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Implications for the future

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- Transracial adoptions and identity
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Cover Story

Emerging client issues
By Jonathan Rollins

ACA members identify issues they believe will grow in prominence in the coming years and discuss implications for the counseling profession.

Features

Next stop, adulthood
By Angela Kennedy

What counselors can do to help the millennial generation transition out of school and into the workforce.

Adopting and adapting
By Chris Morkides

The growing trend of international and domestic transracial adoptions raises complex issues of culture and identity.

ACA Foundation honors top graduate student essays

Graduate students weigh in on the “single most important issue facing the counseling profession.”

When helping hands are tied
By Angela Kennedy

Restricted from providing direct services after a cyclone devastates Myanmar, two counselors instead train local aid workers to deliver trauma care.

SAMHSA holds annual Voice Awards

ACA among sponsors of event honoring TV shows and movies for respectful portrayals of mental health issues.
Service members with PTSD

Newly diagnosed cases of post-traumatic stress disorder among U.S. troops rose 46.4 percent in 2007:

- **2006**: 9,549 cases military-wide
- **2007**: 13,981 cases military-wide

Nearly 40,000 cases of PTSD were diagnosed between Jan. 1, 2003, and Dec. 31, 2007:

- **2003-2007**:
  - 28,365 cases for the Army
  - 5,641 for the Marines
  - 2,884 for the Navy
  - 2,476 for the Air Force

The numbers above are according to recent military data released by the U.S. Army. Figures represent PTSD cases diagnosed within military medical facilities and only reflect troops deployed to Iraq or Afghanistan.
Greetings, colleagues!

It is with great excitement and enthusiasm that I type this, my first column as president of our American Counseling Association. I am honored and privileged to serve in this position and anticipate a collaborative, inclusive and extraordinarily successful year. I am committed to achieving these goals together with you, the members of ACA. As I am learning, this is not “my year” or “my Governing Council” or even “my organization.”

I walk in the footsteps of the many esteemed leaders who served before me and, in fact, left the footprint that helps chart our course for the upcoming year. Governing Council is not my board; it is the group that represents all members of ACA and, in so doing, makes decisions and creates policies that are for the greater good of the entire organization. And ACA is not my organization; it is ours, and it is the organization for professional counselors. My contribution or legacy will be to add to the footprint during the next year by creating positive opportunities, collaborative relationships and increased respect for who we are and the work we do as professional counselors.

I started writing this column while I was in the Philippines. I had been invited, as well as financially sponsored, to serve as the keynote speaker at the Philippines Counseling Association (PCA) Convention. I was literally the “first foreigner” — as I was often referred to fondly — to attend and speak at this conference. It was such an honor and an incredible and transformative experience!

Where I expected to find striking differences, I instead found many, many similarities. In February, Filipino counselors were finally awarded professional licensure. PCA President Rose Llanes is license No. 1. Counselors in the Philippines struggle to be recognized as helping professionals on par with social workers and psychologists, a struggle we are intimately familiar with here in the United States. Seventy percent of Filipinos live below the poverty line. The vast difference between the “haves” and the “have-nots” seems absolutely insurmountable — yet another similarity between our two nations.

Around the time I was in the Philippines, catastrophic world events occurred in close proximity to Manila. A cyclone ripped through Myanmar, terrorists attacked innocent people in India and a devastating earthquake in China claimed thousands upon thousands of lives. The faces of inconsolable grief, aching hunger, anguish and despair know no geographical or language boundaries.

I am happy to report that the partnership between ACA and PCA is strong and collaborative, and I look forward to our continued work together. During the upcoming year, I will continue to focus on global alliances and partnerships with our sister organizations across the world. I will work closely with ACA leaders and staff, as well as key stakeholders and membership representatives, to outline a map, or “footprint,” of our organization’s key priorities. We will also work to develop a strategic plan that sets strong short- and long-term goals for our organization, allows us to plan effectively and prepare for the future, and can be adjusted as necessary over time to meet the changing needs of the membership and organization without losing sight of our core mission and focus. I will remain committed to issues related to social justice and advocacy locally, nationally and globally. And I will seek ways to increase the visibility and recognition of professional counseling. I bring to these tasks the lessons I learned in the Philippines — that we, as members of ACA, share many more similarities than differences.

On a final note, I want to recognize you — a proud member of ACA. I applaud you for all the work you do, the people you touch, the numerous times you stand still with someone in his/her pain and the many, many times that you make a difference in someone’s life. Thank you.

With pride,
Colleen ♦

From The President

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Building on the past, looking toward the future

Last month I wrote about passages that we experience. I also informed you about changes planned for Counseling Today. Over the years, changes to this publication have been incremental, based on suggestions you have shared with us. I probably don’t need to tell you that this edition of Counseling Today represents the biggest and most far-reaching change in our history.

Welcome to your first issue of Counseling Today as a four-color magazine! We will continue to provide information and news that addresses issues impacting the counseling profession, but in a new way.

For our first magazine cover story (see page 30), we contacted a cross section of ACA members and leaders and asked them to identify “new” or evolving client issues that professional counselors can expect to work with in the coming years. This article provides perspective and explores long-term implications for the counseling profession.

Also in this inaugural issue are a number of feature articles, including the five winning entries from the ACA Foundation Graduate Student Essay Contest. You will be introduced to several new columns, each developed based on member feedback. New Perspectives will cater to both graduate students and new professionals. Counselor Career Stories will explore the career paths of a variety of counseling professionals and share the lessons they learned along the way. The Top Five will ask counselors to share their best practical tips and strategies pertaining to their areas of expertise and specialization. And The Digital Psyway will examine the ins and outs of how counseling professionals can use technology to their best advantage.

July also brings the start of a new fiscal year for the American Counseling Association. While expressing our appreciation for those who left office last month, such as Immediate Past President Brian Canfield and his cohort of leaders at the branch, region, division and national levels, we now welcome a new group of energetic and dedicated individuals to assume leadership positions.

This month, Colleen Logan takes over as ACA president. Colleen has been involved with ACA for many years and will be an outstanding advocate in carrying out the association’s mission. The staff and I wish her well as she embarks on this yearlong journey to represent ACA and advance the profession. Read Colleen’s first column on page 5.

This new version of Counseling Today is representative of ACA responding to your needs, and I want you to know that we will continue to seek out your thoughts and suggestions. We believe one of the best ways to get your input is by asking! If you receive one of our surveys during the next several months, please take the time to share your thoughts as we map out plans for the next few years.

Last month, I shared with you the incredible job that those directly involved with Counseling Today were doing to bring our magazine concept to reality. Our very able editor-in-chief, Jonathan Rollins, led this project, but he received a great deal of support from many on staff, as well as those in leadership, our writers and our columnists. So I’d like to provide a collective “thank you” to all those who helped to birth this new endeavor.

We all know that change is not easy, but when that change is part of an organized plan based on input, discussion and need, we hope it makes it easier to accept. My goal is that the changes you see (and will continue to see) in your Counseling Today will resonate with the needs you have identified and will enhance your practice as a member of the counseling profession.

As always, I hope you will contact me with any comments, questions or suggestions that you might have. In fact, with the launch of the “new” Counseling Today, it is even more critical that I hear from you. Please contact me via e-mail at ryep@counseling.org or by phone at 800.347.6647 ext. 231.

Thanks and be well.
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Counseling Today Quiz – July 2008

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

“Emerging Client Issues”  
1. According to Sweeney, distancing types of technologies are causing ___ to shift without people necessarily realizing it.
   ○ a. identities  ○ b. expectations  ○ c. values  ○ d. All of the above
2. Erwin’s survey provided unexpected results regarding:
   ○ a. racially/ethnically diverse clients.  ○ b. terrorism and large-scale violence.
   ○ c. interpersonal communication skills suffering due to technology.  ○ d. All of the above

“Adopting and Adapting”  
3. According to Baden, all of the following EXCEPT ___ are core issues surrounding adoption:
   ○ a. loss  ○ b. guilt/shame  ○ c. grief  ○ d. acceptance/belonging
4. The identity process for adoptees, Baden says, is:
   ○ a. uncharted.  ○ b. unique for each individual.  ○ c. lifelong.  ○ d. all-consuming.

“The Top Five”  
5. Producing something new qualifies a process or product as creative.
   ○ a. True  ○ b. False
6. To expand a situation rather than contract it is emblematic of what creative strategy?
   ○ a. Practicing divergent thinking  ○ b. SCAMPER
   ○ c. “Draw It All Better”  ○ d. Travel

“When Helping Hands Are Tied”  
7. The child-friendly spaces out in the field offered mental health care for trauma issues.
   ○ a. True  ○ b. False

“New Perspectives”  
8. Williamson suggests ___ as a second step for implementing a program as a new school counselor.
   ○ a. conducting a needs assessment  ○ b. identifying your top priorities for the program
   ○ c. creating an advisory board  ○ d. publicizing the information

“Next Stop, Adulthood”  
9. Hellkowski and Livengood believe it is important that counselors to understand some of the general characteristics of this generation so they can help millennials:
   ○ a. learn to help themselves.  ○ b. develop true self-esteem
   ○ c. overcome delusions of “specialness.”  ○ d. see beyond black-and-white notions of success.
10. Hellkowski compares millennial counseling to:
    ○ a. Lamaze classes.  ○ b. boot camp.
    ○ c. Kindergarten.  ○ d. harvest season on the farm.
Opposite perspectives offered on controversial workshop

As an openly gay man, psychotherapist and author specializing in gay, lesbian, bisexual, and transgender people (www.askangelo.com), I was quite disturbed to read that Michelle Flaum’s workshop “Legal and Ethical Considerations for Refusing to Counsel Homosexual Clients – Discrimination?” was allowed to be presented at this year’s American Counseling Association Conference & Exposition in Hawaii. I was further taken aback that she was given even more of a voice by having her opinion article (“Some did not have the Aloha Spirit,” May 2008) featured in Counseling Today.

In spite of the first amendment, if the word “Black,” “Jewish” or “women” was substituted for “homosexual,” her agenda would clearly be seen for what it is — hate speech, not open-mindedness. Unfortunately, most people still mistakenly believe being gay — or at least acting on it — is a moral choice rather than a genetic constitute. Why choose to be a counselor if you’re going to discriminate against whom you help? Prejudice or an exclusion policy isn’t the same as specializing. The stance “I won’t treat” a whole group of people isn’t ethical, nor is it a responsible option. I don’t believe the ACA Code of Ethics is subjective. It’s there to protect people, including gays, from such ignorant prejudice and discrimination.

ACA and Counseling Today should be ashamed of themselves. Giving Michelle Flaum a platform is negligence. Especially since both the American Psychological Association and American Psychiatric Association clearly proclaim that a therapist’s rejection of or non-gay affirming attitude toward gays, in addition to any attempts at reparative therapy, is harmful or damaging for sexual minorities.

Angelo Pezzote
New York City
ask@askangelo.com

In the May issue of Counseling Today, Michelle Flaum shared her reflections regarding a controversial workshop given at the ACA Conference in Hawaii. Her reflection, titled “Some did not have the Aloha Spirit,” was accurate in events and sound in perspective. I was her copresenter of the workshop “Legal and Ethical Considerations for Refusing to Counsel Homosexual Clients – Discrimination?” I knew this was a topic to raise eyebrows and tap emotion, but not at the expense of intellectual debate, especially given the profession of our audience.

First, I would like to thank ACA for selecting the workshop and Counseling Today for printing Michelle’s reflections. I am sure there are some, however, who believe that any dissenting voice, or one calling into question the guidelines and practice of our profession, is blasphemous, negligent and should be isolated, banned, etc. Thank goodness we have an organization that instead sees merit in respectful debate and tolerance of thought, regardless of the controversy.

