Counseling Association President Samuel T. Gladding and ACA member Allen Wilcoxon led a counseling delegation to South Africa last fall. More than 50 counselors, therapists and social workers, as well as their guests, traveled to Johannesburg for a 10-day cultural and professional exchange. The mission was to explore the services provided by counselors and those in related helping professions in South Africa, particularly in educational and institutional settings. The delegation focused on gaining a better understanding of how counseling has developed and how services are provided in South Africa, as well as the differences and similarities between the profession as practiced in the United States and South Africa.

Delegation members visited 17 different groups, including agencies dedicated to school counseling and higher education settings; those involved in conflict resolution and use of counseling skills to promote reconciliation and mutual respect among the people of South Africa; family and couples counselors; career counselors; and facilities that promote wellness, empowerment and AIDS awareness.

The delegation’s first stop was a meeting with representatives from the South African Federation for Mental Health, the South African Depression and Anxiety Group (SADAG) and the Psychology Society of South Africa. SADAG is the largest mental health initiative in the nation. It provides patient advocacy, counseling referrals and a suicide prevention program with a support hotline. Among the things the delegates learned is that there is a shortage of mental health workers in the region. The current need is overwhelming because 19 percent of the population is HIV positive. SADAG founder Zane Wilson told the counseling delegation that HIV patients are 36 times more likely to commit suicide. Her organization hosts workshops for HIV patients and their caregivers to explain what depression is and to provide information on coping strategies. SADAG also is working to destigmatize mental health issues through outreach programs. Most notable is the organization’s creation of a picture book to deliver messages about HIV and depression to populations with low rates of literacy.

The next day delegates visited a family support center in Cape Town and an outpatient pediatric clinic. They also received a glimpse into the educational system of South Africa with visits to a public school, Musi High, and the Roedean School for Girls, a private school where students live on campus.

Gladding said that Musi High School was “bare bones in the sense that the kids loved being there, but there was a minimum of textbooks, computers and everything else you would expect in a school.”

The Roedean School showed the delegates a very different side of African life and offered a sharp contrast to the nation’s public schools. For instance, the Roedean School shelters its students from many of the nation’s political conflicts related to the lingering effects of the old apartheid system and high crime activity due to widespread unemployment. “There is a good deal of turbulence going on in South Africa,” Gladding said, “but these young girls are not exposed to that.”

The school, established more than a century ago, is modeled after the original Roedean School in the United Kingdom. Wilcoxon noted that students participate in a rigorous curriculum with emphasis on creativity, self-exploration and community service. The school offers a full range of counseling services to its students, very much in line with what some U.S. school provide. Delegates met with the school’s psychologist and found many similarities between the issues being confronted by school-based professionals in both the United States and South Africa. Among the common concerns are bullying, self-esteem issues, youth experimentation with drugs and alcohol, and career planning.

In the following days, the counselors traveled by bus to Kruger National Park to hear presentations by a fellow delegation on disability rights, health care for critical psychiatric needs and the possible therapeutic benefits of exercise and connection with nature. During breaks between the workshops, delegates soaked up the scenery of one of the world’s great

Continued on page 50
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Counseling Today
January 2007

Personal conversations with counseling professionals

Interview with Samuel T. Gladding

Note: The ACA Professional Counselor Practitioner Series is designed to call attention to the work performed by various members of the counseling profession. The presentation of these interviews has multiple purposes. First, the American Counseling Association would like to inform future counselors of the intricacies of the work performed by different counselors working with people across the life span in varied settings. Each interview will look at the counselor, the clients, and the issues and problems they bring to the counseling relationship. Familiarity with these roles can help prospective counselors consider future career and education options.

In addition, ACA wishes to increase public awareness of the myriad roles played by professional counselors in varied settings and hopes these interviews can lead to better public understanding of counselors’ knowledge, skills and competencies.

The interviews will also be available on the ACA website at www.counseling.org.

The first interview in the ACA Professional Counselor Practitioner Series is with counselor educator Samuel T. Gladding, a professor of education, chair of the Counselor Education Department and associate provost at Wake Forest University in Winston-Salem, N.C. Long considered an outstanding teacher and counselor educator, Gladding has further distinguished himself professionally through significant service as a professional association leader. That leadership includes his tenure as ACA president in 2004-2005, as well as his service to the Association for Specialists in Group Work and related national, state and local organizations. In this interview, Gladding discusses the role and function of the counselor educator.

ACA: Sam, please describe the typical functions of the counselor educator. What are the things that you do in your day-to-day professional role?

Samuel Gladding: Counselor educators must perform a number of professional tasks. Certainly my primary role is teaching, and that involves the specialties that we have in group and family orientation counseling. No. 2 is supervising students. While I don’t do as much advising as I have done in the past, guiding students through their personal education experiences is a very important function of the counselor educator. A third is mentoring. It’s not enough just to be in the classroom or to help students home in on developing their skills; it’s a matter of helping the student make his or her way into the profession and adopt a professional identity. Further, a counselor must serve as an advocate for the clients we currently serve and for the profession of counseling itself.

ACA: If there is a typical pathway, how would you guide someone who is thinking about one day becoming a counselor educator?

SG: Starting with educational preparation, I believe the future counselor educator should have a fairly broad liberal arts or related background that would lead eventually to a master’s degree in counseling. That study should be followed by

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The second thing I find particularly rewarding is that I didn’t mention earlier is the opportunity to conduct research, write and grow as an educator. The typical counselor educator is going to be engaged in a significant amount of research and writing, whether writing a book or a book chapter or conducting research in preparation for their personal teaching. Prospective counselor educators who have writing skills and an interest in research will find these valuable attributes in fulfilling their professional role.

ACA: What are the challenges and the most difficult aspects of your work?

SG: I think the challenges have to do with helping students work through issues that could be impediments to their being a good counselor. These can be their ability to understand and help a client or how best to use a counseling strategy within the circumstances presented to them. It could also mean helping the counseling student understand the dynamics of the developmental process and where the client happens to be in that human process. Helping the counselor become a helper can be very challenging.

It is also a very tough challenge to serve as a “gatekeeper” to our profession and have to say to some students that they may not be best suited for the role of a counselor and that they should look to another career where they may be able to make a more worthwhile contribution and be successful.

ACA: Paint the picture of a typical day in your world as a counselor educator.

SG: Well, each day is different. It varies a lot according to the dual role that I have here at Wake Forest University — faculty member and chairperson of the Counselor Education Department and associate provost. I also try to set some time aside to do some counseling and volunteer work.

A typical day for me might begin with some writing or work on one of my future publications. Then I might become engaged in studying or getting ready for an upcoming class, learning or relearning some important knowledge points that I want to take in the classroom and convey to my students. There may also be some time devoted to one-to-one or group advising.

All of that leads up to my time in the classroom — the teaching part that I treasure so much. All of these functions, along with the opportunity to grow and share with my university colleagues, constitute a typical professional day. In my particular situation, I might also devote some additional time to work that has grown out of my leadership role with ACA and other organizations.

ACA: A final question. If you were to advise or offer some personal thoughts to someone considering a career as a counselor educator today, what would that advice be?

SG: Well, I think it would be that you need to be flexible, be ready for change and prepared to gain as many professional experiences as you can. Strive to be the best counselor and the best counselor educator you can be.

Continued on page 47
Two years ago, I was a school guidance intern at a fourth and fifth grade elementary school. I was halfway through my graduate schooling, and this was my first internship. In fact, this was my first real experience with counseling — period. While my friends and colleagues always seemed to confide in me when they had problems, I had never counseled professionally.

During the first few weeks of my new job, I was very eager to learn all I could, and I volunteered for just about anything. Yet I was also nervous about working with children as clients. I had never counseled children before. Would I know what to do? Would I know what to say? Would I know how to say it?

I felt comfortable with the first few cases. There was a girl whose grandmother had died just before the start of school, and she was having a hard time grieving and focusing on her schoolwork. There was a boy who had worked with interns in the past; he came from a broken home and had poor self-esteem. There was another boy whose parents were divorcing, and he was angry. Another girl had a nonverbal learning disorder and needed help with social skills; she had no friends and was alone and depressed. And then there was Gil.

Gil’s parents had divorced the previous year, and it was a bitter separation. Mom was a doctor; dad was a police investigator. Dad had custody; mom had a drinking problem. Gil and his older sister had grown estranged from their mother because of her drinking, which caused the children a lot of embarrassment. At the beginning of the school year, mom had been sober for several months and was desperately trying to re-establish a relationship with her children. The older daughter would have nothing to do with her, so there was only Gil to carry the burden.

The mother had lost her job, so she had plenty of time for volunteering at the school — in Gil’s class, in the library (when his class was there), in the garden nook, on field trips. His mother’s presence in the building caused Gil to experience a lot of stress. He refused to engage his mother in any way, acknowledge her or participate in any activity when she was around. Gil would quickly go into a panic attack and would “hide out” in the nurse’s office. While school officials were trying to be respectful and appreciative of the mother’s willingness to help out as a parent, I was interested in helping Gil cope with his parental relationship when he was on school grounds.

Because I have unresolved “mother issues” of my own, I was especially careful to listen to Gil’s story, trying to maintain focus on his issues rather than mine. Twice a week I would pull him from class for 30 minutes. We would play various games, and I would try to get him to talk about his mom and her presence in the school. He would quickly answer whatever question I asked and then change the subject with a shy smile. I realized we were building trust in our relationship, so I followed his lead. We played together.

At first, Gil chose a lot of battle games: War, Stratego, Battleship. He was very good at all of these and knew the strategies for winning swiftly. After a couple of weeks, he allowed me to introduce new games with which he was unfamiliar; now I was the more skilled player. Every once in awhile, especially if I had heard there was an uncomfortable situation with Gil and his mother, I would bring up the topic of mom again. Yet he was still resistant to saying more than a few words about that situation or relationship. And so we continued to play twice a week.

Soon after New Year’s, I complained to my supervisor that Gil and I weren’t really doing anything. “All we do is play games,” I said. She replied that sometimes kids are not ready to do the work that we prefer, so all we can do is plant the seeds and wait for them to prepare to go deeper. So Gil and I played games together for a couple more weeks.

I must not have been satisfied with my supervisor’s guidance, because one day I decided to sit with Gil and talk about our work together. I asked him if he knew why we met every week.

“Yes,” he said before looking down at the game we were playing and continuing with his turn.

I continued to ignore the game. “What do you think is the reason for why we meet?” I asked again.

“To talk about my mom.”

I nodded. “Yet I notice we never do that.”

“I know,” Gil said in a soft voice. “I just don’t want to talk about that.”

Clearly, I was frustrated. After all the training and education I had received, this is not how I imagined counseling would be — sitting and playing games instead of discussing what was really bothering the client. I felt as if I was not doing the job I was supposed to be doing. I knew I couldn’t push him, so I said that if we weren’t going to talk about his mother, then we’d just have to talk about something else.

The next week, I was feeling bad about putting Gil on the spot. In spite of my best intentions to avoid delving into my own stuff, I realized that my impatience and need to confront Gil was more about me than him. I confessed this to my supervisor: “I’m just not helping him,” I said.

“All we do is play games. That is not therapy,” My supervisor reassured me that I was providing him with a positive female role model who showed up consistently and was interested in spending time with him, playing with him and hearing about his days at school and with friends. Perhaps what I was doing was providing Gil another model of what a relationship with a female could be instead of the one he had already experienced. OK, this I could do. This gave me a purpose and a goal as well as some much needed direction. And so we played, and I always showed up when I said I would, and I was always interested in listening to his stories.

A month later, we started to play games with which we were both familiar and both pretty good. We settled on Disney Trivial Pursuit and played this game for the next four months! It was the only game we ever played more than two or three times, and I was amazed. I realized that we both knew a lot of the Disney films, characters and songs. All of our games were very close, one right behind the other in gathering the colored tokens we needed and then racing to the finish. We were equally skilled opponents in a game that we both enjoyed. Another two
BIG GIRLS DON'T CRY

Truth or Dire Consequences?

Anna's mother had battled terminal cancer for a year, but Anna was still shocked when her mom finally died. She came home from the hospital and wept as she told her 8-year-old daughter that grandma had died. But her husband pulled her out of the room and told her to get a hold of herself. He said she needed to be strong for their daughter, and not feel sorry for herself.

She called her best friend who told her, “Don't cry; you should be happy that she's no longer suffering.” So she tried to hold back her tears and put on a happy face. When her sadness continued, she called her pastor who said, “Don't feel bad, she's in a better place.”

It may be intellectually accurate that Anna's mom was no longer suffering and was in a better place. But the same was not true for Anna. Anna was heartbroken and definitely NOT in a better place. All the comments she heard, no matter how well-intended, told her that she shouldn't feel what she felt.

The attempt to shift grievers from their naturally occurring emotions to their intellects is dangerous and counter-productive. Our reliance on intellect at the expense of feelings has reached epidemic proportions — especially where grief is concerned.

BE STRONG OR BE HUMAN

Don't cry. Be strong. Don't feel bad. Everything Anna heard put her in conflict with what was truthful about her feelings.

Because she didn't have better information to guide her, Anna believed that something was wrong with her and she shouldn't be feeling what she was feeling. She didn't cry at the funeral because everyone told her that she needed to be strong for her daughter. Her daughter, watching and learning from her mother didn't cry either.

TISSUES NOT TRANQUILIZERS

As Anna kept pretending to be fine, she began isolating from everyone. She noticed that she had almost no energy. In desperation, she went to her doctor, who diagnosed her as “depressed” and prescribed a heavy dose of medication.

The drugs numbed the pain and allowed Anna to bury her feelings even deeper. Her marriage suffered, and her daughter was in a free-fall of her own. All of this occurred, in large part, because Anna had learned to be strong and hide her emotions. And worse, she inadvertently taught the same wrong idea to her daughter.

Perhaps Anna would have done better if allowed to cry in the first place.

EXPAND YOUR PRACTICE

While crying is normal and natural and helpful in dealing with the emotional energy caused by the death of a loved one, it’s obviously not everything that Anna would need to do to become emotionally complete with her mother. Nor is crying the only thing her daughter would need to do to deal with the unrealized hopes, dreams and expectations she had for her future that would have included her grandma.

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The Grief Recovery program is based on the groundbreaking principles and actions outlined in The Grief Recovery Handbook and When Children Grieve. The four-day Program is an intensive, experiential and didactic training. It demonstrates and teaches the specific actions you will use to direct your clients to complete the life-limiting grief you have helped them identify.

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When work doesn't work
Making room for the kaleidoscope career

BY LISA A. MAINIERO AND SHERRY E. SULLIVAN

Jean is a troubled 40-year-old woman who has been working as a district manager for the same sales company for eight years. With three children at home, ages 12, 8 and 5, she is torn between priorities for her career and her family life. Her husband’s new job is going to require a lot more travel, and she is wondering what she should do. Give up her career entirely and devote her time to being a full-time mom? Reduce her work hours and take a demotion? Hire a full-time caregiver for her children?

Sam is an accountant who is tired of the daily grind of numbers, numbers, numbers. He wants to continue as an accountant, his work is no longer stimulating, his work is no longer challenging, his work is no longer rewarding. He finds his daily work routine boring. His wife, numbers, numbers, numbers. She wants to continue as an accountant, her work is no longer challenging, her work is no longer rewarding. She finds her daily work routine boring. His wife, numbers, numbers, numbers.

Meredith has had it all — a high-flying career, a long series of promotions and worldwide travel assignments in far-flung locations. At the end of her career, she is wondering: “Is this all there is to life?” Her husband, a computer graphic artist, doesn’t want to travel anymore, and her children are grown. She is wondering if there is something else — something more — she can do with her career that would be more authentic, more fulfilling and complementary of her passion for gourmet cooking.

Attention career counselors: Jean, Meredith and Sam are typical modern-day careerists with contemporary career and life balance issues. If Jean, Meredith or Sam were to walk into your office today for some career counseling, what advice would you provide? Would you counsel them based on old axioms: Define your priorities; consider what is most important to you; make a decision that is consistent with your values.

A new model
There is a new approach. We have found that today’s workers want “kaleidoscope careers” — careers created on their own terms and defined not by a corporation but by their own values and life choices. In our research with more than 3,000 employees, we discovered that people were making major life changes in their careers to shift the pattern of their lives as needed. People were motivated by three central parameters:

- Authenticity — a need to be genuine and to act in ways congruent with their values
- Balance — the need for a more balanced family life
- Challenge — the need for exciting, stimulating work

We found that today’s workers want the ability to leave their jobs for short periods of time to recharge or to resolve family issues and then to return to those jobs refreshed and more capable than before.