It is important for me to state what our workshop was and what it was not. The intention was to present counterpoints to an article published in the Journal of Counseling & Development regarding the interpretation of the ACA ethical guidelines as they relate to refusing to counsel homosexual clients. After much discussion with colleagues and students, we realized that the article was subjective, yet also had an exclusionary tone toward those who thought differently. Any discrepancy would seem to warrant further discussion and might be of interest to our members at large. Hence, this was our reason for submitting an article to VISTAS and a proposal to present at the conference in Hawaii.

Our intent was not to use our workshop as a platform to grandstand and shamelessly self-promote a book or website or gain other such notoriety. We were not there to debate the morality of homosexuality nor the issue of whether homosexuality is a choice or innate. Furthermore, there was no “agenda” other than open, honest, respectful discourse. Thanks to those who participated in this spirit.

Scott E. Hall
Associate Professor
University of Dayton •
Congress adopts budget, kicks off appropriations season

For the first time since 2000, Congress has passed a budget resolution in an election year. The Senate passed a Fiscal Year 2009 budget resolution (S. Con. Res. 70) 48-45 on June 4; the House of Representatives passed the resolution the next day by a vote of 214–210. The budget resolution sets the framework for consideration of appropriations bills, a process that will begin immediately.

The budget blueprint that Congress adopted rejects President George W. Bush’s proposed cuts in domestic spending and adds funding for education, training and social services programs, including the Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act and Pell grants. The budget would provide $84.4 billion in discretionary funding for Labor, Health and Human Services, and Education programs, or $8.4 billion more than the president requested. A spending showdown may be inevitable; President Bush has threatened to veto spending bills if Congress exceeds his request. Consequently, Congress may postpone final FY 2009 spending decisions until next year, when a new president takes office.

In anticipation of the spending bills’ consideration, the American Counseling Association joined several other organizations in meeting with key committee staff to make the case for increased funding for the Elementary and Secondary School Counseling Program (ESSCP). ESSCP is the only federal program devoted to supporting counseling programs in our nation’s schools. In addition to the meetings, ACA drafted letters expressing support for ESSCP to the leaders of the Senate and House Appropriations subcommittees on Labor, Health and Human Services, and Education. ACA also circulated the letters for endorsement by other organizations. Twenty-nine national organizations signed on to the letters, which urge appropriators to provide funding of $61.5 million for ESSCP in FY 2009. This is the same amount the House of Representatives initially allocated for the program last year, and that funding level would continue to allow middle and high schools to apply for grants.

For more information on ESSCP or on how you can help fight for increased investment in the school counseling program, visit ACA’s legislative action center at http://capwiz.com/counseling/.

Louisiana counselors fight effort to weaken psychotherapy protections

The Louisiana Counseling Association has had a lot on its plate recently. Last year, it succeeded in working with other groups to stop a large managed care company in the state from cutting off counselors from indirect reimbursement for services provided to Medicare beneficiaries. This achievement earned LCA the ACA State Branch Advocacy Award. Just last month, LCA helped block legislation that would have allowed individuals without even a bachelor’s degree to provide psychotherapy.

Louisiana currently recognizes “licensed addiction counselors,” who must have a master’s degree in a human services or behavioral science discipline “or such other discipline or disciplines as the department may deem appropriate.” The state also recognizes individuals under the titles “certified addiction counselor” (who must have a bachelor’s degree in a human service or behavioral science discipline) and “registered addiction counselor.” All three categories of addictions counselors are required to pass an examination. Under current law, only licensed addiction counselors are allowed to practice independently, however. All categories of addictions counselors, as well as “counselors-in-training,” are allowed to provide “counseling to family members and, as appropriate, to others affected by the individual’s addictive disorder.”

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Addictions counselors in the state wanted more, however, and pushed legislation to significantly expand their scope of practice. H.B. 1345 would have explicitly established psychotherapy as a core function of addictions counselors, including for those without a bachelor’s degree in a behavioral science discipline, and would have expanded addictions counselors’ ability to diagnose disorders. LCA joined with state organizations representing social workers in opposing the legislation. Although the bill’s proponents expressed a willingness to remove the psychotherapy reference to help the legislation move forward, they made it clear they intended to push for psychotherapy privileges for untrained counselors in the next legislative session.

The Louisiana House of Representatives Health and Welfare Committee considered H.B. 1345. LCA Government Relations Committee Cochair Michael Gootee joined social work representatives in testifying before the committee. They made the case that the national education and training standard for establishing a diagnosis and providing psychotherapy is a master’s degree in a field with specific training in diagnosis and psychotherapy, as well as two years of post-master’s supervised experience — far more than would have been required under the legislation. Following this testimony, and after substantial grassroots contacts from counselors and others concerned about the legislation, the Health and Welfare Committee voted unanimously to defer the legislation.

ACA congratulates LCA and its leaders for stopping this legislation. Describing the effort, LCA President Cindy Nardini said, “The challenges have also provided us opportunities to partner with other mental health professionals, which we believe will only strengthen the mental health environment in Louisiana and ultimately provide better care to the people we serve.” LCA’s work shows the importance of state counseling organizations and involvement.

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Strategies for harnessing counselor creativity

With The Top Five, my goal is to create a place where counselors can come to receive a quick and periodic energy boost. This new monthly column will engage key contributors to the counseling profession and ask them to share their “top five” tips, strategies or lessons learned related to their areas of expertise. My hope is that each top-five list will include tangible information that we can infuse into our practice and knowledge base, increasing our awareness of the possibilities in our lives and work.

For this first installment, I sought out Samuel T. Gladding, professor and chair of the Wake Forest University Department of Counseling in Winston-Salem, N.C. Known for his innate ability to tap into the creative potential of those within the counseling profession, Sam is a fellow with the American Counseling Association and served as its president in 2004-2005. He is the author of numerous professional publications, including 30 books.

Several of my peers described Sam as one of the most genuinely kind individuals one could meet. True to form, my conversations with him were full of warmth and positive energy. For this column, I asked Sam for a brief guide on how we might all enhance our inner creativity and imagination. This is what he had to say.

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Samuel T. Gladding

Counseling is a profession that invites and needs creativity, for without it, there is stagnation, mechanization, frustration, exhaustion and, ultimately, failure. In essence, creativity is to counseling as yeast is to dough. When creativity is not present, counseling is flat and does not rise to the level that is essential for counselors and clients to succeed in goal setting and problem solving.

The concept of creativity has been defined in more than 200 ways, but the definition given by Robert Sternberg is as mainstreamed and inclusive as any. He defines creativity as “the ability to produce work that is both novel (i.e., original or unexpected) and appropriate (i.e., useful or meets task constraints).” He also implies that creativity needs to be of high quality. To simply produce something new does not qualify a process or product as creative. Likewise, practicality, while essential, is not sufficient unto itself to make something creative. Thus, creativity has to be innovative as well as useful. In a nutshell, according to Mihaly Csikszentmihalyi, creativity can be conceptualized as “any act, idea or product that changes an existing domain or that transforms an existing domain into a new one.”

Five ways to become more creative

With creativity being so vital for the health of counseling and counselors, it is important to know how to court creative processes and tap into one’s own potential creativity. Like most areas of life, delving into creativity is easier to conceptualize than to enact. Yet, there are at least five ways of functioning professionally that can help both clients and counselors become more creative. By trying one or more of these methods, counselors, as well as clients, may become further skilled and likewise work with greater effectiveness in everyday situations that require more than rote memory or simple responses.

1. Take your time. While there are many instant foods and quick cures, there is no such thing as instantaneous creativity. Thoughts and actions that are truly valuable and new take time to form. Therefore, sleeping on an idea or letting a problem “go on vacation” for a while is frequently helpful. At such times when a situation is “out of consciousness,” the mind often makes connections that positively impact how a matter is seen. For instance, an artistic client who is having
trouble dealing with a realistic environment may simply need to change milieus rather than keep struggling to fit in. Likewise, those who struggle with depression or anxiety may need to make more connections with others who can support them. One way to facilitate processes such as these happening is by completing the exercise “Draw it all better,” in which a person sketches three symbolic drawings — the problem, the problem “all better” and connecting strategies of getting from drawing one to drawing two. It is the connecting drawing that often provides new and practical insights and possibilities.

2. Remember the acronym SCAMPER. This stands for what can be substituted, combined, adapted, modified, put to other uses, eliminated or rearranged. According to Bob Eberle, by making a change in one’s life by any of these means, a new reality is created. For instance, substituting the words “yes and” for “yes but” allows for the flow of information as opposed to the stoppage of conversation. Other changes, such as eliminating excessive talking or modifying inappropriate behaviors, are helpful to clients, too. The point is that small changes, such as those found in SCAMPER, can make a huge difference in what a person does and how he or she does it.

3. Practice divergent thinking. Expand a situation rather than contract it. In essence, divergent thinking is at the heart of creativity, because it allows more possibilities than were previously possible. For example, think of the familiar phrase “There is more than one way to skin a cat.” The saying is actually referring to catfish, not felines. Because catfish have skin — instead of scales — the adage is true. Likewise, there is more than one way to try to make up for hurt that a person has caused. For instance, there are gifts that could be given, words that could be spoken or small acts of kindness that could be bestowed.

4. Read or travel widely. Good ideas are found in many forms and in numerous places. Books, whether factual or fictional, may give counselors and clients greater insight into human nature and how individuals can relate to one another positively. Likewise, travel expands the
horizons of life, especially if the places visited are quite different than one’s home environment. Seeing how other people construct their time, use their talents, dine, greet one another or ritualize their lives can be enlightening, refreshing and invigorating. For example, to find that the pace of life varies in different places may, upon returning home, give a person permission to try a new rhythm in approaching old tasks that have caused stress or concern.

5. Use metaphors and similes.
Descriptive language plays a big part in how a situation is seen. It generates perceptions. For instance, if a client undergoing treatment for addiction thinks he or she is working with allies instead of adversaries, his or her response to treatment will be far different, and usually more positive, than what it would be otherwise. Similarly, if a counselor describes a client’s situation as a “derailment” rather than a “train wreck,” the client is much more likely to view the matter as fixable.

Concluding thoughts
Creativity and counseling go together like peanut butter and jelly, corn beef and cabbage, red beans and rice and other favorite food combinations. They blend well with each other, and the outcome is more enriching and satisfying than what either would produce alone. As counselors, we need to recognize the potency and potential of combining creativity with counseling. By employing the five strategies mentioned above, we will nourish the profession of counseling and help our clients — and ourselves as professionals — in ways we may have yet to imagine.

Mark Reiser is the column editor for The Top Five and a doctoral student in the University of Wyoming Counselor Education Department. Contact him at reiser@uwyo.edu to comment on this column or to suggest other counseling professionals you would like to see featured.

Letters to the editor: ct@counseling.org
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A counseling career with Aloha Spirit

The American Counseling Association values the opportunity to honor the career paths of working counselors with a new column, Counselor Career Stories. In sharing their stories in this space each month, these counselors will discuss the lessons they have learned along the way. The hope is that these lessons will be very helpful to working counselors and students alike as they seek employment.

For additional assistance with career and employment issues, visit the ACA Career Center at www.counseling.org/CareerCenter/. Current online job listings may also be viewed at this site.

Sandra Joy Eastlack is a seasoned working counselor with many years of experience serving the people of Hawaii. Her career path has been as interesting and colorful as is Sandra Joy herself. She is responsible, in large part, for the counselor licensure bill being passed in Hawaii. The lessons she has learned may help you on your career path.

Counseling Today: What is your current counseling position?

Sandra Joy Eastlack: I am the program specialist for the Adult and Community Care Service Branch in the Program Development Division at the Department of Human Services (DHS) for the state of Hawaii.