The Kaleidoscope Career Model (KCM) is a new way of thinking about careers. The model suggests that each of the three parameters — authenticity, balance and challenge — is active as a signpost throughout a person’s career. Certain issues predominate at different points in the individual’s life span. For Jean, issues of balance between career and family predominate at this point in time because her husband’s job demands have shifted and she is now worried about her children. For Meredith, issues of authenticity predominate as she reconsiders her priorities at the end of her career. Sam is caught between issues of challenge and balance: His work is no longer stimulating and he wants a break, so the option of becoming a stay-at-home dad is a possibility.

We call this the ABCs (authenticity, balance and challenge) of a kaleidoscope career. Each issue serves as a decision-making parameter that can cause a pivot in thinking about the importance of a career at that particular point in time. Just as a kaleidoscope uses three mirrors to create infinite patterns, the KCM has three “mirrors” or parameters (authenticity, balance and challenge) that combine in different ways throughout a person’s life to reflect the unique patterns of his or her career.

To use an artistic metaphor, the colors of a woman’s kaleidoscope are reflected in these three parameters, shaping her decisions as one aspect of the kaleidoscope takes on greater intensity as a decision-making parameter at different points of her life. Over the course of her life span, as a woman searches for the fit that best matches the character and context of her life, the colors of the kaleidoscope shift in response. One color (parameter) moves to the foreground and intensifies as it takes priority at that time in her life. The other colors lessen in intensity and recede to the background but are still present and active because all aspects are necessary to create the current pattern of her life.

For example, at one point a woman may delay having children so she can devote more energy to her career. At another point, she may subjugate career ambitions for the sake of her family needs. Still later, she may forge ahead, searching for meaning and spirituality in her life. Somewhere in the middle she may be most concerned about balance and relationships in her life. Her context, and the level of stress she experiences at different “tipping points” over the life span, shapes her choices.

We found that women and men have different profiles based on the KCM. Most men were interested in challenge and authenticity early in their careers. In midlife, many men...
started to express a loss of family closeness and reoriented their motivations around the family balance parameter. It’s not that men do not value family. Instead, we found that men took their roles as family providers quite seriously and demonstrated their love for their families by being the best providers possible.

Women, on the other hand, began their careers with a sense of challenge and inspiration, but in their 30s and 40s, many felt the pull and tug of family balance issues to the point that they sometimes were compelled to “opt out” of their careers. Later, when family responsibilities were equalized and (mostly) completed, many women asked themselves, “Is this all there is?” Driven by the authenticity parameter, they discovered opportunities to be genuine and return to the workforce in ways that followed their passions.

Alpha and beta careers

Our research shows that people today are experimenting with “alpha” and “beta” kaleidoscope careers. Rather than work long, hard hours in pursuit of the brass ring of a promised future promotion, workers today are taking stock and making career decisions that best suit the fabric of their lives. If family concerns are an issue, then a mom or dad may opt out of the workforce for a short period of time to manage elder care or child care responsibilities. If workers want more challenge in their jobs, they are not afraid to look elsewhere for more stimulating work. Still others are putting their need to be genuine first and finding career paths that allow them to behave in accordance with their values. Many of these workers are starting companies of their own.

In a beta kaleidoscope career profile, workers make balance issues the pre-eminent factor in their lives and make career choices that favor family needs. Beta kaleidoscope careerists are more family-centric and less interested in the demands associated with getting promoted. They prefer to have flexible work hours that allow them to more adequately and sanely balance family needs with work.

Still other careerists fit the alpha kaleidoscope career profile. They are very interested in pursuing their own authentic goals and finding challenging, stimulating work that might involve advancement. For example, in the cases mentioned previously, Meredith, Jean’s husband and Sam’s wife might be alpha careerists. But as Sam in the opening example, wanted to be a beta kaleidoscope careerist and focus on aspects of their lives other than work.

Kaleidoscope Career Self-Inventory

To counsel confused clients who are caught in a bind between their work and family lives, we developed a questionnaire called the Kaleidoscope Career Self-Inventory (KCSI). The inventory helps people realize whether they are motivated to pursue an alpha or beta kaleidoscope career profile. The KCSI examines individuals’ drive for challenge, balance and authenticity in their lives at the present time. Counselors can use the inventory as a tool to help employees realize their career potential or, alternatively, accept that their needs for balance override their desires for promotion.

Continued on page 26
The Senate approved language establishing explicit recognition of licensed professional counselors as part of the Veterans Health Care Act (S. 1182) in December 2005. Follow ing passage of S. 1182, ACA and AMHCA focused on getting the House Veterans Affairs Committee to adopt the Senate language. This effort led to the May 2006 introduction of stand-alone legislation, the Veterans Mental Health Care Access Improvement Act (H.R. 5396), which focused on establishing explicit recognition of licensed professional counselors and marriage and family therapists within the VA health care system. It was important that Rep. Jerry Moran (R-Kan.), a member of the House Veterans Affairs subcommittee on Health, and Rep. Michael Michaud (D-Maine), the ranking minority member of the subcommittee, introduced the legislation. Thanks in large part to the grassroots support of ACA members, the legislation gained an additional 20 co-sponsors from both parties.

Although the support enjoyed by H.R. 5396 was encouraging, it would have mattered little without the passage of veterans legislation by Congress. For months, the House Veterans Affairs Committee appeared poised to approve veterans legislation, including the counselor licensure effort and looks for- ward to the introduction in the state. Attendees were also informed that the language was set to pass the House in May and was to go to the Senate for a quick vote.

Counselors attending the meeting had several questions about what effects the bill would have on scope of prac- tice, those who already have obtained a master’s degree in counseling and other providers in the state. Attendees were also interested in prospects for the bill’s consideration and passage. The Senate’s Social Security and Veterans Affairs Committee had been the first to consider ACA’s counselor licensure legislation. The bill was introduced in the Senate in May and was quickly referred to the Senate Veterans Affairs Committee. The bill was amended in the Senate and passed in early July. The Senate’s action was pending in the House, where it was expected to be considered in early August.

The training covered an array of issues, including the legisla- tive process and the likely time-line for ACA’s counselor licensure legislation. Attendees were also informed that the language was set to pass the House in May and was to go to the Senate for a quick vote.

With the expected introduc- tion of a counselor licensure bill in the Nevada Legislature later this month, American Counseling Association Director of Public Policy Scott Barstow and ACA Executive Director Richard Yep were invited to conduct a legislative training for the Nevada Counseling Association in December. Presenting the training were Beth Powell, director of Public Policy and Professional Issues at the American Mental Health Counselors Association, and Kristi McCaskill, counsel- ing advocacy coordinator for ACA’s Board for Certified Counselors.

“We presented as a team,” Yep said about the training. “It was important to make sure that our members in Nevada had the tools necessary to work with state Sen. Joe Heck, who will be introducing the counselor licen-

strike bill.” Nevada is one of two states, along with California, that has yet to enact a counselor licensure law. On Dec. 8, counselors heard from Heck (R-Clark County) regarding his draft counselor licensure legislation at a meet- ing held on the campus of the University of Nevada-Las Vegas. Heck, an emergency care physician, related how he became interested in the issue of counselor licensure because of his frustration over the lack of adequate mental health care resources. He also spoke about the specifics of the licensure bill and talked about key elements of the bill’s structure.

The training was held, with 16 counselors from across Nevada in attendance. In addition to organizing the training, ACA offered a portion of the travel expenses for counselors attend- ing from the northern part of the state, near the state capital of Carson City. NBCBC also assist- ed with travel expenses. Al- though both the meeting with Sen. Heck and the legislative training took place on the UNLV campus, much of the direct lobbying with state legis- lators will happen in Carson City. Given the intensive nature of the daylong training, ACA provided attendees with continuing education credits for their participation.

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16 million Americans are sex addicts.

78% of counselors say they need additional training in assessing and treating sexual addiction.

(NBCC, Fall 2004)

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The prevalence of mental illness among young adults in our country is staggering," said Peggy Conlon, president and CEO of the Ad Council. "We need to reduce the widespread stigma and provide a greater opportunity for recovery. Our research revealed that there is a great fear and a general lack of knowledge about mental illness. Therefore, we were careful not to develop advertising that would further perpetuate the stigma. Rather than focusing on the fear, we identified a need to reduce the stigma and provide a greater opportunity for recovery.

According to SAMHSA, in 2005, an estimated 24.6 million adults aged 18 and older experienced serious psychological distress (SPD), which is highly correlated with serious mental illness. Among 18- to 25-year-olds, the prevalence of SPD is high (18.6 percent versus 11.3 percent for all adults aged 18 and older). At the same time, this age group shows the lowest rate of help-seeking behaviors. The good news is that those in this age group with mental health conditions have a high potential for minimizing future disability if social acceptance is broadened and they receive the right support and services early on, according to SAMHSA.

"Mental illness is not something to be ashamed of," said acting Surgeon General Kenneth Moritugu, who helped kick off the campaign. "It is an illness that should be treated with the same urgency and compassion as any other illness. And just like any other illness, the support of friends and family members is key to recovery."

Created pro bono by Grey Worldwide, the public service ad campaign aims to reach 18- to 25-year-olds who have friends living with mental illnesses. The campaign highlights the importance of providing support. Featuring a voice-over by Tony Award-winning actor Liev Schreiber, the television and radio spots illustrate how friendship is the key to recovery for many people struggling with a mental illness.

The campaign also includes print and interactive advertising that directs individuals to a comprehensive new website (www.whatadifference.samhsa.gov) to learn more about mental health, what role they can play in a friend’s recovery and where to find local services. The PSAs (which feature the tagline “Mental Illness: What a Difference a Friend Makes”) were distributed to more than 28,000 media outlets nationwide and will air in advertising time donated by the media.

"The prevalence of mental illness among young adults in our country is staggering," said Peggy Conlon, president and CEO of the Ad Council. "We need to reduce the widespread stigma and provide a greater opportunity for recovery. Our research revealed that there is a great fear and a general lack of knowledge about mental illness. Therefore, we were careful not to develop advertising that would further perpetuate the stigma. Rather than focusing on the fear, we identified a
key strategic message that would motivate young adults throughout the country — the power of friendship.” Conlon believes the age group targeted by the campaign can serve as a significant catalyst for the rest of the population to take action.

A personal account

The press conference in Washington, D.C., unveiling the mental health anti-stigma campaign included the poignant story of one teenager’s struggle with depression and her loyal friend’s willingness to help her through the shadows. Cara Anthieny was hospitalized and diagnosed with major depression when she was 15. Her friend, Michaela Peace Gregory, stood by her, visited her in the hospital and eventually gave her the strength to change her life.

Anthieny’s depression began in the summer following her freshman year in high school. A series of disappointments and a broken relationship started her on a downward spiral. One of her closest friends at the time slowly pulled away from her, telling her she “talked about her problems too much.” Anthieny’s typical teen angst developed into serious depression as she began cutting herself and having thoughts of death.

“I just wanted to be alone,” Anthieny said in an interview with Counseling Today shortly after the press conference. “I stopped showering and would sleep all the time. I would hope that I just wouldn’t wake up.” She still had friends, she noted, but didn’t confide in them because she feared they would leave her if she did.

During the last week of school her sophomore year, Anthieny’s parents admitted her into a psychiatric facility. While there recovering, she not only received the services she desperately needed but also discovered the power of true friendship. “Michaela and her family drove over 100 miles to the hospital to visit me,” Anthieny said. “They brought books, candy, and we talked about everything. They stayed all afternoon. That was very important to me in my recovery. Before, I felt alone in my own world, but they showed me I wasn’t alone.”

Gregory told Counseling Today she was familiar with depression and its effects because her older sister was battling the illness as well. She decided she wanted to reach out to help her friend Anthieny just as she had helped her sister. “I just kept reminding her (Anthieny) how beautiful she was and telling her that we wanted her here, (that) she makes our lives better,” Gregory said. “I think the most important thing to remember is that people who are depressed are battling with themselves. You have to be selfless even though they may not be fulfilling the friendship.”

Anthieny has since found her voice and passion in poetry, using it as a healthy form of self-expression to release her pain. She performs her poetry in poetry slams across the nation. Both Anthieny and Gregory have graduated from high school and are attending community college. Anthieny, now 18, believes that her depression will never truly leave her. But she also believes she now has the tools and the friends to help her effectively manage her mental illness.

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Leaders in the field discuss their newly published ACA books in this highly informative series.

**Friday, March 23, 2007**

**Program ID #117**

**The Creative Arts in Counseling**

Presenters: Samuel Gladding
11:00 am – 12:00 pm
Dr. Gladding will demonstrate how the visual arts, music, movement, literature, drama, and humor can be used effectively in counseling. Counselors at various stages in their development and from diverse cultural backgrounds will benefit from these techniques.

**Program ID #164**

**Best Practices in Ethical Decision Making: Strategies for Using the ACA Ethical Standards Casebook and Other Resources**

Presenters: Barbara Hertly and Gerald Corey
2:00 pm – 3:30 pm
Hertly and Corey, coauthors of the ACA Ethical Standards Casebook, will demonstrate how this book and other resources can be used as ethical decision-making tools. Complex ethical dilemmas and a variety of decision-making strategies that protect client and counselor welfare will be examined.

**Program ID #197**

**Special Populations in College Student Counseling: Addressing the Challenges**

Presenters: Joseph and Ruth Lippincott
3:45 pm – 4:45 pm
The Lippincotts will discuss their book *Special Populations in College Counseling*, which provides clinical information, realistic counseling strategies, and consultation and referral suggestions for 22 student populations.

**Program ID #232**

**Integrating Spirituality and Religion Into Counseling: A Guide to Competent Practice**

Presenters: Craig Cashwell and J. Scott Young
5:00 pm – 6:00 pm
The coeditors of *Integrating Spirituality and Religion Into Counseling* will discuss the evolution of the spirituality competencies and how they might be integrated into practice through various techniques and experiential activities.

**Saturday, March 24, 2007**

**Program ID #268**

**Developing & Managing Your School Guidance and Counseling Program: Successful Practices and Continuing Challenges**

Presenters: Norman Gysbers and Patricia Henderson
10:30 am – 12:00 pm
The presenters will discuss their book *Developing & Managing Your School Guidance and Counseling Program, Fourth Edition*, and include suggestions for planning, designing, implementing, evaluating, and enhancing programs.

**Program ID #320**

**Assessment of Client Core Issues**

Presenter: Richard Halstead
2:00 pm – 3:00 pm
Dr. Halstead will discuss his book *Assessment of Client Core Issues* as well as the origin of client core issues, the process for conducting a core issue assessment, and how to implement holistic counseling interventions that facilitate positive client change.

**Program ID #359**

**Mastering the Art of Solution-Focused Counseling**

Presenter: Jeffrey Guterman
3:15 pm – 4:15 pm
Based on the book *Mastering the Art of Solution-Focused Counseling*, this presentation will describe a highly effective model that helps clients identify and harness their existing resources, strengths, and problem-solving skills. Dr. Guterman will illustrate this theory through practical examples covering a variety of clinical issues and problems.

**Program ID #599**

**Multicultural Issues in Counseling: New Approaches to Diversity**

Presenters: Courtland Lee
4:30 pm – 6:00 pm
Dr. Lee will present concepts and techniques from his book *Multicultural Issues in Counseling, Third Edition* to use in work with people of color, GLBT persons, people with disabilities, and socioeconomically disadvantaged individuals.

**Sunday, March 25, 2007**

**Program ID #623**

**For New Counselors Only: Key Issues for Growth and Development**

Presenters: Richard Hazler and Jeffrey Kottler
8:00 am – 9:00 am
New counselors have unique concerns that include fear of failure, building a support system, and making up for what they should have learned in training. This presentation, based on the book *The Emerging Professional Counselor: Student Dreams to Professional Realities*, will examine these issues and help beginning counselors promote and maintain their professional and personal growth.

**Program ID #471**

**Supervising the School Counselor Trainee**

Presenters: Suzanne (Hobson) Dugger and Laurie Carlson
9:15 am – 10:45 am
The editors of *Critical Incidents in Counseling Children* will highlight elements of the book, share case studies, and discuss ways in which instructors and practitioners can best use this resource when working with children in both school and nonschool settings. Cases involving an extensive array of common childhood issues will be examined.

**Program ID #447**

**Critical Incidents in Counseling Children**

Presenters: John Sommers-Flanagan and Rita Sommers-Flanagan
11:00 am – 12:00 pm
The Sommers-Flanagan’s will discuss their book *Critical Incidents in Counseling Children*, and demonstrate their favorite techniques for working with treatment resistant kids. Strategies for engagement, assessment, and goal-attainment using videos and audience participation will also be included.
WASHINGTON UPDATE

Written and compiled by Scott Barstow, Christopher Campbell and Brian Allman

Congress ends with both flurry of activity and unfinished business

The 109th Congress officially adjourned in the wee hours of the morning on Dec. 9 after a final spurt of legislation. One of the last-minute measures that passed was legislation to improve health services for veterans, including by explicitly recognizing licensed professional counselors as mental health professionals within Veterans Health Administration programs and centers (see “Counselors claim major victory” on page 1).