CT: Did you originally set out to land this job?

SJE: No, I fell into it. I have always networked with current and former coworkers. I have made friends in the profession. A friend encouraged me to apply for this job.

CT: What led you down this career path?

SJE: I was originally in the accounting field. I went to work at a community center in Waikiki. I noticed they were providing a training for women who were interested in facilitating women’s support groups. I have always loved learning, so I took the training. This training and the subsequent volunteer work made me want to be a counselor.

I went back to school to get my master’s degree in counseling. I completed three practicums during my master’s program: the first in drug addiction services, the second facilitating a women’s support group and the third facilitating an incest group for teenagers at Child & Family Services (CFS). I didn’t know at the time that I would work in these fields for a very long time.

I earned my master’s degree and moved to Kauai to accept a position as a counselor in an incest treatment program. I got homesick living in Kauai and wanted to move back to Oahu. I returned to Oahu and accepted a position in the incest treatment program at CFS, where I had worked as a student. I moved up to a program director position there where I had responsibility for addressing alternatives to violence for women. I always read a lot to keep myself updated, and I made big changes to that program. Soon, I became director of domestic violence programs and then director of adult and family services.

I wanted to take a break from management, and eventually I left CFS and did independent grant writing. I worked as a legislative aide after that crucial year when counselors finally got licensure in Hawaii (2005). Finally, before securing my current position, I accepted a temporary position at DHS in the Adult Community Care Service Branch. I had no idea it would lead to my current position.

CT: What advice or career tools did you find helpful along the way?

SJE: I recommend that you make friends and network; you never know what friend will lead you to the next opportunity. Also, I soaked up knowledge wherever I could. I took classes whenever possible. I even took a two-week course in substance abuse during my only two-week vacation that year.

CT: How did you determine the area of counseling you are passionate about?

SJE: I knew I was really making a difference in domestic violence programs.
Having seen so much domestic violence in my family and in my close friends’ families, I really had a passion for domestic violence treatment and prevention.

**CT:** What career mistakes have you made?

**SJE:** I stayed too long with some employers. If things aren’t going well, move on. There are many jobs for counselors in agencies, government, the military and in private practice. If the fit isn’t good, don’t be afraid to move on.

**CT:** What career lessons have you learned?

**SJE:** I learned a lot about counseling. When I first got my master’s in counseling, my answers were very textbook. I made some mistakes. But then your clients teach you about themselves, about their culture.

Counseling has been a great skill in management teams as well. It is still about listening and learning. You continue to learn every day. If I stop learning, I stop being productive. Someone I work with now quoted me during a big team disagreement. Everyone was getting heated, and I said, “Stop. Help me. I’m confused about what we are discussing here.” It diffused the anger and helped us to move on.

I believe every counselor should have a solid foundation in substance abuse, domestic violence and sexual abuse treatment. You will find these threads running through so many families. I say learn basic counseling skills, see the other person’s perspective (and) be willing to enter their world to see their way of managing things, especially in Hawaii. Learn about where you live from your clients. Respect where your clients are coming from. Respect their worldview.

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

**Letters to the editor:**

ct@counseling.org

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After the cap and gown have been discarded

It’s that time of year! The caps have been thrown into the air, and the gowns are off. You have the degree, and the celebration has ended. You’re now ready to move to the next phase.

Nationwide, many counseling students have recently received their degrees and are facing this transition. It’s a natural stage in the development of a counselor that is much like puberty. No one can escape it, and everyone struggles through it.

That’s where New Perspectives comes in. This monthly column will focus on the challenges facing both counseling students and new professionals. This debut installment of the column tackles questions from a new graduate facing the transition from student to professional, as well as an upcoming graduate preparing for the same transition.

Addressing their concerns with words of wisdom are this month’s professional counselor responders:

- David Scott, community counseling program coordinator at Clemson University, who has 14 years of experience as a practicing therapist
- Laurie Williamson, professional school counseling program coordinator at Appalachian State University, who has 25-plus years of experience in mental health and school counseling and international experience in Colombia, Australia and Lebanon

Dear New Perspectives:

How do we, as new counselors, balance the demands of a new job, meeting the requirements of that job and trying to implement the new information we learned while in our program? Specifically, how can we do this in a system that is old and tired and is not interested in new information? — New School Counseling Graduate, New York

Laurie Williamson: The American School Counselor National Model is an excellent resource and provides a blueprint for developing and implementing your program while negotiating your role and responsibilities as a professional school counselor with administration. First, I suggest you conduct a needs assessment and survey students, parents, administration and faculty. Compile this information and identify your top priorities. This becomes the scaffolding and rationale for your program. Use the results of the needs assessment to develop long- and short-term goals for your targeted areas.

Second, create an advisory board made up of representatives from among the same stakeholders. They can serve as a sounding board for your ideas as well as function as a public relations tool and networking system. Next, I suggest you publicize this information and develop a newsletter that will be published twice a year to document your program development process and advertise the services you provide. To meet accountability requirements, be realistic and focus on only one or two projects a year. Use a research method to evaluate effectiveness and determine to what degree your interventions influenced attendance, attitude or achievement.

It is imperative that you don’t get sucked into the lethargy of the “old and tired system” in which you work. Align yourself with positive and constructive faculty. Focus on self-care and address your physical, social, emotional, intellectual and spiritual needs. Supervision is also an excellent tool to keep a positive perspective and maintain professional boundaries. Mostly, though, I suggest you focus on your students — they will bring you much satisfaction!

David Scott: Great question! There are several layers of your question to address. First, realize that with any change in a person’s life or career, there are going to be growing pains. Along with those pains will come opportunity. A philosophy we use in our program is for students to be “agents of change” upon graduation.

How can a person be an agent of change in a “tired” system? I would encourage you to continue being passionate about counseling and thinking about how your knowledge and skills can be used in a collaborative manner. Will the current system embrace all of your ideas and make all of the changes you propose? Probably not. Can you use your counseling skills and knowledge of current trends and research to begin to make small changes in the thinking and culture of your system? Definitely. In fact, sometimes those who have been part of the previous “tired” system may welcome a new employee’s energy.

Gaining credibility is a concept in the counseling field just as in any career. Sometimes, the “seasoned” professionals will want to see that you are competent, ethical and committed to the program and its clients. Work to earn your colleagues’ trust and stay committed to being an agent of change for your clients, colleagues, system and community.

Finally, be aware of counselor burnout. I routinely tell students that specific aspects of our job (for example, treating a depressed client or abused child) are not typical dinnertime conversation. Please be aware that burnout is a very real issue for counselors. Carving out time in your schedule to care for your own mental, physical and spiritual well-being is a necessity. Also, try to arrange time to sit down with a positive colleague or mentor to discuss the day’s or week’s events and how he or she may have handled these situations in the past. Not only will you be learning from a colleague, but you may also be surprised how this will bring about a better working relationship and increase the chances of others collaborating with you.
Dear New Perspectives:
How can a new professional retain ethical obligations in a new setting where less-than-ethical practices seem to be the norm? — Ph.D. Counseling Student, Pennsylvania

LW: This is a serious issue and one I have had to deal with in the past. As professional counselors, we are bound to perform our duties in an ethical manner in accordance with the ACA Code of Ethics and state licensure guidelines. New counselors may get caught up in trying to make a good impression with the organization and overlook some lapses in ethical behavior that seem standard for the specific agency. I would encourage you to follow the protocol that was reviewed in your counseling program dealing with ethical issues.

As a previous agency supervisor, I encouraged all new counselors to talk with me about any issues they had concerning their job duties. A healthy supervisor/supervisee relationship is one in which the supervisee feels comfortable talking about tough issues without fear of retaliation or losing a job. If this scenario is not available at your setting, contact the American Counseling Association’s Ethics Department — and no, ACA did not tell me to mention this! — to consult about your ethical dilemmas (e-mail ethics@counseling.org or call 800.347.6647 ext. 314.) Also, don’t forget to use that visceral feeling you have when something is just not right.

If you have exhausted all of these avenues and nothing has changed, I would suggest terminating your employment with the organization. Trying to conduct appropriate, ethical counseling in an unethical setting can be very problematic for you and your clients. Sometimes it is better to walk away than to compromise the ethical standards that are such an integral part of the fabric that makes us counselors.

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

Letters to the editor: ct@counseling.org

My Life, My Story
Each month, “My Life, My Story” will offer a brief profile of a student or new professional counselor who is proving to be exceptional. If you would like to nominate someone to be featured, e-mail dfletche@westga.edu.

Introducing … Elaina Chance, a new professional recently nominated as 2008 Counselor of the Year for the Georgia College Counseling Association.

Hometown: Statesboro, Ga.

Current position: Assistant director of outreach and prevention at Clayton State University in Morrow, Ga.

Education: Bachelor’s in sports management and master’s in counselor education from Georgia Southern University.

Greatest accomplishments: The level of success of the department’s outreach efforts. Before I joined Clayton State, there were few outreach activities outside of class presentations. Presently, we do two large outreach efforts per semester.

Keys to success: Having a vision that supports my passion in life: helping others.

Future goals: To open a part-time private practice that focuses on wellness.

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This book explores the opportunities and challenges international workers, students, immigrants, refugees, and military personnel face at various transitional stages from initial entry to the host culture to returning home. Among the issues addressed are culture shock, acculturation, dual career transitions, isolation, family expectations, identity confusion, career concerns, immigration obstacles, posttraumatic stress syndrome, and readjustment on returning home. 2008 • 364 pgs

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Thirty-five experts from around the world address a variety of common international student issues including adapting to an unfamiliar culture and educational system, family expectations, isolation and adjustment, U.S. legal system bureaucracy, career decision and management, sexual orientation, disability, financial obligations, and returning home. Special chapters focus on the needs of students from eastern and southern Asia, Latin America, Africa, the Middle East, Europe, New Zealand, and the former USSR nations. 2007 • 352 pgs

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Contains assessment and intervention strategies, client handouts, workshop outlines, self-exploration activities, case studies with discussion questions, recommended resources, and practical strategies that mental health counselors, counselor educators, and school counselors can use in their daily practice. Topics addressed include women's development and mental health, self-esteem, body image, relational aggression in girls, sexual assault and intimate partner violence, college women's experiences, life-work balance, spirituality, and the concerns of mid-life and older women. 2008 • 300 pgs

Order #72876 ISBN 978-1-55620-270-4
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Twenty-two chapters on concerns as wide ranging as substance abuse, sexual trauma, relationship violence, transgenderism, grief, and spirituality are included in this timely text. The special needs of students with autism and Asperger's syndrome, mobility impairments, chronic medical conditions, learning disabilities, blindness, deafness, severe psychiatric disorders, and self-injurious behavior are also detailed. In addition, the issues faced by third-culture students, multiracial students, first-generation students, adult learners, athletes, military veterans, students in academic jeopardy, and counseling-mandated students are addressed. 2007 • 338 pgs

List Price: $55.95
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Preparing to rent office space

Q: I attended your seminar, finally opened my practice and now am happy to say I’m growing. I have extra office space and am considering whether to sublease to another counselor. Where can I advertise office space availability? I have a very nice office in an extremely professional building that can be rented by the hour, day, week, whatever. Where can I advertise this so it will reach the mental health community?

A: First, congratulations on starting your practice. We are always happy to hear about counselors endeavoring to realize their dreams of private practice. Second, we applaud your entrepreneurial spirit in developing another income stream by renting office space. Before you advertise the office space, we recommend consulting an attorney to draw up a contract. We also recommend that you charge an hourly or monthly fee for leasing the office rather than a percentage of fees collected by the lessee. Charging a percentage could give the impression of fee splitting, especially if you refer clients to the lessee. Moreover, the contract should specify services, office availability, current malpractice and office insurance, types of therapy allowed, termination clause, record storage and length of contract.