On appropriations, Congress passed a continuing resolution to fund government operations during the remainder of the fiscal year 2007 appropriations measures unfinished, Congress passed a continuing resolution funding all remaining programs—including those falling under the Departments of Labor, Health and Human Services, and Education—at the lowest of the House-passed, Senate-passed or previous-year funding levels until Feb. 15. Incoming Democratic leaders have announced their intention to pass a continuing resolution extending through the remainder of the fiscal year when the new Congress convenes.

Medicare

Congress also passed Medicare legislation in the final hours of the session. Facing a Dec. 31 deadline to forestall a 5 percent physician pay cut under Medicare, Congress attached Medicare provisions to an unrelated tax and trade measure (H.R. 6111). The bill does not include any provisions allowing additional providers to bill Medicare or establishing coverage of additional services. Although the American Counseling Association is disappointed that reimbursement of licensed professional counselors was not included in the bill, congressional sources have indicated that this was not because of policy objections. Rather, counselor reimbursement and similar improvements in Medicare simply fell by the wayside as legislators scrambled to put together a bill in the last hours of the session.

Passage of the Medicare provisions makes it a virtual certainty that Congress will again consider Medicare legislation in 2007. The physician payment issue was addressed only by postponing cuts for one year, and legislators are still interested in establishing pay-for-performance standards for medical care paid for by Medicare. Democrats have also expressed strong interest in altering aspects of Medicare’s prescription drug coverage.

ACA greatly appreciates the efforts of our champions on this issue during the 109th Congress. Sens. Craig Thomas (R-Wyo.) and Blanche Lincoln (D-Ark.) as well as Rep. Barbara Cubin (R-Wyo.) are to be applauded for their leadership in sponsoring the Seniors Mental Health Access Improvement Act (S. 784/H.R. 5324), which focuses on coverage of licensed professional counselors and marriage and family therapists under Medicare. A total of six bills were introduced in the 109th Congress that would have established Medicare coverage of licensed professional counselors, demonstrating an unprecedented level of awareness and support for our issue. ACA will continue to prioritize this issue, and we are optimistic for our chances of success next year.

Mental health parity

While comprehensive mental health parity was not enacted during the 109th Congress, the tax and trade bill did include a one-year renewal of the 1996 Mental Health Parity Act. This law prohibits private sector health plans from setting annual and lifetime dollar limits for coverage of mental health services that are separate from and unequal to dollar limits for general medical services coverage. ACA and other mental health advocacy organizations have long pushed Congress to enact full mental health parity legislation to prohibit other discriminatory insurance practices.

Unfortunately, the Republican leadership in the House of Representatives refused to bring the full parity bill (H.R. 1402) to the floor for a vote, despite the bill having more than 215 co-sponsors. Speaker-elect Nancy Pelosi (D-Calif.) has stated her intention to bring a mental health parity bill to the House floor for a vote in the 110th Congress.

Underage drinking bill

Another bill passed by Congress before adjournment was H.R. 864, the Sober Truth on Preventing Underage Drinking (STOP) Act. Rep. Lucille Roybal-Allard (D-Calif.) sponsored the bill, which authorizes several programs and activities aimed at preventing underage drinking. Under one of these, the secretary of Education will administer a new $5 million per year program (subject to appropriations) of grants to prevent and reduce alcohol abuse at institutions of higher education.

The bill also requires the secretary of Health and Human Services to issue an annual report card rating the performance of each state in enacting, enforcing and creating laws, regulations and programs to prevent or reduce underage drinking. The Department of Health and Human Services will also be required to conduct or support research on underage drinking, including the impact alcohol use and abuse has on adolescent brain development, the scope of the underage drinking problem and progress in preventing and treating underage drinking.

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Anita Phillips, M.A., Regent University

Anita was a busy young mother and active with her husband in a thriving inner-city ministry. She wanted to pursue her Ph.D. in Counselor Education & Supervision at a university whose values reflected her own. But, how could she manage it? Turns out, beautifully. Regent University School of Psychology & Counseling’s highly regarded e-learning program gave Anita the freedom to work from her home in Baltimore while helping her establish relationships that made her feel connected to her professors and fellow students. Is this the freedom you’ve been looking for? Contact us to find out more about our fully accredited graduate degree programs in psychology and counseling.

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The third edition of Foundations of Mental Health Counseling builds upon the excellent contributions made by previous editions of this book. The most recent edition provides a current contextualization of the challenges confronting mental health counselors. For example, content addresses ways in which mental health counselors assist persons experiencing trauma associated with terrorism or natural disasters. Strategies for political activism, essential for influencing public policy associated with the availability of mental health services, are also identified. Such information helps to clarify the multiple contexts and opportunities mental health counselors have for being of assistance in the 21st century.

Because the professional history of counseling provides important indications of where we have been and often offers insights into where we need to head, the book contains historical information that readers need to properly appreciate the context out of which mental health counseling arose. Students often lack clarity regarding how mental health counselors relate to but still remain different than other mental health providers. The book addresses issues related to professional identity and the importance of the Council for Accreditation of Counseling and Related Educational Programs and the American Mental Health Counselors Association in forging a strong sense of professional identity. Moreover, useful information regarding employment settings for mental health counselors helps readers understand the breadth of opportunities available today.

Clearly, effective mental health counseling requires the integration of science into treatment. There is an ongoing need to strengthen the theory-practice connection. Several chapters take this challenge on within the framework of important issues such as diversity, values, domestic violence, addictions and aging. The ongoing development of a profession such as mental health counseling also requires a vigorous (and rigorous) research base within the theory-practice relationship. Research is, in essence, the third leg of the three-legged stool (i.e., theory-research-practice) upon which the profession rests. Practical information is provided for engaging in quantitative and qualitative research to continually strengthen the theory-practice link.

In a real sense, this book is a celebration of mental health counseling. The range of topics addressed helps readers understand the richness of the profession. Readers will also be inspired by the vitality of a profession that is integrally intertwined with human experience ― specifically, the challenges we each confront as we live our lives. The book instills a sense of pride in the profession’s history and a sense of excitement as one considers the current and future opportunities for providing counseling assistance to those in need in contemporary society.

Reviewed by Spencer G. Niles, professor and department head, Counselor Education, Counseling Psychology and Rehabilitation Services, Penn State University.


The Skilled Helper is a popular text among counselor educators. It is written for students who are at the start of their journey into the helping profession. The first part of the book seeks to orient the new generation of counselors to the field. Gerard Egan does an impressive job of describing both the art and science of the helping process as well as current issues impacting our profession, such as evidence-based practice.

Egan’s insightful arguments are grounded in classic works of counseling and other related fields. Thus, readers should not be surprised when Egan uses Paulo Friere’s Pedagogy of the Oppressed (1970) to explain the subtle difference between empowerment that encourages personal autonomy and empowerment that carelessly places the client in “a victim” role. As one would expect, Egan includes the timeless works of Carl R. Rogers, Robert R. Carkhuff, Allen E. Ivey and Albert Bandura. More recent approaches such as William R. Miller and Stephen Rollnick’s work on motivational interviewing, Martin E. P. Seligman’s positive psychology and Bill O’Hanlon and others’ solution-focused approaches are well represented in the text.

In the second and third parts of the book, Egan undertakes the admirable yet daunting task of addressing the complexities of the counseling process. First, he provides a comprehensive review of core counseling skills. Counseling students who are in the early stages of skill development and have yet to work with “real clients” may find such a review helpful. Throughout the book, short scripts are provided to illustrate use of the aforementioned techniques. The scripts can be instrumental in gaining an understanding of the transformative impact of the counseling process on clients when skills are used in a sensitive and timely manner.

Egan introduces his conceptual framework in the third part of the book. Based on a traditional problem-solving approach, the framework brings understanding into treatment. Despite being based on this problem-solving orientation, Egan’s model adds an enticing twist that encourages clients and counselors to view problems and/or challenges as opportunities for personal growth and life enrichment. This simple shift in problem conceptualization loosens the oppressive grip that the problem often has on the individual. Empowered in such a manner, the client is invited to see the various possibilities that the problem provides, if managed effectively. Thus, the framework is called a “problem-management and opportunity-development approach.” The chapters in this section provide a simple outline for novice counselors who struggle to put together some of the more disjointed elements of therapy. With such a clear guideline, students can deal with their own anxieties while simultaneously engaging in a meaningful therapeutic dialogue with their “real clients.”

I encourage students, experienced counselors and counselor educators to read or re-read Egan’s amazing book. Egan himself is a giant in the counseling profession who stands on the broad shoulders of others in facilitating a deeper understanding and appreciation of the counseling process via this book.

Reviewed by Hande Sensoy-Briddick, assistant professor of counseling and human resource development, South Dakota State University.

Mindful Therapy: A Guide for Therapists and Helping Professionals

It is therapeutic to read this book. Client-centered in a transforming, compelling manner, the approach described by Thomas Bien is based on Buddhist ideas and the principles of compassion, openness and presence. Does this sound a bit like Carl Rogers? In Bien’s hands, the concepts are redefined to focus on skilled, intentional efforts to relieve the psychological and emotional suffering of others. Mindfulness, in this context, means willingness to understand. Almost every theory of counseling includes the notion that life’s challenges are made by the ways in which people perceive and respond to them. Success in therapy often involves helping clients see and experience their lives in ways that allow them to be happier human beings. Ideally, Bien says, counselors can help clients find “the jewels in their own pockets” (p. 109) — the strengths and gifts they already possess — to draw upon in times of struggle. Other ideas familiar to most counselors include exploring what people have used in the past to cope and “cultivating an attitude of not knowing” so that clients “learn to connect with their own internal wisdom” (pp. 138-139).

In using these ideas, this book strongly recommends first exercising these capacities for ourselves as therapists and human beings. If we strive to embody, model and practice gentleness and genuine presence, for example, we will more effectively teach these principles to others. The book contains several excellent exercises for counselors to try, many of which are, again, familiar (visualizing, using metaphors, focusing on the present, etc.). Mindful Therapy draws on what could be a wonderful companion piece (not written for therapists but highly useful nonetheless), Peace Is Every Step: The Path of Mindfulness in Everyday Life, by Thich Nhat Hanh (2005). Aspiring mindful counselors may want to add this book to their bibliography lists for students and clients ages 12 to adulthood.

You do not need to be a Buddhist to incorporate mindful techniques into therapeutic practice. Bien makes direct connections to most major religious and spiritual traditions and asks questions that could easily arise in a philosophy class (e.g., “Are the basic elements of the universe nouns or verbs?” (p. 152)). It is refreshing to consider integrating new and hopeful paradigms into practice! And while some counselors may initially find the ideas described in this book to be simplistic, in use they are quite challenging. As Bien points out, seeing the world in this way “does not mean that we lose the faculty of discrimination” (p. 159). In other words, mindful is not mindless.

Becoming familiar with the techniques of mindfulness (radical acceptance, daily meditation, surrender, reverence, acknowledgment of experience and dwelling happily in the present moment) has immediate benefits for the therapist as well as for clients. If you simply hold this book in your hands and breathe deeply, you’ll feel better!

Reviewed by Ruth Harper, professor of counseling and human resource development, South Dakota State University.
The 110th Congress: What’s next on the federal education agenda?

BY CHRISTOPHER CAMPBELL

It appears less and less likely that Congress will renew the No Child Left Behind Act (NCLB) in the next two years, according to a group of education policy experts. During a postelection panel discussion on the future of education policy and NCLB held recently on Capitol Hill, many of the panelists said Congress will face numerous obstacles in finishing the complex bill next year or even by the end of 2008.

Democrats have said that improving college affordability will be their top education priority when they formally assume control of the House and the Senate in January. As a result, the landmark No Child Left Behind Act, which was signed by President George W. Bush in January 2002 and is set to expire this year, will also fall behind several other initiatives on the legislative calendar.

Sen. Edward Kennedy (D-Mass.) said in a Nov. 16 speech that he would put raising the minimum wage, rewriting federal laws regarding medical research using embryonic stem cells and making college affordable at the top of the agenda for the Senate Health, Education, Labor and Pensions Committee (HELP). Reauthorizing the NCLB law fell lower on his list of priorities. Kennedy was an author of the bipartisan NCLB law in 2001.

Even if Congress doesn’t reauthorize NCLB in the next two years, Democrats will have plenty of chances to push forward with their K-12 priorities. The Democrats who will lead the House and Senate education panels have introduced bills in the current Republican-led Congress to improve the quality of teaching and make states’ standards more challenging.

Rep. George Miller (D-Calif.), the presumptive incoming chairman of the House education committee, “will move forward fast and furiously” on his plan to entice college students into the teaching profession, said Miller aide Alice Cain at the panel discussion. Kennedy has introduced a version of that bill in the Senate.

Kennedy’s and Miller’s bills address problems associated with the nearly five-year-old NCLB law, they don’t necessarily have to be part of the law’s reauthorization to move through Congress, according to Martin and Cain. They could be added to bills aimed at improving U.S. economic competitiveness or reauthorizing federal higher education programs.

Christopher Campbell is a government relations representative for ACA. Contact him at ccampbell@counseling.org.

Letters to the editor: ct@counseling.org

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Meet the Editor
Attorney Anne Marie “Nancy” Wheeler

Nancy Wheeler is an attorney who understands counselors and mental health practitioners—she works with them every day through her practice and as a helpline advisor to the ACA Insurance Trust. She has first-hand knowledge of the issues and challenges you face as a small business owner, a supervisor, a counselor educator, a school counselor, or a counselor in agencies or other settings.

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I began my undergraduate career without a clue of what I wanted to do, but the study of literature soon became a passion. I loved reading novels, observing the characters and how life would unfold for them. My excitement for language and the power of words grew, while I also became fascinated by psychology. Literature and psychology began to overlap in many ways, because the things I found interesting in fictional characters were the same things I found interesting about real people. When my undergraduate career ended, I had a desire to focus on live people and a need to forgo literature as a career. A graduate program in counseling eventually restored my passion for language and its importance in all aspects of life, including counseling. By the end of my practicum experience, I realized how language could empower me as a counselor — and my clients as well.

As a beginning counseling student, I was keenly interested in ethical questions, theoretical frameworks and philosophical debates. I wanted to know, “What do I do if …?” I wanted to know the “answer” from the experts, but my professors knew better than to give into such pressures. By sticking to their pedagogical guns, they pushed me to discover my own thoughts and comfort level in a way that complemented the dos and don’ts.

I was exposed to the continuum of acceptable behavior and encouraged to decide where I fell based on my particular personality and education. Practicum made the situation even more complex because I had yet to find out how to turn beliefs and ideas into behaviors. It seemed right not to disclose certain personal data to clients, but I had no idea how to handle a client’s requests for such information. Should I say, “Yes, I had a problem with that as well” to try to relate to the client? Through practice sessions in classes, I soon learned the need for caution. Instructors taught us how one personal disclosure could lead to another and another on a slippery, problematic slope.

I fumbled for the words that would effectively communicate with self-conscious giggles and questions. The biggest shift in my use of wording began during practicum class. A professor explained how she opens an initial session with a client and allowed us to practice our version of that contact. This provided a formula for the phrasing, but the difficult step of making it my own still remained. My first attempts were filled with self-conscious giggles and questions when I began realizing the problem was not me but that clients were carefully wrapped in empathy and understanding to clients, I felt enormously empowered in my development as a counselor.

About the time I thought I had finally learned this new use of wording, another realization arrived: This language of counseling in my own voice was also beginning to emerge from within clients. They were taking on counseling language and personalizing it as a piece of their counseling progress. For example, one client was riddled with anxiety that began to emerge from within clients. They were taking on counseling language and personalizing it as a piece of their counseling progress. For example, one client was riddled with anxiety.

Continued on page 47

**Student Focus**

**BY JENNIFER EULBERG**

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Fifteen (15) NBCC Continuing Education Hours
Making ‘counseling’ a household word

By Jane Webber

Have you ever been asked a question such as “What do you do as counselor” or “What is a counselor? Is that like a psychologist?”

More often than not, counseling professionals have had to define, explain and, sometimes, defend their professional identity. Recently, I had a revelation about an unfortunate effect of licensure. In a conversation with Barry Mascari, president of the American Association of State Counseling Boards, we lamented the fact that master’s-level psychologists are licensed in the counseling profession. “Has psychology hijacked the counseling profession?”

A change in New Jersey licensure regulations now requires the word “counseling” in the program title, making it more difficult to become an LPC. To comply, master’s-level psychology programs have been renamed “psychological counseling” or “counseling psychology.”

Now that we have achieved licensure, could we be losing the counseling profession to others? Has our licensure success inadvertently weakened counselor identity? I will leave these issues for Barry in another article. My dilemma is how we make “counseling” a household word, both within and outside of our profession.

I have been a counselor for more than 30 years. I earned my master’s degree in counselor education from Penn State in 1974, and I received my license as an LPC in the early years of New Jersey licensure. I must confess that I graduated from the clinical psychology program (granted, there were and still are no doctoral programs in counseling in New Jersey). But I identified throughout the program as a counselor, and my dissertation was on burnout among school counselors.

I present at New Jersey Counseling Association and New Jersey School Counseling Association conferences. I have never attended an American Psychological Association conference. I’m a Chi Sigma Iota member. I read American Counseling Association publications such as Counseling Today and the Journal of Counseling & Development. I support the work of the ACA Foundation, and I’ll see you in Detroit. But we need to hear about your experiences and thoughts related to increasing counseling awareness.

The members of the ACA Public Awareness and Support Committee welcome your suggestions. Please contact a member and share your ideas on making counseling a household word.

— Jane Webber

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Go to www.counseling.org/webideabank and tell us what’s on your mind about how we can make your ACA membership experience better. This service is anonymous if you wish, and can also be used to make requests to our member services department by clicking on the appropriate button. ACA is the world’s largest organization for professional counselors and we got there by listening to our members!

Sherry E. Sullivan is a career coach at the Reed Center for Careers and Diversity. She has published more than 100 articles in Career Development International, International Journal of Career Management and many other journals, and held numerous leadership positions in the Careers Division of the Academy of Management. Lisa A. Mainiero has served in leadership positions for the Academy of Management’s Gender and Diversity Division and as a member of that organization’s Division Executive Board. She has counseled hundreds of M.B.A. and undergraduate students through her popular yearly course, “Career Planning.”

Letters to the editor: cb@counseling.org

Kaleidoscope

Continued from page 15

The KCSI examines three parameters:

- Authenticity, or a person’s drive to find congruence between work and his or her own personal values. This often involves asking “How can I be authentic, true to myself and make genuine decisions for myself?”

This is juxtaposed against ...

- A family’s need for balance, relationships and caregiving, which intersects with ...

- An individual’s need for challenge, career advancement and self-worth

By taking the KCSI, employees can:

- Identify whether they are motivated by challenge, authenticity or balance at the present time in their lives

- Discover which of the alpha or beta kaleidoscope career patterns suit their needs at the present time

- Engage in a discussion with human resource professionals about the possibilities for a more permeable kaleidoscope career in their firms. This may require major shifts and changes in corporate policies and procedures.

Statements on the KCSI include:

- I look for new challenges in everything I do. (Challenge)

- I hope to find a greater purpose to my life that suits who I am. (Authenticity)

- I constantly arrange my work around my family needs. (Balance)

- I want to leave my signature on what I accomplish in life. (Authenticity)

- My work is meaningless if I can’t take the time to be with my family. (Balance)

- Most people would describe me as being very goal-directed. (Challenge)

For career counselors, the KCSI is an important tool for assessing the strength of these parameters in each individual’s life. Based on the results, you will be able to counsel clients on the concept of kaleidoscope careers and help them determine whether an alpha or beta kaleidoscope career profile is right for them at the present time. Depending on the decision that is reached, clients may be referred to human resource professionals who can downscale or upsize their work responsibilities accordingly.

Workers today often find themselves caught in a bind between priorities for their careers and their family lives. Career counselors can help clients fraught with anxiety over these issues determine the best fit for their lives. By understanding the concept of a kaleidoscope career and by defining priorities in terms of authenticity, balance and challenge, career counselors can make a difference in people’s lives and reduce their stress levels.

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- Class sizes are small
- LIs are offered at four levels: Introductory, Intermediate, Advanced, Comprehensive
- A separate registration fee applies to Learning Institutes. Register by February 15 for lowest rates.

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

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<th>Rates</th>
<th>Advance By Feb. 15</th>
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For complete session descriptions and presenter information, visit www.counseling.org/convention

REGISTER NOW FOR PRE-CONVENTION LEARNING INSTITUTES—MARCH 21–22, 2007

Already registered for the ACA Convention & Exposition? It's not too late to add an LI to your registration! Just call 800-347-6647 x222

WEDNESDAY, MARCH 21, 2007

Introductory level
- Sticks and Stones May Break My Bones But Relationship Aggression Will Always Hurt Me
- Selective Mutism: Identification and Treatment of the Child/Client

Intermediate level
- The Long Goodbye: Grief Work in Substance Abuse Counseling
- Supervision as an Art: Preparing Competent Future Counselors and Integrating Creative Techniques

Comprehensive level
- Feminist Therapy and Counseling: A Context-Driven, Multicultural Approach to Working with Clients
- I Think I Might Be Over My Head: Patterns for Counselor Decision Making in Complex and/or Unclear Situations
- Integrating Psychology and Spirituality in Group Process: The Spirituality of Multiculturalism: A Six Stage Action Model for Spiritual Growth and Development
- Safe Zone Training: Learn to Create a Welcoming Community for GBTQ and other Marginalized Individuals

THURSDAY, MARCH 22

Introductory level
- Addictive and Impulsive Behaviors in the Schools
- What's a Counselor to Do?
- Practical Skills for Successfully Identifying and Working with Client Resistance

Intermediate level
- Starting, Maintaining, and Expanding a Successful Private Practice
- Counseling Women Across the Lifespan: Feminist and Counseling Considerations

Advanced level
- Counseling Teens: Cognitive, Emotional, and Constructivist Change Techniques
- Art Therapy and Posttraumatic Stress Disorder: Best Practices in Trauma Intervention
- Comprehensive level
- Using Meditation and Mindfulness to Increase Therapeutic Presence with Clients
- How to Use Group Techniques: Applying the Purposeful Group Techniques Model
- Challenges Facing Group Leaders: Understanding and Working with Difficult Group Members
- School Counselor Accountability: A MEASURE of Student Success
- Preventing Health Risks and Promoting Healthy Outcomes Among Lesbian, Gay, Bisexual and Questioning Youth
- Mastering the Art of Solution-Focused Counseling
- Clinical Assessment and Treatment Planning Using Developmental Counseling and Therapy: Theor, Research, and Practice
- Steps to Effective Multicultural Supervision: Visibility and Voice: Professional Counselors Addressing the Human Services Needs of Older Adults, Those with Trauma, and Those with Substance Use Disorders
- Suicide Prevention, Assessment, and Intervention
MORE IMPORTANT CONVENTION NEWS

Already registered for the Convention? Make your hotel reservations by February 28!

- Contact the hotel directly and mention that you are attending the ACA Convention & Exposition in Detroit so that you get the special convention rate noted below.
- Free shuttle bus service is provided between the ACA designated hotels and the Detroit COBO Convention Center.
- Registration, the Exposition and all program sessions will be held at the Detroit COBO Convention Center. ACA committee meetings, division meetings and the Opening Party will be held at the Marriott Renaissance.
- Airport Transportation: Golden Limousine is ACA's exclusive provider of airport to hotel transportation from the Detroit Metro Airport. Fares: $25 one-way, $40 round trip. The shuttle service will be available every 30 minutes March 22-23, between 9am-8pm, and for return trips March 25, 8am-8pm. Details: www.counseling.org/convention, click on Travel & Accommodations.

ACA official convention hotels:

Detroit Marriott at the Renaissance Center
Renaissance Center
Detroit, MI 48243-1003
$131 Single/Double
$142 Triple/Quadruple
For reservations (800) 266-9432
For questions only (313) 568-8000
4 blocks from COBO

Detroit Courtyard by Marriott
333 East Jefferson
Detroit, MI 48226
$109 Single/Double
$116 Triple/Quadruple
For reservations (800) 266-9432
For questions only (313) 222-1700
4 blocks from COBO

Hilton Garden Inn Detroit Downtown
351 Gratiot Avenue
Detroit, MI 48226
$109 Single/Double
$116 Triple/Quadruple
For reservations (800) 266-9432
For questions only (313) 222-1700
1/2 mile walk from COBO

Hotel Pontchartrain
(soon to be the Sheraton Hotel)
Two Washington Blvd
Detroit, MI 48226
$129 Single
$149 Double
(313) 965-0200
Across the street from COBO

Holiday Inn Express
Hotel & Suites
1020 W. Washington Blvd
Detroit, MI 48226
$107 Single/Double
For reservations (800) HOLIDAY
For questions only (313) 887-7000
3 blocks from COBO

WHAT IS INCLUDED IN YOUR CONFERENCE REGISTRATION?

- All 400+ education sessions
- Keynote speaker sessions
- Exposition and Welcome Reception on Thursday
- Opening Party on Friday (additional tickets may be purchased for your guests at $40)
- ACA National Awards Reception

Separate fees apply for Pre-Convention Learning Institutes, First Timer's Orientation, and Mentoring Luncheon, ACA Branch Awards/Dessert Reception, Tours of Detroit, Division Luncheons, and the NBFE Credentialing Workshop.

SEE YOU IN DETROIT!

ACA ACADEMIES—11 NEW ACADEMIES ADDED FOR 2007!

Attend at least 8 designated sessions in these special learning tracks and receive a special certificate of achievement—at no cost:

- Addictions Academy
- Career Development/Employment Counseling Academy
- Child and Adolescent Counseling Academy
- College Counseling/Student Personnel Services Academy
- Counseling Ethics Academy
- Counseling Education and Supervision Academy
- Couples and Family Counseling Academy
- Family Academy
- Creative Arts in Counseling Academy
- GLBT Academy
- Multicultural Counseling Academy
- Rehabilitation Counseling and Disability Issues Academy
- School Counseling Academy
- Spiritual and Religious Values Academy

In addition to the six sessions, Academy applicants must attend the Opening Keynote Session and visit the Expo. Check your convention registration tote bag for forms and complete information.
We begin the new year by focusing on several key concepts that underlie the multicultural counseling movement. Although the concepts of love, hope and justice are central to the work that culturally competent counselors do, these constructs are not always given the attention they deserve in counselor education training programs or at workshops presented at professional counseling conferences. With this in mind, we direct attention to the relevance of love, hope and justice for the multicultural counseling movement in general and the work that culturally competent counselors do in particular.

The meaning of love

In the 50-plus combined years that we have spent in the counseling profession, we can recall few times when the concept of love and its relevance to the work professional counselors do has been discussed in substantial ways in either counselor education training programs or professional workshops. This is particularly disconcerting from a multicultural perspective, especially given the important role love has played in the evolution of the multicultural counseling movement.

The genesis of the multicultural counseling movement can be traced to the civil rights movement of the 1960s and 1970s. That movement, of course, was greatly influenced by the teachings of Martin Luther King Jr. It could be argued that one of King’s greatest contributions in shaping the civil rights movement was his call to promote a love ethic, which he asserted was vital to building a more just, sane and peaceful society. The goal, according to King, was to create a “beloved community” in which persons from diverse cultural, racial and ethnic groups and backgrounds could live and work together in dignity and peace.

In presenting his views about the need to build a beloved community in our nation and world, King described three kinds of love: eros (a sort of aesthetic or romantic love); philia (the sort of love that is expressed in affection among friends); and agape (a love based in a deep understanding and acceptance of the redeeming good will of all persons; an overflowing love that is purely spontaneous and creative). He emphasized that the quest to create a beloved community needed to be based in agape love. In writing about this point, he said, “Agape does not begin by discriminating between worthy and unworthy people. … It begins by loving others for their sakes … and makes no distinction between friend and enemy; it is directed toward both. … Agape is love seeking to preserve and create community.”

The small group of Black counselors and psychologists who pioneered the multicultural counseling movement in the late 1960s and early 1970s were clearly impacted by the zeitgeist of those times, including the civil rights movement and King’s contributions to that historic phenomenon. This was reflected in how these pioneers confronted various forms of cultural and scientific racism and White supremacy that permeated counseling and psychotherapy theories and practices. Their efforts were driven largely by a deep and abiding love for their own racial-cultural group and their commitment to transforming the racial epistemological hegemony that characterized the fields of counseling and psychology.

These pioneers experienced intense resistance and disrespect from many White persons in these professions. However, their deep love for their work and their commitment to confronting injustices in the counseling profession resulted in the formation of new organizational entities (including the Association for Multicultural Counseling and Development, formerly called the Association of Non-White Concerns, in the American Counseling Association) and numerous other changes. These initial efforts and the continuing expression of love and determination by hundreds of other multicultural allies culminated in a major professional outcome that is still transforming the field of counselor education and professional counseling practice in the United States.

Continued on page 34

Love, hope, justice and multicultural counseling

The fifth edition of the very popular Study Guide for the National Counselor Examination is now available. All eight content areas have been revised and expanded, and an Abnormal Psychology section has been included. New and additional questions were added to the Practice Exam, and the new ACA Code of Ethics is included.

Dr. Andrew A. Helwig, author of the Study Guide, is a professor at the University of Colorado at Denver & Health Sciences Center. He is a Licensed Professional Counselor and nationally certified.

Other study resources available from Dr. Helwig include exam prep workshop DVDs/videos, an online workshop, as well as live workshops. For more information, go to: www.counselor-exam-prep.com.

The fifth edition of the Study Guide for the National Counselor Examination (350 pages) costs $80 which includes all shipping and handling charges. To order a copy, send a check for $80 to: Andrew Helwig, 1154 Loch Ness Ave., Broomfield, CO 80020. Visa and MC are also acceptable (with expiration date). Call is orders after 10:00 AM Eastern time to: 303-466-3191. You can also e-mail: ahelwig@sprintmail.com.

One comprehensive biofeedback solution.

Only one biofeedback provider delivers such a breadth of professional training programs and equipment. Stens offers professionally run biofeedback and EEG certification programs, as well as application workshops in QEEG, Advanced Applications, CES/AVE, HRV, and Capnography. You’ll learn with the most experienced teachers and train with all the most recent equipment. Our courses meet all the didactic requirements for BCA. It’s easy to see why there’s only one clear choice when it comes to biofeedback.

Professional Biofeedback 5-Day Certificate Program

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<td>Minneapolis, MN</td>
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<td>Anaheim, CA</td>
<td>Apr. 6-10, 2007</td>
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<td>Long Island, NY</td>
<td>May 13-17, 2007</td>
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Professional 4-Day EEG Certificate Program

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<td>Long Island, NY</td>
<td>May 17-20, 2007</td>
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Application Workshops

1-day Advanced EEG (March, June, July)
2-day Advanced Biofeedback Applications (June)
1-day Capnography (Sept.)

Stens Corp is approved by the American Psychological Association to offer continuing education for psychologists. Stens maintains responsibility for the program and its content.
Annual fee increases solidify CACREP’s future

BY CAROL L. BOBBY

Editor’s note: A slightly modified version of this article originally appeared in the Fall 2006 issue of The CACREP Connection. It is being reprinted here with permission.

From the day I first set foot in the office of the Council for Accreditation of Counseling and Related Education Programs 19 years ago, financial stability has been a concern for the organization. In fact, when I was hired, I was told that the organization had a big agenda with a challenging budget. What CACREP earned in revenue back in 1987 was not even enough to pay the staff salaries of its 1.5 full-time equivalent employees.

Luckily, the American Counseling Association was fully behind the mission of CACREP, recognizing the important role that accreditation could play in gaining public recognition for the profession. ACA’s support was shown primarily in two major ways — 1) through an annual commitment of financial aid and 2) through an in-kind offer of space to house the accreditation offices in conjunction with providing key administrative services such as accounting and human resources benefits. Both kinds of support have been consistently offered with no strings attached since 1987, even though CACREP operates independent of ACA’s governance.

This is not to say that there haven’t been struggles over the financial relationship. The struggles, however, have been realistic and have arisen for the right reasons. Most long-term ACA members remember some financially lean years for the association. It is only right to assume that when money is scarce, leaders must re-evaluate how resources are allocated. And because CACREP was and is an independent corporation, the money and services provided have been called into question several times. This is as it should be, and CACREP has always understood the need to provide the “tug of war” over money, because our own resources have always been limited and have required careful allocation and close monitoring.

For years, CACREP existed with too few reserves and an inability to continue operating if ACA funding were cut off. The past 10 years, however, have seen many changes in attitude about this issue for CACREP. The CACREP Board’s public members continually questioned the organization’s reliance on the ACA subsidy. These same public representatives pushed for greater financial independence. All the reasons outlined for moving toward self-sustaining sources of revenue were not really debatable. The board found it impossible to articulate good reasons for not directing energy to this important activity. The question was how to do it without harm to our programs.

It was decided that CACREP would try to become self-sustaining with incremental increases in our fee structures. With that decision made, CACREP passed a motion in September 2003 to voluntarily reduce its reliance on the ACA cash subsidy by 50 percent over a five-year period. For CACREP, this would be a loss of almost $40,000 during a time when the board was also moving into its new board structure, which meant that CACREP would also be picking up the travel costs for its two meetings per year that had previously been paid for by the board members’ appointing organizations. This meant that, in actuality, CACREP was looking at an annual loss of almost $80,000 in cash support. This is a lot of revenue for an organization whose budget has typically been less than $500,000 per year.