After the contract is in place, then you can advertise the office space. We would suggest an ad in your state’s counseling association/organization or division newsletter. These ads are usually low cost or free for members. If you are not a member, join. Another option would be to look for a mental health provider’s Listserv on the Internet to place your ad.

Q: I am a Licensed Professional Counselor in private practice in Boise, Idaho. While many insurance companies approve my LPC credentialing, it is not approved by others, such as Blue Cross, Tricare and Magellan, who require LCPC (Licensed Clinical Professional Counselor) credentialing. Why is there a difference? Why isn’t my LPC credentialing enough?

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A: Magellan as well as most managed care companies will reimburse LPCs if it is the terminal license in that state. Value Options covers Tricare in some states and also accepts LPCs along with a letter and supervision by a doctor of medicine. The issue has been cleared up in most cases when the counselor and the state counseling organization have contacted a particular managed care company’s provider relations and explained what the license is in that state and the preparation needed to earn it.

We have helped state associations do this by offering copies of insurance response letters on the American Counseling Association’s website under “Private Practice Pointers” (go to www.counseling.org/counselors/privatepracticepointers.aspx and look under No. 6, “Managed Care Response Templates”). The issue is that states have different terminal licenses. Some have LPC, others LCPC and still others LMHC (Licensed Mental Health Counselor).

Q: I contacted you before about my private practice, and I thank you so much for the information you provided. I wondered if you knew about any workshops or certification training for anger management and parenting skills. I want to begin facilitating anger management and parenting groups.

A: You can develop a curriculum of your own designed for group work or explore the option of ordering packaged programs offered in counseling, psychology and social work catalogs. There are several very good packaged programs. For parenting groups, there is “Systematic Training for Effective Parenting (STEP)” by American Guidance Services. For marriage groups, there is “Training in Marriage Enrichment (TIME)” available through Impact Publishers. Both programs are excellent. Find American Guidance Services at www.ags.com and Impact Publishers at www.impactpublishers.com.

Other programs available through Impact Publishers include motivation, depression, divorce, anger management, communication skills, parenting, self-esteem and many more.

Q: I want to counsel out of my condo when I get my LCPC. I have a strange feeling that my neighbors will automatically complain about this if they find out. What are my rights? I intend on seeing maybe one, possibly two clients a day only, all referrals from other professionals.

A: Counseling out of your home is not illegal unless the zoning laws/rules in your area forbid it. Always check with the municipal zoning authorities first. We are not zoning lawyers, so this is only an opinion.

That said, there are benefits to working out of your home. For example, there are cost savings, including tax advantages you can check out with your accountant. I (Bob) have seen home offices that were welcoming and very professional. I never considered working from home because my particular niche is teenage boys. I thought it unprofessional to have them in my home where my family, including two attractive teenage girls, lives.

Stay tuned for more information regarding implementation of a required transfer plan, as addressed by the 2005 ACA Code of Ethics (Standard C.2.h., “Counselor Incapacitation or Termination of Practice”). We will be posting a bulletin on the “Private Practice Pointers” section of the ACA website detailing the essential components. We are also updating ACA’s managed care and insurance list.

Robert J. Walsh and Norman C. Dasenbrook are coauthors of The Complete Guide to Private Practice for Licensed Mental Health Professionals. ACA members can e-mail their questions to walshgasp@aol.com and access a series of “Private Practice Pointers” on the ACA website at www.counseling.org.

Letters to the editor: ct@counseling.org
Students in the program have learned that rewarding small successes leads to bigger changes in the long run. They learn to look for the positive, which, due to the personal struggles they have faced, is not always the nature of a student with emotional impairments. They understand the importance of taking things one day at a time and accepting small successes—an important (and difficult) skill to learn."

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"Students in the program have learned that rewarding small successes leads to bigger changes in the long run. They learn to look for the positive, which, due to the personal struggles they have faced, is not always the nature of a student with emotional impairments. They understand the importance of taking things one day at a time and accepting small successes—an important (and difficult) skill to learn."

- Erika L., MSW
Cognitive-Behavioral Treatment for Generalized Anxiety Disorder: From Science to Practice

Cognitive-Behavioral Treatment for Generalized Anxiety Disorder: From Science to Practice is an all-inclusive resource. It is useful for counseling professionals as well as for those with no prior knowledge of generalized anxiety disorder (GAD) who are interested in understanding the many dimensions of the disorder. This book is particularly handy because, unlike some resources, it clearly and cogently bridges the gap between the scientific and practical counseling fields by providing a comprehensive examination and explanation of GAD.

Michel Dugas and Melisa Robichaud begin by providing a brief overview of how GAD is diagnosed based on the symptoms outlined in the Diagnostic and Statistical Manual of Mental Disorders. The authors translate symptoms into more specific descriptions and provide case studies in order to offer readers a clearer picture of what to expect from clients diagnosed with GAD. In addition, clear distinctions are made between GAD and other closely related anxiety disorders, such as particular phobias and social anxiety. Specific assessments and tests are also recommended to aid in proper diagnosis.

After providing a lucid definition, the authors present a cognitive model that bases understanding of GAD on four research-supported tenets: clients’ inability to tolerate ambiguous scenarios, their maintenance of beliefs that attribute positive functioning to worry, their constant anticipation that ambiguous dilemmas will end negatively and purposefully avoiding anxiety-provoking events or objects.

Keeping these features in mind, a new, pragmatic form of cognitive-behavioral therapy (CBT) is presented. Unlike traditional CBT, which utilizes relaxation, de-catastrophizing and outcome probability techniques, the main priority of this new approach is to increase clients’ tolerance for living in a world that is, by nature, unpredictable. Rather than learn how to cope with worry, the goal is to worry less. A thorough step-by-step treatment plan is provided and includes examples of how counselors can implement each step and cater to the individual needs of clients.

This volume also includes several handouts and homework suggestions that make transferring book knowledge into actual practice less daunting. For instance, to help clients understand their fruitless efforts to avoid anxiety-provoking situations, the authors suggest showing clients diagrams (provided) that illustrate the cyclical nature of avoidance and the continuation of fear.

Reviewed by Tiffany L. Clark, graduate student in mental health counseling, University of Northern Iowa.

Secret Keeping: Overcoming Hidden Habits and Addictions

How many of us are completely free of secrets and habits? The majority of us, including our families, friends, neighbors and coworkers, have aspects of our lives that we keep private or innocent habits that we maintain. John Howard Prin’s Secret Keeping: Overcoming Hidden Habits and Addictions acknowledges these more benign examples; however, secret keeping can become unhealthy when people disregard moral and ethical principles and act in ways that compromise their emotional, mental and physical well-being (or that of others). The author art-
fully explains how to break these damaging habits through understanding the origins of secret-keeping behaviors and tendencies, accepting and surrendering maladaptive patterns of living and thinking, rebuilding self-esteem and committing to a more authentic and open lifestyle.

Prin theorizes that a history of pain or a damaging current event sets the stage for secret keeping because a person becomes overwhelmed and unable to cope with stressors and trauma. Looking for fulfillment and ways to escape from reality, people act in socially unacceptable ways, which leads to the “Triad of Secret-Keeping Emotions” (excitement, pleasure and delight). This, in turn, enforces risk taking to achieve the thrill and rush that secret keeping provides. The book explains how excitement-seeking or impulsive temperaments, dissatisfaction with one’s current life, low self-esteem and insecure attachment can contribute to the likelihood of developing secret-keeping or addictive behaviors.

One of this book’s major assets is its descriptions illustrating what secret keeping looks like, as well as the aftermath that often ensues. For example, a married father of two embezzled more than $2 million to support his family’s lifestyle; when caught, he attempted suicide. More positive are the examples of transformation as clients began conquering their secret-keeping behaviors and addictions and moved toward healing.

The true strength of this book is the clear and attainable steps it provides to overcome secret keeping. Resources include the “Blueprint for Gaining Freedom” and the “Four Squares of Life.” Steps include examining external versus internal motivation, identifying and accepting pain, turning toward spirituality, coming clean with others and changing negative thinking patterns. In the face of the paralyzing and powerful characteristics of secret keeping, this step-by-step and strengths-based approach gives people a concrete and effective tool for overcoming the problem and experiencing a more authentic and fulfilling way of living.

 Reviewed by Jacque Wilke, graduate student in mental health counseling, University of Northern Iowa.

Here’s a sampling of other books that have crossed our desks recently. Although we didn’t have space to give them full reviews, we thought counseling professionals might find them interesting nonetheless.

**Dying: Finding Comfort and Guidance in a Story of Peaceful Passing**


This book is an excellent guide of one woman’s journey to die well. The author is a psychotherapist who uses her real-life experience of helping one of her terminally ill clients die peacefully as the basis for this book. It offers guidance to people who are preparing for death, those who assist throughout the death process or those interested in living each day to the fullest while they are still alive.

Underwood provides practical advice and information on resources people can use during the death process, including professional services such as hospice and funeral homes, as well as physical aids, such as sleeping, mobility and personal hygiene devices. Much of the book focuses on the emotional journey between the time of diagnosis with a terminal disease to the actual end of life. For some, this journey includes retaining traditions for as long as possible, strengthening relationships, making preparations for a partner’s future alone, planning funerals or memorials and giving away possessions.

This book is written in language that is simple and easy to understand. The length of the book is as accessible as the language used and the concepts described inside. The chapters are brief, which helps if the reader has a limited amount of time or energy to dedicate to reading at any given point.

 Reviewed by Jackie Nowack, graduate student in the school counseling program, University of Northern Iowa.

**The Highly Sensitive Person’s Companion: Daily Exercises for Calming Your Senses in an Overstimulating World**


Ted Zeff’s book is a well-written, easy-to-follow guide that provides a very refreshing view on being part of the population of highly sensitive people. Anyone who is considered highly sensitive can benefit from the author’s suggestions on thriving in a world that is not responsive to everyone’s needs.

The book offers 52 weeks of exercises designed to help people find “inner peace in any environment.” One of the exercises includes listing beliefs that make life more difficult and restating/ reframing those beliefs in gentler, more beneficial terms. Areas of stress that affect highly sensitive individuals include career, sleep, diet and relationships. This book includes a section dealing with creating peaceful relationships and offers a variety of helpful hints regarding how to manage, maintain and flourish within relationships.

Zeff also makes it effortless to filter out areas of life that do not affect or pertain to the particular reader. This book is an excellent tool to help highly sensitivity people — estimated at nearly 20 percent of the general population — better manage their lives.

 Reviewed by Randi Burns, graduate student in mental health counseling, University of Northern Iowa.
**A Caregiver’s Guide to Alzheimer’s Disease: 300 Tips for Making Life Easier**


There is great probability that each of us will experience Alzheimer’s disease, either directly or indirectly, during our lifetimes. This is a book that gives comfort and understanding about the stages of the disease while also providing valuable information on how to make life easier for those taking care of loved ones diagnosed with Alzheimer’s.

The authors creatively open each chapter with the story of a daughter who takes her father to his favorite restaurant. Through each stage of the disease, the experience of the dinner changes in many ways. The chapter then explains the functions of the brain that begin to deteriorate, depending on the progress of the disease. For example, short-term memory weakens in the early to mild stage of the disease.

The book also includes answers to caregivers’ and family members’ frequently asked questions. From settling legal issues such as power of attorney to appropriate ways to tell children about what is happening to grandma or grandpa, this book provides reassurance and solid information.