Nevertheless, the board was committed to financial independence.

This commitment has been fortified by events of the past year. ACA has once again been carefully questioning its financial relationship with CACREP, especially in light of CACREP’s new board structure and whether there are liabilities to the association. In addition, CACREP has been carefully re-examining its relationship to the total counseling profession with a strong commitment to develop and maintain a board that represents the strengths and needs of the entire profession, not just ACA representatives. These activities encouraged CACREP to continue moving forward with plans to achieve financial independence and stability.

At the July 2006 CACREP Board meeting, actions were taken to accomplish this during the next four to five years. The board reviewed several models for fee increases that could allow CACREP to replace the ACA subsidy monies over time. The models ranged from immediate to long-term plans and included information on fees charged by other accrediting agencies, expectations for inflation of costs related to normal expenses and the need for hiring and funding additional staff (the CACREP staff has held steady at between 2.5 and 2.75 full-time equivalent staff since 1992, with a greater than 100 percent growth rate in the number of institutions with accredited programs in the same time period). The board also based its decision on the realistic starting point of needing to immediately replace the current cash and indirect services subsidy of approximately $100,000, plus $40,000 in meeting fees.

With great wisdom, the board adopted the following plan to take effect on July 1, 2007. This plan raises the annual percentage increase to 5 percent beginning in Fiscal Year 2008 and simultaneously adds a flat $200 to each category rounded to the nearest $5. After four years, CACREP will then maintain a 5 percent annual increase to cover cost of living changes and the needs of a growing organization beginning in FY 2012. The table below shows how the annual maintenance fees will increase for our accredited programs.

It is important to note that these are the only fees that the board voted to increase. It is also important to note that even with these increases, CACREP accreditation is still an excellent value, since the FY 2011 fees are still less than the current fees being charged by some of our accrediting colleagues.

In closing, the CACREP staff will be happy to assist your program in planning for future fees. Please feel free to call or e-mail us.

Look for these special theme issues of Counseling Today in 2007

* Multicultural Issues in Counseling (April)
* Trauma/Disaster Response Counseling (July)
* Back to School (September)

E-mail ct@counseling.org with story ideas or suggestions for article topics you’d like us to cover.

If you’re interested in advertising in any of these issues, contact Kathy Maguire at acaadvertising@counseling.org.
Theme: Growth out of Adversity
Keynote Address: Donald Meichenbaum, Ph.D. is a founder of Cognitive Behavioral Modification. In a survey reported in American Psychologist, he was voted one of the top ten most influential psychotherapists of the century. An expert in the treatment of PTSD, he has treated all age groups for traumas suffered from violence, abuse, accidents, and illness.

Unparalleled Education
We have developed a program reviewed and designed for you by the AMHCA Conference Planning Committee. Programs feature contributions from best practitioners and experts in our field, including many counselors, mental health professionals, and students sharing their knowledge for the good of the community.

- Our program features 1- and 2-day educational tracks
- Many educational workshops: 1-2 and 4-hour sessions
- Programs will be approved by the National Board for Certified Counselors for continuing education credits

Learn from and meet with your peers!
- Keynote Address
- Welcome Reception
- Closing Reception
- Awards Ceremony and Banquet
- Poster Sessions
- Exhibits

Confirmed presenters include nationally recognized experts:
- Awards Ceremony and Luncheon keynoter Dr. Howard Ososky, chairman of psychiatry at the LSU Medical School Health Sciences Department. He worked closely with New Orleans officials and their families.
- Dr. Nancy McWilliams, president-elect of the Division of Psychoanalysis of the American Psychological Association, professor of psychoanalytic theory and therapy at Rutgers University.
- Dr. Scott D. Miller, a therapist, lecturer and trainer, and co-author of The Heroic Client: A Revolutionary Way to Improve Effectiveness Through Client-Directed, Outcome-Informed Therapy.

Our Setting
The site for the AMHCA 2007 Annual Conference is the Hotel Monteleone—one of the most elegant and historic hotels in New Orleans' French Quarter. For attendees, we have negotiated a special nightly rate of only $109!

The Historic, elegant French Quarter of New Orleans was largely unaffected by the horrors of Hurricane Katrina.

New Orleans has retained its tourism infrastructure, with major conferences drawing record attendance, the return of cruise ships, and the return of the NFL New Orleans Saints to the Superdome.

We are looking forward to seeing you in New Orleans! Mark your calendar now! Save money by registering early!
Fueling love with hope

The power of love that underlies much of the work of multicultural counseling advocates is not based on a soft-hearted or sentimental love of the human family. Rather, it is based on the sort of tough-minded, determined agape love that King wrote about during his lifetime. A careful analysis of his writings reveals that this transformative love is fueled by a persistent belief and hope in people’s ability to create a more just society.

This issue of hope is certainly central to the work counselors do with their clients. Without promoting and realizing a genuine sense for a hopeful tomorrow, counselors are unable to help clients access their own repository of psychological and spiritual resources when confronting serious personal life challenges. Promoting hope is a particularly important consideration when working with persons from marginalized groups whose visions of a better future have been clouded by the cataracts of oppression and injustice.

When working with these clients, culturally competent counselors do not offer false or superficial forms of hope. They understand that such efforts only work to antagonize persons who continue to be subjected to various forms of racism, sexism, classism, ableism, ageism, heterosexism or other forms of cultural oppression. These forms of injustice can effectively erode even the most resilient person’s sense of hope for a better future and their own unique human potential and beauty.

Instead, culturally competent counselors foster the empowerment of their clients by empathically addressing the totality of their clients’ lives. This involves:

- Respectfully connecting with culturally diverse clients, helping them talk about their intrapsychic pain and assisting them in unraveling the confusion and frustrations that characterize their lives.
- Providing opportunities for these clients to explore the adverse impact of toxic interpersonal-environmental-contextual factors that undermine their sense of hopefulness and well-being.

In doing so, culturally competent counselors often find themselves utilizing many of the multicultural and social justice advocacy competencies that ACA formally endorsed in 2003.

Fostering justice with courage and struggle

Increasing numbers of counselors are coming to more fully appreciate how such advocacy services result in more substantial, positive and lasting psychological and developmental outcomes among clients from diverse groups and backgrounds. The increasing number of culturally competent counselors interested in understanding how they can further promote these helping outcomes soon recognize that they must be willing to engage in various social justice struggles in the communities where they live and work.

This understanding comes from important new insights about the connection between using agape love and the importance of promoting clients’ hope for a better future as they implement a broad range of social justice advocacy services. Members of ACA have acknowledged the importance of training counselors to become more effective social justice advocates. This was manifested in the establishment of the Counselors for Social Justice Division several years ago and the work that many CSJ members did to secure formal endorsement of the advocacy competencies in ACA in 2003. Interested readers can learn more about the advocacy competencies by going to the ACA website at www.counseling.org.

Although there is growing interest in the important role counselors can play as social justice advocates, it is important to point out that this sort of work is wrought with unique challenges. These challenges include displaying the courage required to engage in various social and political struggles that are necessary to help build more just, democratic, empowering and sane schools, universities, human service agencies and communities. Such struggles also require the sort of agape love and genuine hope that will sustain counselors in times when they are subjected to various dangers. This might include witnessing professional and personal danger resulting from different types of backlash. This backlash reflects other people’s desire to maintain a status quo that is not always just or fair for many people from diverse cultural and racial groups in our society.

James McWhirter, a longtime leader in ACA and a professor at Arizona State University, commented on the linkages that exist between many of the ideas presented in this column. This includes addressing the need for counselors to maintain their own hope in promoting justice by engaging in different types of struggles. As McWhirter states, “For hope to work, it needs to walk along with truth, fairness and, far too often, struggle. And in this struggle, all of us benefit. I believe the world is a little bit better today because of your struggle.”

As we begin the new year, we hope you will join us in reflecting on the importance of communicating a genuine sense of love for our clients as we strive to assist them in realizing new dimensions of hope that will sustain and revitalize them during challenging times. To those counselors genuinely committed to promoting multicultural competence and social justice advocacy, let us also commit ourselves to drawing upon our individual and collective courage as we continue the struggle to promote love, hope and human dignity and development through diversity throughout the year.

Judy Daniels (judaniels@hawaii.edu) and Michael D’Andrea (Michael@hawaii.edu) are professors in the Department of Counselor Education at the University of Hawaii.
New Releases!

ACA Ethical Standards Casebook, Sixth Edition by Barbara Herlihy and Gerald Corey
Assessment in Counseling, Fourth Edition by Albert Hood and Richard Johnson
Assessment of Client Core Issues by Richard Halstead
Boundary Issues in Counseling, Second Edition by Barbara Herlihy and Gerald Corey
Counseling for Social Justice, Second Edition edited by Courtland Lee
Critical Incidents in Counseling Children edited by Suzanne (Hobson) Dugger and Laurie Carlson
Developing & Managing Your School Guidance and Counseling Program, Fourth Edition by Norman Gysbers and Patricia Henderson
Documentation in Counseling Records, Third Edition by Robert Mitchell
Group Work Experts Share Their Favorite Activities by Janice DeLucia-Waack, Karen Bridbord, Jennifer Sue Kleiner, and Amy Nitza
Latino Worldviews in Counseling DVD presented by Patricia Arredondo, Jon Carlson, Carlos Pozzi, and Virginia Quinonez
Licensure Requirements for Professional Counselors by the ACA Office of Professional Affairs
Mastering the Art of Solution-Focused Counseling by Jeffrey Guterman
Multicultural Issues in Counseling, Third Edition edited by Courtland Lee
Professional Counseling 101: Building a Strong Professional Identity by Mark Pope
Special Populations in College Counseling edited by Joseph and Ruth Lippincott
Supervising the School Counselor Trainee by Jeannine Studer
Supervision Strategies for the First Practicum, Third Edition by Susan Allstetter Neueldt
Tough Kids, Cool Counseling, Second Edition by John and Rita Sommers-Flanagan
VISTAS: Compelling Perspectives on Counseling 2006 edited by Garry Watz, Jeanne Bleuer, and Richard Yep

Purchase the latest publications, DVDs, home-studies, and ACA logo accessories in the ACA Bookstore at special discounts for all convention attendees. For your convenience, an ACA Preconvention Bookstore will be located in the ACA registration area March 21 –22.
MEMBERS ONLY
Order as many subscriptions as you like! All subscriptions are for one year unless otherwise noted. The offer excludes subscriptions to be sent to SCHOOLS or LIBRARIES. All orders are non-cancelable & non-refundable.
Prices and title availability are subject to change without notice.

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NCDA set to release new monograph series
Submitted by Deneen Pennington
dpennington@ncda.org
The National Career Development Association’s Publications Development Council has initiated a new monograph series that will include short, concise manuscripts highlighting best practices in a variety of career development specialty areas.

The first monograph, Starting and Growing a Business in the Global Marketplace: Career Entrepreneurs Share Stories and Strategies, edited by Sally Gelardin, was scheduled for release in December. This excellent resource includes chapters from entrepreneurial NCDA members who provide guidelines, information, personal stories, experiential activities, feedback and support to those who aspire to start their own career development business. The contributors, all successful career development entrepreneurs, hope to share their lessons and business strategies.

The second monograph, Group Career Counseling: Practices and Principles, edited by K. Richard Pyle, will be released in January. This resource will provide counselors and paraprofessionals with an understanding of a counseling intervention that has its own unique principles and properties. Using this resource, counselors will have an additional tool to draw from in providing assistance to individuals experiencing career challenges. It is directed at the practicing counselor and paraprofessional as well as instructors of counseling courses for undergraduate and graduate students in psychology, counselor education, social work and the mental health professions.

Future monographs will be released throughout 2007-2008. The cost is $15 for NCDA members, $25 for nonmembers. Visit the NCDA website at www.ncda.org for ordering information, or contact Publications Director Natalie Scrimsher at nsrimsher@ncda.org for more information.

ARCA sets schedule for upcoming convention
Submitted by Irmo Marini
imarini@panam.edu
The American Rehabilitation Counseling Association Board met in Albuquerque, N.M., for its midyear meeting in October and accomplished a great deal regarding events and new mandates for the upcoming year.

First, ARCA set its agenda for the November conference in The Rehabilitation Counseling Association Convention in Detroit from March 23-25. Aside from an excellent speaking agenda, several student activities are planned, including a student breakfast as well as a mentor program. In addition, the ARCA reception and awards presentation will be held Friday, March 23 from 6-9 p.m.

On Saturday, March 24, the ARCA luncheon and business meeting will have a brief speaker highlighting ARCA’s 50th anniversary. The meeting will also feature updates regarding strengthening our credentials in the job market; the 2007 ARCA conference scheduled for Nov. 9-10 at the Hilton in Tampa Bay, Fla.; and student activities, including university chapters, the student task force, the ARCA student representative and the student paper/poster competition.

Also mark your calendars and watch for a call for proposals and the proposal deadlines for the November conference in The Rehabilitation Counseling Bulletin newsletter and on the ARCA website at www.arcaweb.org. Aside from what we believe will be an outstanding slate of practitioner-based conference presentations, there will also be numerous activities for students and practitioners in celebration of ARCA’s 50th anniversary!

The RCB newsletter will also outline deadlines and submission details regarding the counselor of the year award, the James Garrett award and the researcher of the year award. ARCA has also formally established the Dr. Charlene Kampfe Student Scholarship award (more details will be forthcoming).

With the help of David Hershenon, ARCA is also exploring the potential interest from several countries in developing an International Rehabilitation Counseling Association. Developments will be discussed in Detroit at the ARCA luncheon. For specific details on these and other events, feel free to contact ARCA President Irmo Marini at imarini@panam.edu.

Finally, don’t forget that we are offering a free ARCA one-year membership voucher until July 1 to current members who can solicit five new ARCA-only members or three new ARCA and ACA members. Remember, strength in numbers.

Continued on page 42

Introducing the Parenting Relationship Questionnaire

Developed by the authors of the BASC-2, the Parenting Relationship Questionnaire (PRQ) is designed to capture a parent’s perspective on the parent-child relationship.

The PRQ assesses traditional parent-child dimensions such as attachment and involvement. It also provides information on parenting style, parenting confidence, stress, and satisfaction with the child’s school.

With two forms—preschool (ages 2–5) and child and adolescent (ages 6–18)—the PRQ can be completed in 10 to 15 minutes by the mother, father or other primary caregiver, and offers a quick and reliable means of gathering valuable information.

PRQ

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New year, new job?

Well, here it is, the beginning of another new year. And there on your list of New Year’s resolutions, somewhere between “Take down the holiday decorations” and “Lose 15 pounds” is another biggie: “Get a new job.”

But is a new job what you really need? Much like you might compromise your health if you set out to lose 15 pounds that you don’t really need to lose, changing jobs without first determining whether a new job will address your present job dissatisfaction could put your career at risk.

Start with assessment

What do you like about your job? Why, exactly, do you want a change? Think about your pre-job? Why, exactly, do you want a new one?

In addition, consider whether there are outside factors playing into your need for change:

- Are you appropriately compensated for what you do?
- Do you receive the recognition you deserve for your contributions?
- How do you get along with your supervisor?
- Do you trust the people in the organization?
- Do you anticipate a possible reorganization?
- Have you been able to achieve what you set out to do in this position? Why or why not?

In addition, consider whether there are outside factors playing into your need for change:

- Do you have life commitments that have contributed to your desire for change?
- Are your expenses exceeding your income?
- Do you have geographical challenges? Are you spending too much time commuting, or are you too far away from loved ones?
- Does your job prevent you from having the kind of life you desire? (I’m not talking Dynasty fantasies here, just real-life concerns such as having adequate time to spend with family and friends.)
- Do you regard what you do as important?
- Are you bored and needing a change of scenery?
- Do you simply need a vacation? (My father-in-law, who is a semi-retired CEO, has this advice about assessing your perceived need for a job change: “If you hate your job, make some really great weekend plans. If you still hate your job when you come back on Monday, take a two-week vacation. If you still hate your job after that, you need to start looking for a new one.”)
- As always, analyzing the value you bring to your employer is an important piece of the puzzle:
  - What is your role in this organization?
  - What do you provide that would be missed if you were no longer there?
  - Do you have skills that aren’t being utilized, which could enrich the organization and increase your own job satisfaction?

What change do you really need?

Once you have assessed your situation, you can begin defining the kind of change you’re seeking. What is it that you really want from your life’s work? More or less responsibility? More recognition? More money? More time to yourself?

An exercise I frequently use is to have clients describe their “perfect” job. What is the work setting? What hours do they work? What do they wear to work? Do they work by themselves or with other people? What kinds of tasks do they perform? Is the job always the same and therefore predictable, or do they have a lot of variety?

Every individual will have different needs and values that dictate the makeup of the “perfect job.” What would make your job perfect?

P.O.S.E. a change

The next question to ask is, “Is it possible to make a few changes in my current job to achieve a higher level of job satisfaction?” If you have a good relationship with your supervisor and respect the organization, a frank discussion about your dissatisfaction could yield some positive changes. If you approach this discussion with specific concerns and a well-reasoned plan that addresses your employer’s needs as well as your own, you have a greater chance of success.

A specific Problem is identified, an Observation is shared, a Recommendation is proposed, and an Evaluation period is suggested. For example, “The stress from my commute is affecting my productivity (Problem). I’ve noticed that traffic is lighter after 9 and before 4:30 (Observation). If I handled paperwork and e-mail from home and was accessible by phone, could I adjust my office hours to reduce my stress from driving in heavy traffic? (Proposal) Could we try this for a month and see how it goes? (Evaluation)”

Of course, not every career crisis can be solved with a tweak here and there. Sometimes, a job change really is necessary for a variety of reasons. But if you can work with what you already have, you can also avoid the upheaval that often accompanies a job change.

Here’s a tip

From the ACA Public Awareness and Support Committee

BY JAN R. BARTLETT

Build professional connections with stakeholders in your state. Reach out and be a presence at their conferences or state offices.

Professional stakeholders are those groups or organizations with which you frequently have contact through interactions in the school, university or community settings where you work. They are partners or potential partners for increasing the mental health in your community and state.

Consider submitting a proposal to their professional conference to share your expertise and research or to educate others regarding the counseling profession. Develop brochures with relevant information regarding counseling for your state organization and leave them in their headquarters office.

Examples of these groups are educational administration associations, school board associations, teacher associations, school psychologist associations, the American Red Cross, mental health departments or associations, substance abuse groups or organizations, and social worker or psychologist associations.

Think of the people you work with regularly who may not understand your training or professional identity. Through collaboration, you can increase the understanding of counseling and make a positive impact both nationally and locally.

Write articles for your local newspaper. Take a few minutes to share information regarding your programs and outreach efforts that impact the community in a positive way.

For example, if you are a school counselor, write a short article about a specific workshop you conducted with students, parents, school staff or in the community, and then submit this to your local newspaper. If you worked with a student who received an award, scholarship or other special recognition, take a minute to write an article about that as well. These articles can be as brief as 50 to 100 words.

Help the community to understand what counselors do by providing educational information. Spread the word about the variety of ways that professional counselors are change agents and advocates for schools and communities.
Counseling Today
January 2007

Common threads connect keynote speaker to counselors

Journalist, child advocate and TV producer Linda Ellerbee offers a preview of her speech for the ACA Convention

BY ANGELA KENNEDY

The American Counseling Association announced last fall that Linda Ellerbee would serve as a keynote speaker for the 2007 Annual Convention in Detroit. Some may ask why an acclaimed television producer and former network journalist is speaking to a group of counselors. After all, what do journalists and counselors have in common?

The answer is quite simple: Professionals in both fields have to be exceptional listeners to succeed at what they do. One of the first things fledgling reporters learn is that everyone has a story to tell; they just have to listen and draw that story out. Ellerbee’s life story centers around change, adaptation and survival — universal themes with which everyone, particularly counselors, can relate. Additionally, Ellerbee said in a recent interview with Counseling Today, she will weave others’ stories into her ACA Convention keynote, especially those of the children she has worked with, listened to and ultimately given voice to as an advocate for their needs.

“I always start out a speech by saying that I don’t do what you do for a living,” Ellerbee stated, “but when you hear me today, I want you to listen to the way our lives and decisions are alike, not how they are different.” On one level, she said, her speech will be about surviving change, embracing it when necessary and trying to make changes for the betterment of others. She will also share some of the insights she has gained while working with children and producing Nick News, a Peabody and Emmy Award-winning news series for kids, over the last 15 years.

“Obviously I can’t talk about counseling because I’m not a counselor,” Ellerbee said. “But what I can do is tell my story about what I’ve gone through and what kids today are going through. And maybe that will be helpful to counselors.” She added that she doesn’t lecture or preach in her speeches but prefers to craft her tale with storytelling and a bit of humor. “As a network correspondent, I sat in Washington and had to listen to too many dull speeches over too many years,” she said, showing her sense of humor.

Among the topics Ellerbee will be discussing are the importance of media literacy, her fight with breast cancer, why she chose to leave network news to start a production company and why she eventually took a special interest in children’s programming — a decision brought on when the United States was at war.

“It started with Gulf War I and Geraldine Laybourne, the president of Nick (cable network Nickelodeon) and a former educator,” Ellerbee explained. “She was concerned that America’s kids couldn’t ignore this war and get away from the 24-hour news coverage. She was afraid that the kids were frightened by this and no one was talking to kids about it specifically — nothing is scarier than schoolyard rumors.” Ellerbee’s company, Lucky Duck, was tasked to do a show explaining the Gulf War to children.

“People were saying, ‘Why can’t we leave kids in blissful ignorance?’ We can’t because today they’re not,” she said. “I’m not sure they ever were. So with Nick News, we bring (issues) out in the open.” The programs, which are made for parents and kids to watch together, have highlighted many heavy subjects over the last decade-and-a-half, including HIV/AIDS, the West Bank conflict, the past genocide of the Jews and the current genocide in Sudan. Ellerbee travels across the world to interview and film children and teenagers struggling with these issues. As part of Nick News features, she brings children of all ages and races together on a sound stage to discuss the problems they are facing, asking them how they feel and what they want to change. “It’s like a therapy session,” she says. “Millions of kids are watching 15 kids wrestle with a problem.”

Currently, Ellerbee is working on a program about children with autism. Because many of these children are being mainstreamed, she believes it’s important to educate all children on the disorder. “One of my personal principles with Nick News is that we are all more alike than we are different,” she said. “It’s only that our differences are easier and quicker to define.”

With that, the common thread between a journalist and a counselor gets even clearer.

BY ANGELA KENNEDY

The American Counseling Association announced last fall that Linda Ellerbee would serve as a keynote speaker for the 2007 Annual Convention in Detroit. Some may ask why an acclaimed television producer and former network journalist is speaking to a group of counselors. After all, what do journalists and counselors have in common?

The answer is quite simple: Professionals in both fields have to be exceptional listeners to succeed at what they do. One of the first things fledgling reporters learn is that everyone has a story to tell; they just have to listen and draw that story out. Ellerbee’s life story centers around change, adaptation and survival — universal themes with which everyone, particularly counselors, can relate. Additionally, Ellerbee said in a recent interview with Counseling Today, she will weave others’ stories into her ACA Convention keynote, especially those of the children she has worked with, listened to and ultimately given voice to as an advocate for their needs.

“I always start out a speech by saying that I don’t do what you do for a living,” Ellerbee stated, “but when you hear me today, I want you to listen to the way our lives and decisions are alike, not how they are different.” On one level, she said, her speech will be about surviving change, embracing it when necessary and trying to make changes for the betterment of others. She will also share some of the insights she has gained while working with children and producing Nick News, a Peabody and Emmy Award-winning news series for kids, over the last 15 years.

“Obviously I can’t talk about counseling because I’m not a counselor,” Ellerbee said. “But what I can do is tell my story about what I’ve gone through and what kids today are going through. And maybe that will be helpful to counselors.” She added that she doesn’t lecture or preach in her speeches but prefers to craft her tale with storytelling and a bit of humor. “As a network correspondent, I sat in Washington and had to listen to too many dull speeches over too many years,” she said, showing her sense of humor.

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Counseling Today • January 2007
Counseling Today is to inform practitioners of research, the position of editor at the Association is seeking applications for the ACA website at 800.347.6647 ext. 222 or going online to 22-24 and Education Sessions are scheduled. The Exposition Hall will be open March 21-25. Institutes will take place March 21-22, Marriott Renaissance Center and the North Carolina Counseling Association will be hosting its annual conference. The North Carolina Counseling Association will be hosting its annual conference, “Professional Counseling: Building One Professional Identity Through Advocacy, Partnering, Collaboration and Unification,” at the Sheraton RT in Raleigh-Durham. For registration information, visit www.nccounseling.org.

COMING EVENTS

ACAM Annual Conference
February 2-4
Jefferson City, Missouri

The American Counseling Association of Missouri Annual Conference will be held at the Capitol Plaza Hotel. For additional information about the conference, contact www.counselingmissouri.org.

ACCA Annual Convention
March 21-25
Raleigh-Durham, N.C.


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FYI

The American College Counseling Association is seeking applications for the position of editor at the Journal of College Counseling. JCC is a national, peer-reviewed journal with an applied focus and a distribution of approximately 2,500 readers. The mission of the journal is to inform practitioners of research, recent innovations and critical issues impacting counseling services on college and university campuses. The editor will be appointed for a three-year term beginning July 2007.

Appointment is conditional upon the following qualifications: (a) experience as an editorial board member of a professional publication or similar experience (associate editor or editor of another publication), (b) a record of scholarly publications in refereed journals, (c) a history of involvement in and contribution to the counseling profession, including college counseling and (d) an understanding of and commitment to the mission of ACCA, including ACCA membership at the time of application submission. Demonstration of institutional or organizational support (if applicable) is highly desirable.

Interested individuals should submit a formal application containing the following: (a) a current curriculum vitae, (b) a complete list of publications and reprints of no more than five of the applicant’s most significant publications, (c) a statement of vision for the editorial direction of JCC and (d) a statement from an administrator of the applicant’s institution or organization describing support for the appointment (if applicable). Phone interviews with top candidates will take place in March. The appointment will be announced as soon as possible, and the editor-elect will be expected to begin working with the current editor at that time to facilitate the official transition on July 1.

Send applications to the ACCA Media Committee, c/o Dr. Harrison Davis, North Georgia College & State University, Department of Psychology & Sociology-Community Counseling Program, 82 College Circle, Dahlonega, GA 30597, or via e-mail to havidav@ngcsu.edu.

The International Association of Marriage and Family Counselors Research Committee and The Family Journal are collaborating to offer the 2007 Graduate Student Research Award. Students are encouraged to submit manuscripts in the areas of theory, research or practice. One or two students will be awarded cash prizes of $250. Award-winning manuscripts will be published in The Family Journal. The award winner(s) will be recognized during the IAMFC awards luncheon at the March 2007 American Counseling Association Convention in Detroit. Each student applicant must currently be enrolled in either a master’s-level or doctoral-level counseling program. Contact FamilyJournal@taamcc.edu for specific guidelines.

Call for papers, manuscripts

The Association for Gay, Lesbian & Bisexual Issues in Counseling, a division of ACA, is inviting submissions for The Journal of LGBT Issues in Counseling. The intent of the journal is to publish articles relevant to working with sexual minorities that will be of interest to counselors, counselor educators and other counseling-related professionals who work across a diversity of fields, including in schools, mental health settings, family agencies and colleges and universities.

The journal welcomes article submissions that reflect issues pertinent to the health of sexual minority individuals and communities. Articles should focus on one of the following areas: (a) new research in counseling, (b) a review of the literature that critically integrates previous work around a specific topic, (c) introduction of new techniques of innovation in service delivery within the field or (d) theoretical or conceptual pieces that reflect new ideas or new ways of integrating previously held ideas.

All submissions should be prepared according to the guidelines of the most recent Publication Manual of the American Psychological Association, including the use of citations and references and inclusion of nondiscriminatory language. Submissions should be no longer than 30 pages. Manuscripts should be sent electronically as attachments. All work should be done in Microsoft Word. Tables and figures should be used only when essential, and illustrations or graphs should be embedded in the manuscript at the appropriate place.

Be sure to include author contact information, including phone number and e-mail address. Final manuscripts should be publication-ready when submitted. It is the responsibility of the authors to secure permission to use any copyrighted materials in their manuscripts. Those submitting articles should indicate in the cover letter which of the journal’s four focus areas is the best fit for their article. It should be understood that authors bear full responsibility for the accuracy of all references, quotations, tables, figures and the overall content of their articles.

Submit articles to Ned Farley, Editor, The Journal of LGBT Issues in Counseling at nfarley@antioch.edu. Also include all appropriate signed copies of the Manuscript Submission and Limited Copyright Transfer Form required by Haworth Press Inc. This form is available online at www.haworthpress.com/pdfs/Jrnscript.pdf. The form must be mailed to Ned Farley, Ph.D., The Center for Programs in Psychology, Antioch University Seattle, 2326 Sixth Avenue, Seattle, WA 98121-1814.

The Journal for Social Action in Counseling and Psychology is accepting manuscripts in English and Spanish that promote reflection on community change and system transformation in which counselors and psychologists play a role. Appropriate manuscripts may include social action research, theory and examples of transformative practice. JSACP is an official publication of Psychologists for Social Responsibility and Counselors for Social Justice (a division of ACA) and is published with the support of the doctoral program in Community Research and Action at Vanderbilt University.

The deadline for the first issue will be June 1. Manuscripts will be reviewed through a masked, peer-review process. For editorial policy and other information, visit www.psyx.org/social-action.htm. Tod Sloan and Rebecca Toporek are serving as the journal’s editors.

Multicultural Learning and Teaching is a new multidisciplinary international journal devoted to the education of people from multicultural backgrounds. Emphasis is placed on the interpretation of research literature and recommendations for the practice of multicultural education. Appropriate topics for articles include identification, assessment, labeling/categorying, placement and instruction of underachieving, at-risk, urban, rural, linguistically different or exceptional children, youth and adults with diverse multicultural life experiences and backgrounds.

Manuscripts on family or community-related services, legislation, litigation and professional preparation are also of interest. Additional information, including guidelines for authors, is available at www.mltonline.org.

Point/Counterpoint writers wanted

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

1. Are counselor educators giving out too many A’s? Is the grading system too lenient? (A viewpoint affirming these statements is needed.)
2. Should the school counseling profession consider moving from certification to licensure?
3. If you are interested in writing on one of the suggested topics or would like to propose a topic, contact Angela Kennedy at akennedy@counseling.org. Please add “Point/Counterpoint” in the subject line.
4. The e-mail must include the topic you would like to write about and your stance on the issue.

Bulletin Board submission guidelines

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

Q: My goal for 2007 is to establish my own private practice. What do I need to do first to succeed in my goal?

A: Many of us entertain the notion of being in private practice, but few of us realize this notion for a variety of reasons. For instance, we hold ourselves back because of a lack of confidence in our knowledge of how to be self-employed. As a profession, we are strongly encouraged, but we are lacking in business sense. Being a well-trained and ethical counselor is the foundation for starting your own private practice. But while being competent is essential, it doesn’t mean you will make it in private practice. You also need to see yourself as a businessperson.

As a private practitioner, you need to think of yourself as the CEO of your own corporation. Not only do you need to make good clinical decisions, you also need to make good business decisions. Good business decisions inherently involve some risk. Risk-taking has a tendency to make us feel uncomfortable. But if your professional aspirations include private practice, you will need to deal with feeling uncomfortable on occasion. (And after all, isn’t this something we encourage our clients to do?) Feeling uncomfortable may result from competing with other counselors, ensuring you collect your fees, justifying why a managed care company should pay you, promoting yourself to the public, public speaking or demonstrating the confidence that you have in your abilities. Being uncomfortable will make you a better businessperson.

As a private practitioner, you need to think of yourself as an entrepreneur. An entrepreneur as defined by Webster’s Dictionary is someone who “organizes, manages and assumes the risks of a business or enterprise.” You will need to capitalize on changes or new trends. Many private practitioners resist managed health care and the need to cooperate with insurance companies. But if you understand and work with these systems and institutions, it can be both professionally and financially rewarding. Rather than looking for obstacles and threats to starting your practice, you need to look for ways to practice better, smarter or more efficiently, with an eye on the bottom line.

As a private practitioner, you need to think of yourself as a consultant. You are an expert in human behavior and relationships. These skills apply not only to counseling your clients but also to businesses, industries, organizations and institutions. Anywhere people want to improve or need to interact with each other, there is a potential need for your services.

As a private practitioner, you need to think of yourself as a marketing person. Interactions with others are always a good opportunity to promote yourself. You may promote yourself by attending a school staffing about a student you are counseling, making appointments with potential referral sources to inform them about the effectiveness of your services, offering to give a speech to a gathering, advising a managed health care company about your specialties or that you have evening and weekend appointments available, etc. You need to seize every opportunity to promote yourself and your services. If you don’t, some other counselor will.

Lastly, you need to think of yourself and your practice in terms of diversification. It is rare these days to make a satisfying living from a traditional office practice. Generally, it takes many “income streams” to survive on your own. That means taking part-time employment at an agency, school or employee assistance program; subleasing your office space; teaching; writing; lecturing; offering mediation services; consulting; supervising; and/or doing something that is closely related. Don’t attempt to put all your eggs in one basket.