*Reviewed by Lisa M. Barron, graduate student in mental health counseling, University of Northern Iowa.*

**If Your Adolescent Has Schizophrenia: An Essential Resource for Parents**


Schizophrenia is a disease associated with a cloud of prejudices, misperceptions and social stigma. It wreaks physical, emotional and financial tolls on family members and others who care for adolescents with schizophrenia. These impacts oftentimes negatively affect family dynamics and structures. The authors provide excellent examples of early warning signs, symptoms, treatment alternatives, coping tools, clinical situations and family member testimonials to demonstrate the significant impact this illness has on the whole family. Managed care and deinstitutionalization can add to the pressures placed on the support systems of adolescents with schizophrenia.

This book is an essential guide for parents, care providers, social workers, mental health clinicians and educators. Families and providers who want to increase awareness of adequate treatment interventions and techniques should utilize this critical resource when living or working with adolescents with schizophrenia.

*Reviewed by Zac Schmidt, graduate student in mental health counseling, University of Northern Iowa.*

**What to Do When Your Brain Gets Stuck: A Kid’s Guide to Overcoming OCD**


Dawn Huebner’s book is a valuable resource to help parents understand how obsessive compulsive disorder (OCD) impacts their children and for children to understand how to better manage this disorder. OCD is a neurobiological problem; there is nothing the parent or child did to cause it. Using this book, parents and kids work together, using cognitive-behavioral techniques to treat OCD. Families will find the book enjoyable, encouraging and engaging.

Fun, interactive activities that empower kids are the best part of the book. Step-by-step instructions teach kids tricks to overcome OCD in two ways. First, children learn how not to perform their rituals and why it is important to be able to do this. Second, they learn to manage the anxiety aroused by avoiding the ritual until the need to do the ritual is diminished. One particular trick the book encourages is an “I spy” game in which the child is supposed to “spy the OCD thought” within his or her brain.

By reading and interacting with this book, parents learn to talk about the disorder in language their children can understand. Huebner takes the mystery out of OCD and brings the family together to solve the problem.

*Reviewed by Kim Rogers, graduate student in mental health counseling, University of Northern Iowa.*

**Attention ACA member authors**

ACA and Counseling Today would like to help member authors get the word out about their books to the counseling community. If you are an ACA member and have had a book published, either by ACA or another publisher, since the beginning of the year, send an e-mail to CT editor-in-chief Jonathan Rollins (jrollins@counseling.org) with the following information: author’s/editor’s name, ACA membership number, title of book, publisher (no self-published titles accepted) and a one- to two-sentence description of the book’s main focus, purpose or theme.

These brief book announcements will be listed in a separate section of Counseling Today’s monthly **Resource Reviews** column as they are received. Each book will be listed only once. However, books listed in the announcements section are still eligible for a full review in **Resource Reviews** at a later date if a copy of the book is mailed to either column editor Ruth Harper or Counseling Today. Due to the volume of books received, a full published review in **Resource Reviews** is not guaranteed.
Behind the Book - By John Lough

Interviews with the authors of books for counseling professionals

Compelling Counseling Interventions: Celebrating VISTAS’ Fifth Anniversary.
edited by Garry R. Walz, Jeannie C. Bleuer and Richard K. Yep

Behind the Book

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

Compelling Counseling Interventions can be ordered directly from ACA (Order #72878; cost is $34.95 for ACA members and $44.95 for nonmembers). Order through the ACA online bookstore at www.counseling.org or by calling the ACA order line at 800.422.2648 ext. 222.

North Carolina at Greensboro. She has worked as a school counselor, vocational rehabilitation counselor and social worker in a variety of settings. She is currently CFO of Counseling Outfitters and CAPS Press.

Richard K. Yep has been ACA’s executive director since 1999. He previously served ACA as director of government relations and held various other senior-level positions within the association. He holds a master’s degree in public administration from the University of Southern California.

Counseling Today: What are the main strengths of the VISTAS program and this book?

Garry Walz: VISTAS serves a number of important purposes. Foremost is that it makes a variety of interesting, quality ideas and approaches available to a much wider audience of counselors than could ever attend a conference presentation. These pieces present ideas and experiences that can stimulate thinking and help even experienced counselors look at common issues in a new light.

We also feel there is real value in the platform that this book and the online VISTAS articles provide for young and innovative counselors to share ideas and new interventions that have worked for them. While the book includes a number of distinguished and experienced counselors, it also includes work from doctoral students and counselors outside of academia. For many of these authors, despite the value of what they have to offer, publication in a major peer-reviewed journal often isn’t practical. The VISTAS program provides a real opportunity to share valuable information with the entire profession.

CT: How are presentations selected for inclusion in the VISTAS program?

GW: The review process is part of what makes this program and its publications effective. Presentations first must pass the review panels set up for the ACA Annual Conference. This means experienced professionals looking for quality presentations that will truly educate and inspire conference attendees. Then our own review panel goes through the approved presentations to select the very best of those for inclusion in VISTAS. In both cases, the main criteria are to find innovative, stimulating ideas, experiences and research that can be of use and help to counselors.

CT: Is there a common thread to the presenters featured in the book?

GW: Primarily that they’re all counseling professionals with creative, innovative approaches to the work they do. Their writings reflect the excitement and sense of accomplishment that these counselors are getting from their work. Their point is not to simply share theory but to offer practical, specific information and insights that encourage and support useful, innovative interventions.

CT: It seems that useful is an important term for describing this book.

GW: We believe useful is the key term. Compelling Counseling Interventions offers ideas, experiences and research outcomes with real practical value. We’ve selected pieces that cover current and emerging issues that affect counseling clients across the life span. Our focus is to share the authors’ experiences and outcomes as a means to stimulate readers into looking at their own clients and practices from a different point of view. Useful is exactly what we want this book to be.

The VISTAS program helps address such issues. VISTAS selects many of the most relevant and stimulating conference presentations in order to make them available to all ACA members. One way of doing this is the online VISTAS program, available through the ACA website (www.counseling.org). Another is Compelling Counseling Interventions, a printed collection of 30 of the very best presentations from the 2008 ACA Conference.

Garry R. Walz, one of the book’s three editors, is past director of the ERIC Counseling and Student Services Clearinghouse. Professor emeritus at the University of Michigan and CEO of Counseling Outfitters LLC and CAPS Press LLC, he is also a past president of ACA and the Association for Counselor Education and Supervision.

Jeannie C. Bleuer is past codirector of the ERIC Counseling and Student Services Clearinghouse at the University of Michigan and CEO of Counseling Outfitters LLC and CAPS Press LLC, a printed collection of 30 of the very best presentations from the 2008 ACA Conference. This means...
As a practicing counselor or a counselor educator in academia, technology can be both a good and a bad thing. But, like death and taxes, technology is impossible to eliminate from your professional and personal life. Clients and students are expecting us to communicate and manage our work, whether in a counseling practice or a counseling class, using technology resources. As counselors, we are faced with organizing our technology, dealing with the multiple challenges of e-mail, address books and calendars, and coordinating task workflow. It may be time to do some “lifehacking.”

Lifehacking is the practice of finding simple and elegant solutions to solve life’s common problems, often using technology. Lifehacking originated with computer programmers who found shortcuts to solve larger programming problems. The term has been extended to refer to changes we make in how we use technology to increase our quality of life. Lifehacking is not really about eliminating technology; it’s more about adapting the way in which you manage technology so technology does not manage you. A pleasant result of effective lifehacking is that you can reduce the time you need to be tethered to technology. Implementing your lifehack leads to a reduction in work stress and a more open space in your life, giving you time outside of the workspace to focus on what matters to you — family, leisure, hobbies and so on.

A major inspiration for lifehacking is productivity guru David Allen, whose book Getting Things Done: The Art of Stress-Free Productivity has revitalized time management by adding a contemporary twist. The objective of Getting Things Done (GTD) is not only greater productivity but the reduction of self-imposed stress around productivity. GTD is a way of being productive while simultaneously remaining in a relaxed state. GTD software is a toolkit program that helps professionals and educators keep on their desktops to easily add and remove things on their “to do” lists. If it seems that you didn’t get much done on a particular day, you can check your GTD software and get a sense of where your time went and what you spent it on. GTD workflow helps you clear things away effectively so that life becomes more rewarding and open.

Technologists and programmers saw the value of GTD principles for assisting them in addressing workflow of complicated programming problems. Their solution was to create software that can be used to lifehack workflow. Priacta.com has a review of commonly used GTD software tools in freeware, shareware and purchaseware (www.priacta.com/Articles/Comparison_of_GTD_Software.php). The GTD software incorporates GTD principles beyond your typical “to do” list, allowing you to organize your work into projects associated with contexts (e.g., work, home, school). GTD software also allows you to set priority levels on your work and notices for due dates. Software is available for Windows, Mac and Linux operating systems and often syncs with Outlook, Entourage, iCal and other calendar software. Closing the lifehack circle, syncing GTD to your calendar and then to your smartphone makes your information portable and virtually eliminates the need to “get back to you on that.”

One of the leaders on the web in lifehacking and personal productivity is Merlin Mann, whose website 43folders.com is a collection of lifehacks and ways to simplify and improve your life. Mann insists that GTD is not about another piece of software; instead it is about effectively executing a process that works for the individual. Much of 43folders.com is a combination of GTD-relevant application and fun posts about the challenges of being a lifehacker. These posts include “Links and resources for the chronically disorganized,” “Whining, blue smoke and the mechanics of getting unstuck” and “Clutter War II: Attack of the Giant Baby.”

In the post “E-mail insanity and the .001 challenge,” Mann suggests a challenge. Consider that the person receiving your e-mail could get another 1,000 e-mails per day in addition to yours. What are you going to do to distinguish your e-mail from others and make it easy for the receiver to respond? Would an instant message or a five-minute phone call be a better vehicle for your query instead of typing a 30-minute e-mail?

Lifehacks are simple but elegant. Do you want to get control of all your e-mail in 20 minutes and never have to worry about a backlog again? Try another proposal by Mann — “inbox zero,” a method for managing e-mails based on GTD principles. The inbox zero process can get all your e-mail organized into folders for action. You can keep your inbox at zero by acting on e-mails as you receive them. Mann suggests that you shut off automatic e-mail alerts (they are a distraction) and check your e-mail no more than once per hour, taking action on messages in five minutes. Limiting your e-mail time to a maximum of a five-minute, once-per-hour check fits well with the practicing counselor’s clinical schedule. A good start to inbox zero is available at www.43folders.com/zero, where you will find a series of links and resources about the inbox zero concepts, including a widely circulated Internet video of a presentation Mann gave to Google employees.

Technology is entering settings that...
counselors and counselor educators have, in most cases, kept free of technology. Laptops, Blackberries, iPhones and smartphones are appearing in classrooms and program meetings and can be a distraction to the personal and direct ways that counselors have learned to communicate. 43folders.com supports the idea of “topless meetings,” a concept initiated by Todd Wilkins and Dan Saffer at Adaptive Path, a San Francisco design firm. “Topless” means holding meetings with no laptops, iPhones, Blackberrys or other smart mobile devices that can distract attention and disrupt the flow of conversation. Devices are stowed during the meeting, resulting in people connecting with people.

Lifehacking tips using new technology are collected on Lifehack.org and Lifehacker.com. These sites emphasize the integration of technology, personal management and productivity. On Lifehack.org, articles are organized into categories of productivity, communication, lifestyle, money and technology. Articles include “How to use your Mobile phone to stay organized on the go,” “11 top new web apps” and “Playing well with others.” Lifehacker.com is a less organized series of posts that takes a technology-based focus to lifehacking, with reviews of software that can help you shorten steps in your work process.

Zenhabits.net is a favorite place to browse about lifehacks for personal development. With counselors and educators being driven by work, often leading to burnout, Zenhabits.net is a great reminder that we need to take care of ourselves so we can stay in balance for others. Zenhabits.net posts tech-based lifehacks to suggest ideas about eating healthy, eliminating debt, parenting and starting good habits.