Q: I’m a high school counselor who has lived and worked overseas for the past 15 years. I’m coming home to the United States in June 2007 and do not want to continue in the school system. I would love to open my own practice but have no idea on if or how I can do this. Can a high school counselor, licensed in school counseling, start a practice? Is there a calling for that? What kind of additional licensing or credentials would I need to obtain to start my own practice? I really appreciate your time and input. It’s a dream of mine to (leave) the school system; I’m just not sure that I’m qualified to do such a thing.

A: I worked as a school counselor for 25 years and applied for a counseling license in the state of Illinois. I have been in practice for 30 years. It depends on the state you intend to practice in, but all the states that offer licensure require a practicum, passing the state exam for your license and meeting the requirements for supervised hours. Check the licensing regulations in your particular state of interest (www.counseling.org/Counselors/LicensureAndCert/StateRequirements/CT2.aspx), or e-mail me the state and I can forward you that information.

It is definitely doable, depending on the rules. As a school counselor, you may be positioned to help children and teens with school issues, which is a very good niche. Also check the American Counseling Association website at www.counseling.org/Counselors/PrivatePracticePointers.aspx in the member’s only section for information about several private practice issues, including start-up. Good luck with this, and welcome home.
EB-ACA hosts 47th Annual Conference in Germany
Submitted by Frankie Nielsen
frankie.nielsen@eu.dodea.edu

The European Branch of the American Counseling Association held its 47th Annual Conference in Bad Herrenalb, Germany, from Nov. 9-12. The conference was a great success, with 178 counseling professionals and students from 12 different countries attending the 55 mini-sessions and three Learning Institutes.

This year’s theme was “Counseling in a Global Community.” The focus of the conference was on empowerment, growth even in light of adversities and positive resilience. Because the global community is strongest when it has mental health professionals who are well-trained, knowledgeable and proactive in a complex world, multidimensional topics were chosen that underscored the professional knowledge and issues that bind everyone together. EB-ACA members and guests represented a richly textured gathering of the professional counseling community.

The Annual Banquet featured Arthur Horne and David Jolliff. These two popular presenters and friends of EB-ACA delivered an inspiring keynote address titled “Surviving and Thriving in a Time of Global Change.”

In addition to the wide variety of two-hour mini-sessions presented by distinguished counseling professionals, three different two-day Learning Institutes were provided. William G. Nicoll and Monica Nicoll presented a Learning Institute on “Strategies in Brief Therapy: Fostering Client Resilience in Individual, Couples and Family Therapy.” Robert M. Bollet and Santiago Fallon presented a Learning Institute on “Advanced Empathy: Utilizing Hypnosis in Counseling and Psychotherapy.” Jolliff and Horne presented a Learning Institute on “Surviving and Thriving in a Time of Global Change: Applications for Mental Health and Substance Abuse Counselors.”

Master’s-level counseling students from Bowie State University in Europe, hosted by Bill King, and the University of Central Florida, sponsored by Sandra Robinson and Edward “Mike” Robinson, presented a wide variety of poster sessions. These sessions were very nicely done and well-received. Graduate students also participated in a “Chat Room,” which gave counseling students from Europe and the United States a chance to exchange ideas.

EB-ACA is dedicated to the support of counselors living and working in Europe by providing them with rich opportunities for continuing education. Please join EB-ACA at the next Annual Conference or at any of the Learning Institutes provided throughout the year.

The 48th EB-ACA Annual Conference will be held in Bad Herrenalb Nov. 1-4, 2007. Visit the EB-ACA website at www.online-infos.de/eb-aca/main.htm or www.eb-aca.org for updates, the call for proposals and proposal forms. For additional information, contact info for updates, contact zenabowen@yahoo.com.

ACCA wraps up successful national conference
Submitted by Rick Hanson
rick.hanson@rockhurst.edu

The Third National American College Counseling Association Conference, held at John Ascuaga’s Nugget in Sparks, Nev., was a resounding success! Participants came from 40 states and four foreign countries, for a total of 296 professionals in attendance. Attendees were impressed by the range and quality of programs that earned them

EDITOR SOUGHT FOR JCD

The Publications Committee of the American Counseling Association (ACA) is seeking applications for editor of the Journal of Counseling & Development (JCD). ACA’s flagship journal. Selection criteria for the position include the following:

• Previous experience as a journal editor, or comparable experience
• A publishing record that includes scholarly publications in refereed journals
• A belief in the importance of promoting multicultural competence in counseling
• A history of involvement in and contribution to ACA through its divisions, organizational affiliates, branches, governing bodies, and/or committees
• An understanding of and commitment to the mission of the association

The appointment of editor is for a 3-year term beginning July 1, 2008. The successful candidate will begin serving as editor-elect in July 1, 2007. There is a possibility for the editor to be reappointed for a second 3-year term. The JCD editor receives a $1,000 monthly honorarium as well as reimbursement for journal related expenses. Applicants must be ACA members and bilingualism is a plus. For an applicant to be considered by the ACA Publications Committee, 15 copies of the following material must be provided:

• A current curriculum vitae
• A complete list of publications and reprints of no more than three of the applicant’s most significant journal articles
• A statement from the applicant discussing his or her intended editorial direction for the Journal of Counseling & Development
• A statement from an administrator of the applicant’s institution or organization describing support for the appointment (if applicable)

All applications must be received no later than January 29, 2007. Late or incomplete applications will not be considered. The Publications Committee will screen all candidates and present its top nominees, with ranked preference, to the Governing Council for approval at the ACA Annual Convention in Detroit, MI, March 21–25, 2007.

Send application material for receipt by January 29, 2007 to the address below:

ACA Publications Committee
c/o Carolyn C. Baker, Director of Publications
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
The conference, spanning Oct. 3-6, 2006, featured an engaging and creative keynote presentation by Papooh Balbueña and Tom Balistrieri, while ACCA President Paul Fornell chaired the fun business meeting and luncheon. Many awards were presented. Of significant importance, Mark Freeman received the Professional Leadership Award in recognition of his outstanding contribution to ACCA and the profession.

On another note, here’s your chance. ACCA is seeking nominations for the positions of president-elect, secretary and graduate student member-at-large. Those chosen will take office July 1, 2008. If you would like to nominate either yourself or someone else, contact June Williams at jwilliams@selu.edu.

ACCA is also planning some special events for the ACA Convention in Detroit. We hope you will be making the trip to Detroit and that you will take time to mingle with your college counseling colleagues. The Forum on College Counseling is scheduled for Friday, March 23 at 1. The ACCA reception will occur Friday evening at 5. The breakfast/business meeting will be held at 7:30 Saturday morning. Please note that we have moved our business meeting to the breakfast slot to minimize the conflict with workshop sessions.

The Association for Multicultural Counseling and Development is sponsoring a tour and outreach experience in South Africa and Botswana in June 2007. The tour to South Africa is an 11-day cultural excursion to Cape Town and Johannesnburg. Participants are tentatively scheduled to tour historical sites and visit schools and community agencies. While in Johannesnburg, AMCD will sponsor a one-day conference with the theme of “Raising Critical Consciousness Through Advocacy and Outreach.”

As an add-on experience (additional 11 days), a handful of counselors and students will be chosen to participate in clinical outreach experiences in South Africa and Botswana. In Botswana, the clinical outreach team will work with the counseling faculty at the University of Botswana to establish partnerships with the visiting ACA members. In addition, AMCD is sponsoring a book drive to enhance the University of Botswana counseling program’s library.

To access the call for papers, clinical outreach application, tour registration form or other information, contact Cirecie A. West-Olatunji at cwestolatunji@coe.ufl.edu, 352.392.0731 ext. 235 or 1204 Norman Hall, P.O. Box 117046, College of Education, University of Florida, Gainesville, FL 32611-7046.
Behind the Book - BY JOHN LOUGH

Interviews with the authors of books for counseling professionals


Tough kids. Challenging children. Difficult youths. However they are referred to, young people with problems often present one of the most difficult counseling experiences.

John Sommers-Flanagan: For the first edition, most of the tough kids with whom we worked were seen in a private practice setting. Prior to the second edition, we worked more extensively with younger students in schools and with older students in a Job Corps setting. Consequently, more of the case material and tax relevant to school counselors. There is also a greater focus on shorter term counseling and therapy. Also, after working with tough kids for 10 more years, I have to say, even though it may sound weird, I find myself liking and respecting young people more than ever—despite the fact that many of them very much dislike me when they first start counseling.

RS-F: What are the most important changes in this new edition?

Rita Sommers-Flanagan: Although all the chapters are updated with new sections, case material and questions for reflection, the biggest change is the addition of a new chapter on solution-focused “resistance busters.” Also, the suicide assessment/intervention chapter and the medication chapter were both substantially revised to be consistent with cutting-edge research and practice.

CT: What do you see as the audiences for this book?

RS-F: Its primary audiences include school counselors, mental health counselors and community counselors. Although not directed toward parents, they might find the information of value, especially if they have a child in counseling.

CT: In helping problem kids, it would seem that parents and family issues must also be major concerns. Does this book address those concerns?

JS-F: Back in the 1930s, Carl Rogers noted that it’s difficult to help children without addressing parent and family issues. We feel Rogers was probably correct then and still is today. Addressing parent, family, school and community issues is essential to comprehensively addressing child and adolescent issues.

RS-F: This book provides clear information for how to work with parents while working with young people. We include a section on goal setting with parents and describe cases where contact with parents is mixed in with individual counseling with youth. Additionally, we have a chapter specifically addressing parent education, parent consultation and methods for integrating family counseling into the individual counseling process with youth.

CT: What is the most difficult problem in dealing with troubled kids that this book addresses?

JS-F: As opposed to individual counseling with adults, when youth resist counseling, they do so in ways that are direct and sometimes verbally aggressive. We’ve had young clients and students tell us to “F-off,” refuse to speak and comment on our sex lives. We designed this book to help counselors anticipate and effectively manage the aggressive resistance sometimes displayed by troubled youth.

CT: What does this book present to help in dealing with a child who is resistant and refusing to cooperate?

RS-F: In contrast to many books on counseling youth that offer mainly theory and generalizations, we provide concrete advice on what to say to young clients resistant to counseling. This book strongly emphasizes what counselors should do over theory. During the past 20 years, we’ve discovered that even the most outrageously resistant youth respond fairly well to counselors who avoid power struggles, display respect and compassion, and express genuine concern. Of course, the trick is how to become that sort of counselor. We believe Tough Kids, Cool Counseling provides excellent guidance for how to be respectful, show compassion, communicate authentically and avoid power struggles for counselors working with challenging youth.

The second edition of Tough Kids, Cool Counseling can be ordered directly from ACA (Order #72850). The book is available to ACA members for $29.95 (list price is $45.95 for non-ACA members). The Challenge of Counseling Teens DVD (Order #78201) is $129 for both ACA members and nonmembers. Don’t Divorce Us! (Order #72663) is $14.95 for ACA members and $23.95 for nonmembers. All products can be ordered online through the bookstore section of the ACA website (www.counseling.org) or by calling the ACA order line at 800.422.2648 ext. 222.

Private Practice in Counseling

Q: Thank you for your assistance in the past when I’ve asked questions. I have another one. I hope you can provide some guidance. I am going to start my own practice in 2007. I am going to be leaving a group practice with clients and starting a solo practice. I have considered becoming an LLC or an S Corporation. As a licensed professional counselor, is it smart to do this, or is it unnecessary? An accountant suggested I find out if LPCs can be shielded from liability with an LLC. If so, he suggested I consider this; if not, then he stated it might not be necessary to form an LLC or an S Corporation. I would love some guidance.

A: We are not attorneys, but we have researched the web and found a useful site that briefly explains partnerships at www.quo.law.com/business_law/what_is_a_partnership.php. The legal status of your practice partnership depends on the laws of the state in which you practice. You would need to find an attorney in that state who understands corporate partnership laws.

Three possibilities are a PC (Professional Corporation), Subchapter S Corp. or the LLC (Limited Liability Company). Each provides some protection against tax advantages. Bob Walsh is a PC in Illinois, while I have a joint venture agreement with my partner and have not incorporated. Just make sure that whatever you do, you also get the best malpractice policy.

Q: I am interested in a template for forming a partnership in a counseling private practice.

A: We are working on defining various types of partnerships and the benefits of each with an attorney. We understand there are basically four types of agreements: PC, LLC, Subchapter S and Joint Venture (see the answer to the previous question). Each state has different rules on legal partnerships.

We are including two websites that may help you get started with your agreement. We are not attorneys, so an attorney knowledgeable about partnership laws regarding counseling practices in your state should be consulted.

http://secure.uslegalforms.com/cgi-bin/forms/query.pl?S-C-B-partnership


Also see our “Private Practice Pointers” on the ACA website, where we have several bulletins, including ones on selling, buying and starting up a private practice.

Hope this helps. Good luck with your counseling business.

CT: If you are going to attend the ACA Convention in March, consider attending our preconference Learning Institute on private practice. Also stop by our Walsh and Dassenbrook Consulting booth at the Exposition Center and preview our book, The Complete Guide to Private Practice for Licensed Mental Health Professionals. We will also be in the Career Center throughout the conference. Hope to see you there!
months passed, and I commented in my supervision session how odd it was that we were playing the same game over and over after spending the first several months playing a variety of games. I was curious as to what that was all about.

As the end of the school year drew near, I started talking about termination with Gil. We were in the middle of the game, each of us having collected several colors of categories in our game piece. I commented that we only had a couple of visits left. Then, switching back to the game, I asked, “Now what colors do we need to finish our game?”

“I need white,” Gil said.

White, I wondered? None of the topics were represented by a white color. Then I realized my game piece was white; Gil’s game piece was silver.

“I need white,” Gil said again, “and you need silver. Then we can just keep on playing.”

Surprised that he was talking about our game pieces, and maybe even about each other, and not the game itself, I was unsure of how to respond in the moment. So I simply reflected his statement back to him. We finished the game, and I took him back to his class.

I had another hour at the school before leaving for the day. Our session played over and over in my head as I tried to decipher the meaning of it and what he was saying to me. “I need white and you need silver” — I need you and you can have me, and then we can keep on playing together with no ending.

I left the building, got into my car and started to cry.

Later that day I spoke with my supervisor, crying again as I retold the story. “Lori,” she said, “what a gift he has given you! Our clients don’t often thank us, and he thanked you.” We talked about my year with Gil, the work we had done and the work we hadn’t done.

I ended up learning a beautiful lesson. Even though we were “just playing games,” it meant something to my client — much more than I would ever have imagined. Here I thought I had not been helping, that I was not making a difference, not doing anything. Yet Gil let me know I had done a lot. I had cared. I never forgot our appointments. I always listened. I was always present. I was consistent. I was dependable. That’s what we did while we played, and that’s what he needed at the time.

In graduate school, I had certainly learned the power of the relationship and that sometimes the most important thing we can “do” with our clients is to be fully present for them. But to actually experience it was something different. It was a good lesson for me to learn and a good lesson to pass along to others who have not been given “the gift” of a thank you. Now when I have a client and feel unsure about whether we are going anywhere or doing anything, I will remember Gil and have faith that I am always doing something.
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**CounselingToday Quiz — January 2007**

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.

*National Mental Health Anti-stigma Campaign Unveiled*

1. According to Broderick, the public service campaign takes what new approach(es) to destigmatizing mental illness?
   - a. Showing how friends can be supportive.
   - b. Focusing on how common mental illness actually is.
   - c. Highlighting real-life recovery stories.
   - d. All of the above

2. Gregory’s opinion about people who are depressed is that they:
   - a. lack confidence.
   - b. are seeking attention.
   - c. are battling with themselves.
   - d. are just normal people.

*ACA Professional Counselor Practitioner Series*

3. Gladding feels a broad liberal arts education is a relevant requisite for a future counselor educator.
   - a. True
   - b. False

4. Gladding mentions all of the following EXCEPT __ as the most personally rewarding aspects of his work.
   - a. research
   - b. writing
   - c. teaching
   - d. mentoring

*Private Practice in Counseling*

5. The authors posit that being uncomfortable will make you:
   - a. better able to relate to your clients.
   - b. a better businessperson.
   - c. ultimately more creative.
   - d. All of the above

*Your Counseling Career*

6. An exercise the author frequently uses with clients is to have them:
   - a. specifically list the pros and cons of their current situation.
   - b. notice and record the things that interest them.
   - c. describe their perfect job.
   - d. do a role-play where they speak honestly to their bosses.

*When Work Doesn’t Work*

7. The three parameters of the Kaleidoscope Career Model:
   - a. apply throughout a person’s career.
   - b. predominate at different points in the individual’s life span.
   - c. cause a pivot in thinking about the importance of a career at that particular point in time.
   - d. All of the above

8. Who might fit into the beta kaleidoscope profile?
   - a. Sam
   - b. Meredith
   - c. Jean’s husband
   - d. Sam’s wife

*ACA Counseling Delegation Visits South Africa*

9. Zane Wilson, founder of the South African Depression and Anxiety Group, told the counseling delegation that HIV patients are times more likely to commit suicide.
   - a. 18
   - b. 27
   - c. 36
   - d. 41

10. Stellenbosch University offers:
    - a. a master’s program in counseling.
    - b. some counseling curriculum.
    - c. no formal counseling training.
    - d. internships with the South African Federation for Mental Health.

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Practitioner

Continued from page 11

Experiences will occur in each class that will make you a better teacher the next time. Seize them and grow.

Enjoy and appreciate learning. Immerse yourself in the psychological, social, cultural and other issues that impinge on our work. Learn from your students and your colleagues, but also from your experiences with the clients you serve. Finally, you need to have a certain balance in your personal and professional lives and be able to blend family and friends with your work.

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Student Focus

Continued from page 25

appeared to stem from a need for control. It was clear this client had the same desire to please me as he did everyone in his life. He was often anxious and plainly frustrated by the way he felt and acted. He saw everything, including counseling, through a perfectionistic lens. He wanted to set inappropriate goals for exactly when he would “get over it.” He was clearly transferring his perfectionist rut into counseling.

Early sessions focused on helping him recognize that attempting to be the perfect client was counter to working on issues based around the need to be perfect. It took time for progress to become evident as we worked on negative self-cognitions using cognitive behavioral techniques and some psychodynamic exploration of childhood issues. He was becoming less anxious during sessions and beginning to understand that trying to be perfect at not being perfect was a stalemate that would lead nowhere.

Additional sessions explored his need for control and to be perfect by looking at those responses as coping mechanisms that were not working. We explored ways for him to verbalize how the past was influencing his current behavior and how he had never learned alternate ways of coping. I said things such as “You came by this behavior honestly” and “Your circumstances conditioned you to act a certain way for your own survival.”

Discussions of the ways behaviors are learned led to a realization that he grew up in a chaotic environment that supported his need to assert control. He also began to understand how his parents’ behavior influenced his own. These connections helped him see that although his current situation was not his “fault,” it was also no longer desirable. In this way he began to move beyond blame and into a place for positive change.

During these discussions, I had a vague sense something more was happening around the wording we were using. I was so caught up in the work and pleased with the progress, however, that it remained in the background. Talks of termination evolved into homework assignments that would serve as resources after counseling concluded. One assignment was to write detailed “rational responses” for his negative “automatic thoughts,” just as we had done during counseling. He turned in his assignment proudly. I was shocked to see he had taken on language very similar to the therapeutic wording I was using throughout the counseling process! I had given him no instructions to do so, but he had integrated the new language framework into his sense of coping with his automatic thoughts. The form he used included wording such as “I came by my desire for control honestly. When I was growing up, my environment was chaotic, and asserting control in my life was my way of coping with my surroundings, but this attempt to control is no longer useful to me.”

This new language of blamelessness and empowerment was becoming internalized as an understanding that he was gaining nothing useful by continuing his traditional behaviors and thoughts. This new framework allowed him to move past ideas such as “I shouldn’t be this way!” or “Why can’t I just stop?” It also helped him move into a more reflective and productive way of dealing with his issues. He was able to see how his life growing up was very different from his life now, and likewise, his style of coping needed restructuring. This understanding allowed him to slowly, but surely, practice new ways of interacting and coping, which, in turn, were leading to visible results. By envisioning his issues within a fresh model of speaking, he was creating a new story of his past — one that also built hope for his future.

I am not alone in learning through a new language of counseling. Clients, too, create a new language through which they can view their worlds. They attempt to construct wording that fits them and their lives rather than just learning the words in isolation. The content of the message may be the same, but the personalization of language seems to enhance empathy and understanding, both for the counselor and the client.

The value I placed on words in my early days as an English major has reasserted itself in my current development as a counselor. The journey began with my struggle to find the right words in the right form to express myself to clients. However, I have discovered that clients benefit from transforming their personal language around their strengths and difficulties. I have learned that good language and phrasing can be vitally important in the therapeutic relationship. My hope is that others will take a second, deeper look at the language of counseling and its use as an exciting tool in the therapeutic process.
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In an important literature review and theoretical argument, Wayne Rowe posits that the White Racial Identity Attitude Scale is an example of a politically driven rather than an intellectually driven instrument (Journal of Multicultural Counseling and Development, October 2006, pages 235-243). Rowe provides several examples of this measure being empirically questionable.

He also discusses the concept of pseudoscience and its relation to the serious limitations of the racial identity scale. Pseudoscience is characterized by a disdain for settling controversy through empirical study, groundless interpretation, suppression and distortion of critical data, and the hostile reception of criticism. In short, the scale seems to be used to promote beliefs rather than scientific knowledge about how we consider race.

**What’s wrong? Counselor training in diagnosis**

Though there are many arguments against DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders) diagnosis, most counselors need training in this algorithm because of organizational and financial constraints. In the Journal of Humanistic Counseling, Education and Development (Fall 2006, pages 165-172), Jerry E. McLaughlin summarizes the positions of trainers who endorse DSM-style diagnoses and, on the other side, those who endorse a social constructionist viewpoint on diagnosis.

This article will assist counselor educators in deciding what they should emphasize in training students to describe clients’ situations.

**Improvement of faculty education assists counseling centers**

A low-cost outreach program at three different types of colleges produced major improvements in academic faculties’ understanding of what counseling centers can do. A letter to new teachers with a follow-up telephone call resulted in increased awareness of the counseling center’s services. Furthermore, one-half of the faculty members who were contacted referred troubled students to the counseling center, while none of the teachers in an uninformed control group did so.

With student retention and attrition closely related to mental health indicators, this basic information system can boost the success of our colleges and universities because distressed students are more likely to be directed to helpful resources. The study, by Susan A. Nolan, Kristi Pace, Richard J. Ianelli, Thomas V. Palma and Gail P. Pakalns, is reported in the Fall 2006 issue of Journal of College Counseling on pages 167-170.
wildlife parks, witnessing elephants, giraffes, zebras and many other animals in their natural habitat. At night, the delegation enjoyed tribal performances by African dancers. A very special night in South Africa’s history. This was a unique, memorable, and special experience for the delegates. South Africa is still very uneven in its social structure and economic development.

The delegation visited Stellenzicht Secondary School, where they saw how South Africa’s public schools are lacking fundamental resources for the students. After the delegation saw the need for materials at the government-funded school, they spontaneously took up a collection and donated it to the school for books and supplies. “We tried to help them financially to get some of the things they really needed,” Gladding said. Although the school was functioning with humble equipment and resources, it added that it had a “stellar music program.”

**Next destination: Far East**

People to People Ambassador Programs provide foreign educational travel experiences for professionals. Through meetings, seminars and cultural activities, participants connect with people in similar professions overseas. Volunteers are currently being sought for the next scheduled counseling delegation to China and Mongolia.

**In Brief**

**VA faulted on spending for mental health**

The Department of Veterans Affairs did not spend all of the extra $300 million it budgeted to increase mental health services and failed to keep track of how some of the money was used, according to a government report.

The VA launched a plan in 2004 to improve its mental health services for veterans with post-traumatic stress disorders and substance-abuse problems. To fill gaps in services, the department added $100 million for mental health initiatives in 2005 and another $200 million in 2006. That money was used to be distributed to its regional networks of hospitals, medical centers and clinics for new services.

But according to the Government Accountability Office, the investigative arm of Congress, the VA fell short of the spending by $12 million in 2005 and about $42 million in Fiscal Year 2006. The VA distributed $35 million in 2005 to its 21 health care networks but didn’t inform the networks the money was supposed to be used for mental health initiatives. VA medical centers returned $46 million to headquarters because it couldn’t spend the money in FY 2006.

In addition, the VA cannot determine to what extent approximately $112 million was spent on mental health service improvements or new services in 2006. The VA reported in September 2006 that more than one-third of the veterans who served in Iraq and Afghanistan and sought medical treatment from the agency in the prior 18 months reported symptoms of stress or other mental disorders.

A VA spokesperson said in a written statement that the Government Accountability Office looked at the agency’s Mental Health Care Strategic Plan as an accounting exercise. He said the VA has already taken steps to make sure mental health money is used for its intended purpose. The VA initially planned to spend about $2 billion on mental health services in FY 2006, but it trumpeted the additional spending on what the agency dubbed its Mental Health Care Strategic Plan as a way to eliminate current gaps in mental health services and services that would be needed in the future.

**Violent video game effects linger in brain**

Teenagers who play violent video games show increased activity in areas of the brain linked to emotional arousal and decreased responses in regions that govern self-control, according to a recent study. The study used functional magnetic resonance imaging to record tiny metabolic changes in brain activity in 44 adolescents who were asked to perform a series of tasks after playing either a violent or nonviolent video game for 30 minutes.

The teenagers, who had no history of behavior problems, ranged in age from 13 to 17. Half played a T-rated (for “teen”), first-person shooter game called “Medal of Honor: Frontline” that involved military combat. The other group played a nonviolent game called “Need for Speed: Underground.” Video games with a T rating are considered suitable for adolescents 13 and older. The games may contain violent content, strong language or suggestive themes.

Those who played the violent video game showed more activation in the amygdala, which is involved in emotion arousal, and less activation in the prefrontal portions of the brain associated with control, focus and concentration than the teens who played the nonviolent game. The study’s author, Vincent Mathews, a professor of radiology at Indiana University School of Medicine in Indianapolis, said the findings suggest that playing a violent video game may have different short-term effects on brain function than playing a nonviolent, though exciting, game.

After playing the games, the teenagers completed tasks requiring concentration and processing of emotional stimuli while their brain activity was scanned. The subjects showed an increase in emotional arousal, and their fight-or-flight response was activated after playing a violent video game. Numerous behavioral and cognitive studies have linked exposure to violent media and aggressive behavior. Now researchers are using advanced imaging technology to scan the brain for clues to whether violent video games can cause increases in aggression.
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SETON HALL UNIVERSITY

COLLEGE OF EDUCATION & HUMAN SERVICES
(NCATE Accredited)

DEPARTMENT OF PROFESSIONAL PSYCHOLOGY AND FAMILY THERAPY

MENTAL HEALTH COUNSELING, SCHOOL COUNSELING PROGRAMS

The Mental Health Counseling and School Counseling graduate programs in the Department of Professional Psychology and Family Therapy seek a candidate who will provide leadership in program development and who will teach graduate courses in mental health counseling and school counseling in on-line, traditional, and weekend formats.

The successful candidate is expected to provide leadership in curriculum and program development, teach graduate courses in mental health and school counseling in online and traditional formats, and provide clinical coordination as well as instructional input in the practicum and internship courses taught for the online M.A. and Ed.S. programs. In addition to fostering research, advising and providing graduate student supervision, faculty members are expected to collaborate and teach across our various programs. Service to the University community and to the profession is expected as well as participation in the accreditation process.

Candidates must possess a doctorate with training and scholarship achievement in counselor education or a closely related area, and the ability to meet requirements for state counselor licensure and/or school counselor certification. Demonstrated commitment to and experience with multicultural counseling and diversity is required. Preferred qualifications include: degree from a CACREP accredited doctoral program, recent graduate level teaching experience, demonstrated commitment to and involvement with professional associations (ACA/CAAD), and experience incorporating technology in instructional practices. Successful experience with the application and/or management of the CACREP accreditation process is helpful.

This is a full-time (10-month) tenured-track appointment at the Assistant Professor level. Salary range is competitive. Summer teaching opportunities are generally available. Our location provides numerous opportunities for recreation, entertainment, education and culture as we are 14 miles southwest of New York City.

Seton Hall is an affirmative action/equality opportunity employer with a strong commitment to the development of a climate that supports equality of opportunity and respect for differences based on culture, gender, religion, race, color, age, national origin, marital status, sexual orientation, disability, or veteran's status. As an archdiocesan Catholic institution, Seton Hall possesses a distinctive mission and commitment to Catholic values. In this spirit we are particularly interested in receiving applications from individuals whose professional work enhances and diversifies our faculty, and supports the University's mission and commitment.

Please forward letters of interest including job code, descriptions of how qualifications are met, vita, transcripts, and 3 current letters of recommendation to:

Dr. Laura Palmer, Ph.D., Chair
Department of Professional Psychology and Family Therapy
Julieks Hall, 3rd Floor, Seton Hall University
400 South Orange Avenue
Job Code: FACU-2006-58
South Orange, NJ 07079

Position contingent upon final budget approval. Review of applications will begin immediately and continue until the position is filled.

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ILLINOIS

SAINT XAVIER UNIVERSITY

Faculty Position in Graduate Counseling Program, School of Education Professor

Saint Xavier University aspires to be a leading comprehensive Catholic University. Founded by the Sisters of Mercy in 1846, SXU has two campuses in Chicago and Orland Park, Illinois and serves 5700 undergraduate and graduate students in the Schools of Arts & Sciences, Business, Education, Nursing and Continuing & Professional Studies.

The School of Education invites applications for a full-time tenure track Assistant Professor Faculty position in the Graduate Counseling Program beginning August 2007. This position requires a Doctorate in Counseling or Counselor Education (CACREP approved program preferred) to teach graduate courses in Community and School Counseling. The position requires advising students, engaging in scholarly activities, serving on school and university committees, and community involvement. In addition, knowledge of state and national standards and trends in education, strong collaborative skills to partner with public, private, urban and suburban schools and record of scholarly activity required. Experience with course development and teaching in university setting preferred. Interested candidates should send curriculum vitae, letter of application specifying qualifications and experiences, including a discussion of one’s philosophy and ability to contribute to the enhancement of student awareness and appreciation of diverse cultures, CV, higher education transcripts and three professional references to Dr. Beverly Guilley, Dean, School of Education, Saint Xavier University, 3700 W. 103rd St., Chicago, IL 60655 or fax to 773-294-8201. See our website www.sxu.edu. EOE
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The Mental Health Counseling Program at Rollins College seeks applicants for a full-time, tenure-track position at the Assistant/Associate Professor level beginning August 15, 2007. Applicants must have an earned doctorate in counselor education from an accredited institution with preference given to graduates of a CACREP program. Degrees in Counseling Psychology will be considered with counselor education experience. Desired qualifications include: minimum of three (3) years successful teaching experience in counselor education; clinical experience and supervision experience; demonstrated ability to conduct a successful program of scholarship and publication; license or license-eligible in Florida as a mental health counselor, a marriage and family therapist, or psychologist. Familiarity with CACREP accreditation expectations is preferred. Salary and rank for this position will be determined by the applicant’s qualifications and professional experience.

Successful candidate will teach a variety of graduate classes in a CACREP-accredited mental health counseling program with a focus on the clinical course series, individual skills, and group skills courses. Supervision of practicum and internship students is expected. The faculty member in this position will also advise graduate students and will be expected to engage in service to the department, College, community, and profession.

Through its mission, Rollins College is firmly committed to creating a just community that embraces racial, cultural, and gender diversity amongst its faculty and student body. Applicants must bring multicultural and social justice orientation to the teaching of counseling and demonstrate a commitment to integrating diversity into courses taught. Persons of color are therefore encouraged to apply.

To apply, please send letter of application, curriculum vitae, a statement of teaching philosophy, and three letters of recommendation by January 12, 2007, to Dr. Kathryn Norsworthy, Chair, Search Committee, Program in Mental Health Counseling, Rollins College, 1000 Holt Ave – 2726, Winter Park, FL 32789. Review of applications will begin January 22, 2007 and continue until the position is filled.

Rollins College, one of the oldest institutions of higher learning in Florida, is a comprehensive, selective, liberal arts college located in Winter Park, FL, (a Metro Orlando community) that emphasizes innovative and quality teaching in small classes. The College consistently ranks among the top comprehensive institutions in the South.
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STUDENT ALERT!

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Often, an employer’s policy is designed to protect its interests first. If you have your own policy, you will have the benefit of your own representation that is focused on your interests in the event of a lawsuit. Some healthcare professionals avoid purchasing or continuing their own policy because they may have been told, “having your own insurance will make you a more likely target for a lawsuit.” This couldn’t be further from the truth. A person can sue you anytime, for any reason. If a patient or client perceives he or she has been injured and perceives that this injury is the result of your negligence, you will have the benefit of your own representation that is focused on your interests in the event of a lawsuit. Some healthcare professionals avoid purchasing or continuing their own policy because they may have been told, “having your own insurance will make you a more likely target for a lawsuit.”

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1-Assault coverage not available in Texas. 2-Must have graduated within the last 12 months to qualify. The course must be 6 contact hours in a subject related to the insured’s area of specialization. Must provide a certificate of attendance showing course name, number of hours and course date. Course must have been completed within the last 12 months in order for discount to be applied.

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