Written by Leo Babauta, the site has a simple design and captivating posts such as “8 Frugal Tips for Legal Matters,” “25 Ways to Help a Fellow Human Being Today” and “17 Tips to Help You Get Leaner and Fitter.” Babauta, a freelance writer, has also published the book Zen to Done: The Ultimate Simple Productivity System, available for download on the ZenHabits.net website. Zen to Done, a great supplement to ZenHabits.net, describes his application of Zen principles to Allen’s GTD concepts. Reading Zenhabits.net for five minutes can provide you with the personal motivation to reduce your stress and improve the quality of your life.

Take some time, using ideas from these websites, to reduce the disorder of technology, organize your workflow and make a place and space for your well-being.

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

Letters to the editor: ct@counseling.org
Emerging client issues

What major new or evolving issues do counselors believe they will be confronting in the years ahead — and what are the implications for the counseling profession?

By Jonathan Rollins

At a meeting recently, Tom Sweeney couldn’t help being distracted by the man sitting next to him and compulsively text messaging. For a fleeting moment, the man managed to break the hypnotic hold of his high-tech gizmo, only to glance at Sweeney and ask rhetorically, “What would I do without this?”

“For one thing,” Sweeney admits thinking to himself, “you’d be here in the present and listening to the speaker.”

That encounter was still fresh in Sweeney’s mind when Counseling Today asked for his perspective on emerging client issues that counselors will likely confront in the not-too-distant future — if not already. “As we talk about technology, I really wonder how it’s going to affect us,” says Sweeney, executive director and founding president of Chi Sigma Iota, the international honor society of professional counseling.

Sweeney’s mind when Counseling Today asked for his perspective on emerging client issues that counselors will likely confront in the not-too-distant future — if not already. “As we talk about technology, I really wonder how it’s going to affect us,” says Sweeney, executive director and founding president of Chi Sigma Iota, the international honor society of professional counseling. He mentions how frequently he sees groups of friends, colleagues or even family members out together, but instead of engaging with one another, each individual is talking on his or her cell phone. “I wonder how well young people in particular are prepared to deal with interpersonal differences,” says Sweeney, a past president of the American Counseling Association. “I think there’s some distancing with this phenomenon. People are learning to communicate with each other through these distancing types of technologies, and their values are shifting without them necessarily realizing it. That could have a lot of fallout.”

Sweeney isn’t alone in his thinking. Among the cross section of ACA members and leaders whom Counseling Today contacted for this story, the emerging client issues mentioned most often related to technology, from worsening interpersonal communication skills to cyberbullying to online pornography addiction (see capsules beginning on page 34).

Wesley J. Erwin, a professor of counseling and student affairs at Minnesota State University Moorhead, conducted a random sample of 500 private practice and community agency counselors earlier this year, asking them about emerging issues in counseling and their feelings of competence related to those issues. Technology-related issues again were at the forefront of respondents’ minds.

Erwin presented survey participants with 14 separate issues and asked them to answer either “yes,” “somewhat” or “no” when considering each as an emerging issue in counseling. Based on the 224 responses returned at the start of the 2008 ACA Conference in March, the following received the most support as emerging issues:

- Internet addiction/abuse (59 percent “yes” and 30 percent “somewhat”)
- Internet sexual predators (55 percent “yes” and 28 percent “somewhat”)
- Working with racially/ethnically diverse clients (53 percent “yes” and 33 percent “somewhat”)
- Wars in Iraq/Afghanistan (42 percent “yes” and 37 percent “somewhat”)
- Working with elderly clients (42 percent “yes” and 35 percent “somewhat”)

Given all the talk on counseling-related electronic mailing lists about interpersonal communication skills suffering due to technology, Erwin was somewhat surprised that it received only lukewarm support on his survey as an emerging issue (38 percent “yes”). Likewise, only 35 percent of counselors answered “yes” when asked if cyberbullying/harassment was an emerging counseling issue. Erwin speculates that those issues might have ranked higher if he had sent the survey to school counselors as well. Another explanation is that some counselors might already view these as “established” issues.

Other unexpected results for Erwin: “I would have thought that terrorism and violence on a large scale might have been higher.” In fact, violence on a large scale was assigned a “yes” on only 35 percent of responses, while terrorism received the least support (23 percent) as an emerging issue in counseling.

On the other side of the coin, Erwin was pleasantly surprised to see the strong support given to working with racially/ethnically diverse clients. “I was happy to see that he identified as an emerging issue even though it has been an issue for a while,” he says. “Perhaps that shows we’re starting to give that area due attention.”

He also points out that more respondents said they felt competent working with racially/ethnically diverse clients. “I was pleasantly surprised to see the strong support given to working with racially/ethnically diverse clients. “I was happy to see that he identified as an emerging issue even though it has been an issue for a while,” he says. “Perhaps that shows we’re starting to give that area due attention.”

He also points out that more respondents said they felt competent working with racially/ethnically diverse clients than with any other emerging issue. Sixty percent of participants said they felt “very” competent in this area, while another 37 percent said they felt “somewhat” competent.

At the same time, many respondents indicated that they felt “not at all” competent to work with certain emerging issues:

- Identity theft (45 percent “not at all” competent)
One of the reasons Erwin thinks it is important for the counseling profession to identify emerging issues is so that it can accurately focus training and education where needed. “Counselor education programs, ACA and other continuing education providers may need to update their continuing education to reflect emerging issues,” he says. “For me, it’s important to identify emerging issues because I’m training students who will be working with clients coming in with these issues. As a counselor, I would want to have some resources and be aware of these issues before clients walk through the door because, that way, you’re able to become more competent quickly.”

**Interrelated issues**

Danica Hays doesn’t believe counselors should wait for clients to walk through their office doors before identifying and learning about emerging issues either. “I think professional counselors need to be more proactive with these issues,” says Hays, assistant professor in the Department of Educational Leadership and Counseling at Old Dominion University and coeditor of the soon-to-be-released *American Counseling Association Encyclopedia of Counseling*. “The best outlet for this is increasing one’s knowledge. While some of this may be received in additional training, I believe that counselors are underutilizing their skills as researchers to gain new understanding of these issues. In being an active scientist-practitioner, the professional counselor remains more ready to address a client issue when it appears. In addition, they are more able to recognize that the issue exists in the first place to make systemic changes before clients in crisis — because they often cannot afford services and must wait until things become unbearable — come into the counselor’s office.”

Hays, also coeditor of the upcoming book *Developing Multicultural Competence: A Systems Approach*, brings a strong social justice perspective to her view of emerging client issues. She says the counselor trainees she supervises are increasingly presenting client cases that involve three often-interrelated issues:

- Self-destructive behaviors such as self-injury, substance abuse and disordered eating
- Social problems such as discrimination because of the client’s cultural makeup, or perceived cultural makeup, and inaccessibility to basic resources and community resources
- Reactions to psychological, physical or social trauma

“Client reactions to psychological, physical and social trauma has really intrigued me as an important area of client assessment,” Hays says. “When I worked in a psychiatric facility prior to becoming a counselor educator, individuals of all ages would come in with a litany of diagnoses, and most had trauma histories or current traumatic experiences. These ranged from child sexual abuse to intimate partner violence to surviving racial slurs or harassment for not being...
heterosexual. The thing I noticed with these clients was that trauma experiences were even more evident the more room you gave in a session to discuss them.

“We are beginning to recognize that everyday social injustices are traumatic experiences for those who aren’t ‘normative,’” she continues. “Also, we know that traditional traumas such as family violence are underreported, and there are so many cultural variations of what constitutes trauma. We have more and more families impacted by wars and loss of loved ones, likely increasing the number of stress disorders and adjustment issues within military families. The largest implication of the emerging, or at least increasing, issue of client trauma is that we have to do a better job of accurately detecting trauma and advocating for community resources.”

Hays believes the issues of self-destructive behavior, social problems and reactions to trauma are coming to the surface for two reasons. “First, counselor training programs are increasingly preparing trainees to acknowledge and intervene in the connection between client symptomology and familial and other social stressors,” she says. “The more we prepare students, the more competent they feel in recognizing these issues and the more they are going to feel comfortable in addressing them. The other important reason these issues are ‘emerging’ is because counselors are working in a more restricted managed health care system. Most clients don’t have the luxury of 30 sessions per year, thus limiting them to only seek assistance when symptoms become too unmanageable. I think counselors are seeing more clients in crisis, desperate for assistance that often is quite time-limited.”

Hays says some of the emerging client issues she cites are not so much “new” as simply earning long overdue attention from the counseling profession. “Unfortunately, trauma and social issues have been overlooked in our profession,” she says. “I think this has happened for many reasons. In thinking about various types of trauma, I believe there has been such a stigma attached to clients naming personal traumas. In addition, counselors weren’t talking about these issues either. Traditionally, there has been little research to ‘warrant’ attention in training programs. On a positive note, with the increasing numbers of qualitative studies being conducted in our profession, we have multiple opportunities to educate ourselves to the experiences of trauma survivors and thus integrate the issue as an important one to address in counseling.

“Social issues have been overlooked, I believe, because many professional counselors have traditionally had difficulty integrating the role of social advocate into their professional identity. Another reason is because ‘social issues’ hasn’t really been defined in our scholarship. Counselors have been told in articles and books that recognizing and addressing social problems is important, yet there is limited research and/or practitioner-driven methods for doing so. And, of course, there is always resistance present among some counselors to explore these topics.”

Which emerging issue is most likely to confront a large number of counselors in the years ahead? “I believe any issue dealing at least in some part with environmental stress will be at the forefront of our work with clients,” Hays says.

Seizing the moment

While Sweeney says it is sometimes difficult to place a finger on specific, narrowly defined client issues that are emerging, it is easier — and perhaps more beneficial to clients and counselors — to point out broad forces and trends likely to give rise to a variety of issues, both now and into the future. In his view, few factors are as likely to create a wide and evolving range of client issues as technology. But other factors that will impact large cross sections of the population also deserve the attention of counselors, he says, including the continuing values shift in our culture, rising career dissatisfaction, the economy and the population explosion.

Sweeney sees opportunities for the counseling profession with each of these forces and trends, but only, he says, “if it seizes the moment. … I’ve been in the field long enough to see how the counseling profession has evolved over time, and one of our greatest challenges is articulating what we can offer that is unique.”

For instance, there is much discussion among counselors about the current U.S. economic woes and the effect this is having on clients nationwide. Sweeney believes the counseling profession could legitimately help scores of people deal with tough economic times by returning, at least in part, to its roots. “One part of the problem that counselors are uniquely positioned to address is career development,” Sweeney says. “People need to have a dream, something that motivates them to overcome obstacles. One has to have some measure of hope. One of the core areas of counseling is career development, which, to me, is all about quality of life.”

“I think career counseling is an area we have every reason to want to claim,” he continues. “But (the rise of) life and career coaching speaks to the fact that the counseling profession hasn’t done a good

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32 | **Counseling Today | July 2008**
job of telling what we can do to help people and what we can provide. When we talk about people being discouraged by the economy, counselors aren’t who people think to turn to, and we should be. We need to be giving as much advocacy to career development as to mental health.”

Another area counselors are well trained in but haven’t capitalized on in Sweeney’s view is group work. Given some of the current cultural and economic forces at play and the types of issues emerging because of them, it would make sense, he says, for counselors to tap into this strength and aggressively promote it to help large numbers of people.

“As we go into the future with the population explosion, we have to use the most effective methods we can,” he explains. “Group work is so underrated. There’s so much that people can learn from one another in groups that have been effectively designed.”

Sweeney believes people genuinely desire to participate in self-help groups, but says counselors need to be more intentional in their outreach efforts. “We’re going to have to take these groups to them instead of expecting them to come to us,” he says, adding that this means going to churches, community groups, schools and elsewhere to reach more people.

Sweeney says counselors also need to start thinking about the following: “How do we address the shift in attitudes and values of young people? What are the implications of the changing values, the changing norms, the changing culture? I’m not trying to damn young people,” he says, “but the question is whether anything is emerging that counselors might want to prepare for.”

For Sweeney, the answer to that last question is a resounding yes. He points to recent studies in which two-thirds of undergrads acknowledge cheating in school. “Cheating has become epidemic at the college and high school levels,” he says. “Nowadays, it seems to be the norm. If you get caught, it’s almost as if it should be understood because ‘we’re under so much pressure.’ … How do you help a valedictorian who is cheating but who doesn’t want to lose her position at the top of the class because she believes everyone else is doing the same thing?”

The difficulty, Sweeney says, is that somewhere along the way, younger generations picked up the message that the end result or “reward” is more important than the effort put forth to get there — or, for that matter, whether the effort is even theirs to begin with. “It’s not as important any more that it’s my work, my thoughts,” Sweeney says.

This values shift is particularly evident among members of the “hover generation” — young people who have grown dependent on a parent or other adult hovering around them, taking care of all their problems and clearing their path of obstacles. The result, Sweeney says, is that members of this generation often feel entitiled: “My parents paid my tuition; I should get an A.”

In exchange, he says, their personal growth and development is being sacrificed. “This generation is going to be cheated,” he says. “They’re missing out on the intrinsic satisfaction of achieving something worthwhile on their own. Without intrinsic satisfaction, I don’t believe anyone can sustain themselves only with the ‘rewards.’”

In considering the issues likely to emerge with this generation, Sweeney thinks it would be wise to incorporate more values education and spirituality into counseling. “We need counseling that takes people to revisit those values and the challenges we face in the transitions of life,” he says.

Regardless of the issue — emerging, established or yet unknown — Sweeney believes the counseling profession can best benefit clients by returning to a developmental, preventive, wellness perspective rather than simply trying to treat dysfunctions. “We need to look at how to enrich instead of fixing that which is broken,” he says. “Being healthy is to be normal, but being ‘well’ is to optimize that. Along the way, we lost sight of what it is we offer, as counselors, that is unique. Prevention is far less expensive than repair, and we’re still not capitalizing on that like we should. When we don’t do that, our message gets smushed in with that of psychologists, marriage and family therapists and others. I think counselors should be the people teaching other people how to handle the challenges of life.”

Adds Hays, “The main thing in managing all the potential issues a client presents with is to remember the core of what professional counseling is — focusing on a holistic, developmental approach to optimize client and systemic mental health. If we keep that goal in mind, we, as professional counselors, can integrate any emerging issue into our work.”

**In their own words**

*Counseling Today* asked ACA division and region leaders, as well as a random cross section of ACA members, to share their thoughts on which client issues are emerging.

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**EXAM PREP STUDY GUIDE & WORKSHOP DVDS**

The very popular fifth edition of the *Study Guide for the National Counselor Exam* (2006) has 350 pages and covers the eight content areas of the National Counselor Exam, national comp exams (CPCE) and many similar exams. The Workshop DVDs contain over 6 hours of an actual workshop focusing on: Appraisal, Research, Professional Orientation, and Career. The other four areas are covered lightly as well as test-taking strategies and study tips. The *Study Guide* costs $80 and the Workshop DVDs are $70. Send $150 for both to: Andrew Helwig, 4180 Red Deer Trail, Broomfield, CO 80020, VISA & MC are okay. Email: ahelwig@sprinmail.com, Website: www.counselor-exam-prep.com.
Emerging issues:
There is much more discussion about and research investigating “traumatic stress,” particularly as it relates to culturally diverse individuals and other socially marginalized individuals. Research that investigates the psychological effects of institutionalized oppression and other forms of hegemony has advanced over the last 10 to 15 years. This advances our knowledge and understanding of post-traumatic stress disorder to include discussion beyond a specific event that triggers the onset of symptomology.

To what do you attribute the emergence of this issue?
There has been a significant increase in the number of culturally diverse and female faculty entering the academy. While not all individuals from these groups have an interest in social justice and multicultural counseling concerns, many do. As such, there has been an augmentation of interest and activity in the investigation of social factors influencing overall psychological health and well-being. Other related research that advances advocacy issues for LGBT individuals and other socially vulnerable populations has provided a confluence of interest in traumatic stress.

How can counselors help?
As counselor educators continue to explore the outcomes of systemic oppression, it will allow clinicians to become more responsive. Additionally, increased knowledge and specificity regarding the etiology of traumatic stress will impact policy and ethical decision-making.

Most important, practitioners need to become more skilled at case conceptualization of socially marginalized clients that incorporates sociopolitical concerns. Counselors can benefit from acquiring culture-centered interventions that promote agency and empowerment among this client population. For culturally diverse clients, use of narrative, music and movement have been shown to be more effective than Western-oriented talk therapies.

In general, the practicing counselors need to become more comfortable leaving
Emerging issues:

I think the obvious answer to this question is post-traumatic stress disorder related to military combat. But I also think there will be increasing issues with regard to Iraqi war veterans and traumatic brain injury, and more counselors than ever will be addressing these issues and the family issues that may go hand-in-hand with it. The estimated aftermarket costs of the war are anticipated to be as much as $5 trillion, and counselors will be a large part of the rehabilitation process.

I also think there are continuously evolving concerns with regard to childhood and adolescent obesity and employment issues with the offender population.

To what do you attribute the emergence of this issue?

The war and other emergencies such as Hurricane Katrina are placing counseling at the forefront of first responders and “thereafter” service providers during prolonged periods of readjustment and rehabilitation.

The war has affected everyone just as Vietnam did over 35 years ago. But this time, more war wounded are returning home, and there are not enough state and federal rehabilitation services available for the veterans and their family members. Other LPCs will need to be able to step forward to provide services.

How can counselors help?

Read the news and the blogs relentlessly. There is much work to be done, and counselors should become more familiar with the psychological effects of war and sudden disability on children and families. Consider volunteering in service to groups of veterans.

Jason S. Bluemlein, president and owner of Strategic Wellness, a private practice in Fort Mitchell, Ky.

Emerging issues:

Technology addictions, not limited to but certainly including pornography. This has become a No. 1 complaint and concern identified in couples and marriage counseling in my practice.

To what do you attribute the emergence of this issue?

People are overloaded with information and stress. Specifically related to men I treat, they are worried about work and finances, being able to provide for their families, left working too many hours and feeling incredibly isolated. As a stress relief, more people are turning to the Internet and pornography for a temporary “feel good” and a connection to something other than the chronic stress in their lives. Most of these individuals intrinsically know on some level that this is not a healthy or optimal way of coping, thus adding to the overall, long-term stress levels in their lives. Regardless of values, instincts kick in at a critical threshold for people, and the drive to flee from pain overrides the desire to be “good” and virtuous and to make wise decisions.

The complex issues and stressors of our present-day society and economy are not likely to go away anytime soon.

How can counselors help?

Many people are too embarrassed to bring these issues up themselves in counseling. As a standard part of my initial and ongoing clinical assessments, I directly ask clients about these issues. I preface the discussion by letting them know that counseling is a safe and confidential place where they will not be judged or viewed differently based on their responses. As for counselors and professional helpers alike, I recommend the consideration of an ecological approach in terms of clinical assessment, case conceptualization and treatment planning. I believe counselors can find new ideas and ways to help clients explore the interaction between their personal lives and environment. Most important, life is occurring at a frenetic pace for most of us. Clients need help focusing on and reprioritizing the essential elements of their lives aimed at increasing overall life functioning and the processes that regulate personal coping and adaptation.

Clients need to know they are not alone. Breaking through the silence, secrecy and isolation is an essential factor related to personal accountability in the healing process.

Marilyn Fettner, president of a full-service career consulting practice based in the Chicago area who also advises high school students in college/career planning

Emerging issues:

I’m seeing more clients suffering from health issues related to job stress.

To what do you attribute the emergence of this issue?

I would attribute this issue to three primary reasons. The first is that many people are working in roles and/or organizational cultures that are a poor fit for them based on their skill set, personality, career interests and/or values. A second reason for some is that they’re the victims of workplace bullying. The third reason, which is fairly widespread, is that because organizations are increasingly eliminating positions without replacing them, people are stressed from overwork and suffer from a lack of work-life balance. This further aggravates the challenge many already have to eat healthy and exercise.

As global business competition increases, the existing trend of organizations using downsizing to cut expenses and operate more competitively will most likely be perpetuated. Of course, when organizations are operating with a lean staff, people can easily be pressured into working 10-hour days, as well as on weekends. In addition, although workplace bullying has been in existence for a very long time, because organizations are operating with leaner staffs and according to increasingly stricter employment laws, it’s more challenging for companies to terminate bullies who might also be productive employees.

How can counselors help?

Counselors need to be knowledgeable in several areas to work with this issue. Having an understanding of assessments and the related process to help clients clarify a good-fit career and workplace environment is essential. In addition, knowledge of coping mechanisms and stress-reduction techniques is vital in helping clients who need to remain in their current stressful jobs due to lack of skills or financial need. Helping clients identify new market-driven skills and job
search strategies is also essential in providing them with a future path to a “healthier” career and work environment which improves lifestyle balance. Also, working with organizational leadership to assist them in identifying workplace bullying and solutions that promote health and productivity for all employees is valuable.

Rosalind Bard, private practitioner and director of the Individual Counseling Program for Access Counseling, Boulder, Colo.

Emerging issues:
Boomer issues: caretaking of elderly parents or ill spouses; the emotional aspects of chronic illness; people in their 60s wanting to start new careers but feeling “old” and not knowing where to start; dealing with the concept of mortality and how to make the rest of one’s life matter.

To what do you attribute the emergence of this issue?
The aging of a large generation. As the boomer generation ages, more people will present with these issues. Most boomers do not want to be seen as “aging” or “geriatrics” or “seniors,” but as vital people still able to contribute to life.

How can counselors help?
Well, I am a boomer myself, dealing or having dealt with these issues. For younger therapists, I would suggest that you not assume that someone age 50 (and healthy) should be preparing for decline and death. Many of us still like to rock and roll and make love. I have heard younger therapists in training say that people over 50 should be age appropriate (whatever that means) and need to face the finality of life — and try to foist that on the client! Grief and loss issues might come up more often as elderly family members pass on. This does not mean that the client should automatically be given antidepressants! Caregivers need support in finding ways to practice self-care.

Eric Green, president, Counselors for Social Justice

Emerging issues:
I mainly counsel elementary-school-age children through a part-time private practice, and I notice that children seem to be internalizing a sense that their world is unsafe or unstable due to the prevalence of natural disasters and the media coverage of hazardous weather conditions all across the U.S.

To what do you attribute the emergence of this issue?
Our global climate is changing and, subsequently, we are seeing a statistically significant increase in natural disasters, many of which involve mass destruction and the loss of human life. Also, our society is one in which the Internet has become a portal for children and adults alike to get instant information on events going on all around the world, including the creation of YouTube.

I believe the issue of anxiety-induced fear of an unstable or unsafe world will only continue to loom like a cloud over our children. Part of attenuating this situation would be for us, as counselors, to advocate for children. We should let our voices be heard within the political arena that global warming is now affecting the psychology of our children. We need to speak against corporate pollution, deforestation and excessive consumption of energy.

How can counselors help?
One of the things I do with children is play therapy. Play therapy is a natural mechanism for children to express themselves symbolically through less threatening mechanisms than talking directly to an adult. The central practical tip is for counselors to get involved with the Association for Play Therapy (visit www.aapt.org) and find out how you can help ease children’s anxieties through establishing a therapeutic relationship that is developmentally appropriate. Because there is still dissension within the scientific and political communities regarding the effects of global warming and the reasons behind the recent increase in frequency in catastrophic natural disasters, I would implore counselors to study evidence-based play
therapy interventions to assist afflicted children. Also, I believe it is important for counselors to become conversant in and receive training in trauma therapy specific to children, especially cognitive-behavioral play therapy.

Emily M. Hart, Licensed Clinical Professional Counselor, Coeur d’Alene, Idaho

Emerging issues:
One issue I think is a problem now that wasn’t a few years ago is using the Internet for pornography. Usually wives or girlfriends find the men secretly going to the Internet. This causes distress for (the women), and trust issues start to become a problem in the relationship. Some men start spending more and more time on websites and less time with family and their spouses. Closely related to this issue is meeting people on the Internet. Some are married people meeting other married people or single people. They are unhappy in their relationship and see through e-mails the promise of Prince Charming or the woman of their dreams. There may be people who genuinely find love, but there are also tragic stories as well. I’ve heard about people meeting someone online, thinking that they are “in love,” divorcing their spouse and trying to start a life with someone they only knew through e-mails!

Another concern is the emergence of self-injurious behavior, cutting or burning. These are mostly younger people, but it seems that some report it as a lifestyle choice. Others have mental issues, and the shame of having their bodies with many scars keeps them from seeking help until they are in the ER with a cut that needs medical attention.

To what do you attribute the emergence of this issue?
The availability of the Internet in homes. These days, there is usually more than one computer. Therefore, secrecy can be accomplished. The Internet is not the reason; it is the vehicle that allows people to gain access to others and to websites that have never been available to us at any time in our history. I also believe that people put so much pressure on themselves. We put unheard-of pressure on children these days, and we overschedule ourselves to the point of exhaustion. When was the last time we saw adults and/or children playing baseball or softball for the fun of it? Television programs, commercials and video games are all loud and colorful and everything moves fast.

There are quick snippets of information that you have to process and then move on. We all start thinking that we have to run our lives like that, which adds stress to the point where people look for escape.

Like many things in our world, technology can be a wonderful tool if used wisely and properly. A little is good as long as it is in balance with everything else in our lives.

How can counselors help?
One thing I try to suggest to clients is that sometimes we need to turn the technology off! If the phone rings, don’t answer it. I remember a time when you had to wait to get home to talk on the phone. Since when do we feel like we have to talk and drive? Monitor children on the Internet, with television and with video games. Connect with each other, doing something together that doesn’t need electricity or take money — go for a bike ride or a walk. Have a game night and play a board game or cards. Cook meals together by having children pick their favorite meal and prepare it for the family. Go to the library on a rainy day. Sit down and just talk about something — or nothing. I think the best thing to do is to prevent people from getting into unhealthy patterns while keeping healthy ones going all the time.

We need to somehow get insurance companies to pay for more couples and family sessions so that access to counseling can be done together in our offices as well as homes!

Phyllis Mogielski-Watson, immediate past president, Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling

Emerging issues:
“Secondary servers” — families of military persons. Both I and local clinicians have seen a surge in requests for clinical services by partners, spouses, children and parents of persons serving multiple tours of duty in the military. It appears multiple tours of duty that pull military people away from their loved ones for years causes different stressors, loss and grief than limited times away.

To what do you attribute the emergence of this issue?
The length of the war and the call for persons in the military to serve multiple tours of duty, sometimes back-to-back with little or no time to connect with their families. With no end to the war in sight and more and more families affected, more secondary servers will need support and services.

How can counselors help?
Work with the local VAs (Veterans Affairs offices) to assess what the needs are and offer services. Group services can be especially effective to help people meet others with similar situations. Work with centers of worship and schools to reach out to the children of service men and women. The children have particular issues surrounding loss of the parent/parents and the unknowns about safety and when their parent will return home. Assisting them in expressing these feelings is essential and a great need.

Gary G. Gintner, immediate past president, American Mental Health Counselors Association

Emerging issues:
As a clinical director of an employee assistance program, I am noticing that Internet-related issues are on the rise. These include problems such as spouses engaging in cyberaffairs on the net. Interestingly, these are often individuals in their 30s to 50s who are in troubled marriages. Apparently, the medium affords anonymity and easy access without the complications (and the guilt) of an in-person relationship. To paraphrase a common sentiment that clients report, “I guess I didn’t think it was so bad because nothing physical ever happened.” A critical issue for counselors is to assess this area.

In the child and adolescent area, cyberbullying or what has been referred to as “relational aggression” is another common problem. Adolescents will spread rumors
and send mean-spirited e-mails through Facebook or MySpace. Most of the time, parents have no idea of the turmoil that their child is going through. Another important component is educating parents about this issue and how to approach their child if they think this is a concern. Another child and adolescent area that is becoming more common is the presentation of Asperger’s disorder. This is considered an autism spectrum disorder in which the child has impairment in the quality of their social relationships (e.g., lack of social reciprocity in play, difficulty developing peer relationships) and engages repetitive, eccentric and stereotyped patterns of behavior. For example, one of my school counseling students had an adolescent client who was very socially awkward and also had a preoccupation with local transportation schedules that consumed much of the client’s free time.

Counselors who work with children and adolescents would be well served to attend a workshop, do reading or go online for up-to-date information in this area. Two useful websites are www.aspergers.com and www.aacap.org.

John Parkman, past chair, ACA North Atlantic Region

Emerging issues:

Teens are almost always connected to some form of technology/electronic devices. It has become very rare indeed to be in a crowd of adolescents and not be aware that one-quarter to one-half are listening, texting, watching or just inwardly focused in some manner. The art of face-to-face communicating seems to be waning with this generation. I am also concerned that the natural development of self-knowledge, self-identity, self-awareness and self-seeking are being replaced by a constant flow of information, entertainment, etc., from outside to inside. My observations and perceptions are that teens are less engaged with what is happening around them in the present and, therefore, less likely to react to situations, options, opportunities and, most significantly, human contact and interactions that occur in their presence.

In a college admissions workshop recently, I heard over and over again from admissions people that if we school counselors can get one message across to our parents, it should be the following: Unplug your kids and let them enjoy and learn from the world around them and not have it filtered and fed to them through electronic devices.

How can counselors help?

Support restraining the use of electronic devices and further educate about how they are misused in school settings. Provide the extensive opportunities for our children to interact on a human-to-human basis from the earliest years of development. Support parent education and awareness of the potential dangers of overuse with their children.

Spencer Niles, professor and department head of counselor education, Penn State University; editor, Journal of Counseling & Development

Emerging issues:

People are questioning the traditional Western approach to work. They wonder...
what the value is in sacrificing everything for their employer when their employer seems so willing to sacrifice them (via downsizing or by employing only a contingent workforce). Moreover, many people know that, in important ways, they are not the same today as they were 10 years ago; on an intuitive level, they understand that the self-concept evolves over time, making career choice and adjustment continuous processes. They understand that a job for life is not possible for most people nor is it desirable for many. Despite this basic fact of human development, shedding the old largely white, male, middle-class image of career development is not so easy. Many struggle with navigating career transitions effectively. Because life is not lived in compartmentalized silos, people sort through career transitions within a context that involves important multiple life role commitments. This creates a high level of interpersonal and intrapersonal stress in people’s lives.

To what do you attribute the emergence of this issue?

Downsizing, changes in the nature of work, emergence of a contingent workforce, a global workforce, technological advancements and economic downturns.

How can counselors help?

Counselors in all settings will be required to understand how changes in the nature of work and changes in the meaning people find in work affect the ways in which people approach life — their goals and aspirations, how they construct their careers and structure the basic roles of living into a life.

Counselors need to expand their awareness relative to the career development process and career interventions. Specifically, counselors must understand that career interventions, just like the career tasks that people experience, are not frozen in time. What was useful in the second half of the last century may be only somewhat useful for some people today. Professional counselors who are sensitive to the current context provide career interventions that link career development with human development and acknowledge the fact that there are few things more personal to people than their career choices.

Professional counselors also realize that people tend not to think of themselves as locations on a normal curve, but rather they understand that we each seek to make meaning out of our life experiences. Thus, professional counselors blend objective and subjective career interventions as they help their clients address their career concerns in contemporary society. Counselors today must shift their orientation from a psychology of possession (i.e., the focus on identifying the relative strength of a person’s aptitudes, interests, values, etc.) to a psychology of use (i.e., how people choose to use what they possess). Counselors in all settings must acknowledge the basic fact that the self-concept evolves over time, making career choice and adjustment lifelong processes.

Moreover, these processes are inevitable not only due to intrapersonal change but also due to extrapersonal change. That is, just like the self-concept, the world of work evolves over time, making choosing and adjusting continuous requirements in the career self-management process.

For too long, career interventions have been done to people rather than something the client and the counselor focus on collaboratively. Professional counselors must help people develop the awareness and competencies for coping with these challenges effectively.

Rick Balkin, president, Association for Assessment in Counseling and Education

Emerging issues:

- Internet porn
- Illiteracy
- Workplace bullying
- Poverty
- Latino domestic violence
- Career development in private practice

To what do you attribute the emergence of this issue?

With respect to Internet and gaming addiction, I believe the issue is twofold. For adolescents, parents need to be more involved. I see the same enabling patterns from parents that I see in any addiction. Many of my clients spend four to 12 hours a day with some type of Internet gaming, and the parents are supporting the habit by allowing their credit card to be used for purchases each month. Additionally, the advent of communication in real-time with video and voice, as well as the easy accessibility of pornography, has made the Internet a place of choice for individuals with sex addiction.

With respect to job stress, layoffs are resulting in companies adopting a do-more-with-less attitude. So some employees experience the stress of a pending layoff, while others experience the stress of increased responsibility with no pay.

How can counselors help?

I advocate for counselors to become aware of the existing research related to Internet and gaming addiction, as well as pursue new studies. There is quite a bit of research on gambling addiction as it pertains to the Internet, but less on gaming that adolescents and young adults engage in.

For job stress, counselors should refocus their efforts on career issues. It is a pertinent aspect of our training that is unique from other professions and often underutilized. Familiarity with issues related to interests, values and abilities related to career and the wellness literature may be helpful in counseling clients with career transition and stress.

Tom W. Ayala, private practitioner, People Solutions LLC, Lebanon, Ore.
behaviors that are maladaptive and un-healthy (comfort and escapist behaviors).

**How can counselors help?**

I liked what (ACA Immediate Past President) Brian Canfield wrote recently about competence in *Counseling Today*. The fact is that counselors go to school and think their training stops there. Also, some counselors do not really have appropriate personalities to be educators, advocates and listeners, let alone skilled interventionists. “Eclectic” just doesn’t cut it for me. If you are seeing a population of clients with particular issues, ethically you need to get as much knowledge wrapped around your vocation with that issue as possible.

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**Phil Prothero, Redeeming Stories, a private practice in Everett, Wash.**

**Emerging issues:**

I have been noticing an increasing destructive effect of Internet pornography to individuals and relationships. As the Internet porn industry continues to grow, this problem will continue to take its toll. Many corporations have Internet usage policies that prohibit Internet porn viewing on corporate computers and networks. Many large software corporations in this area will immediately terminate employment if an employee is caught violating the anti-pornography policy.

In relationships, the secrecy of the pornography use often leads to a significant betrayal-trauma feeling from the partner who discovers the secret.

**To what do you attribute the emergence of this issue?**

The increase in problems stems from the huge growth of the Internet pornography industry and the addictive nature of the images. This problem will only continue to get worse, as most children today are exposed to Internet pornography at a very young age, thus creating a generation which will not know life without Internet porn.

**How can counselors help?**

Counselors can prepare for the coming surge of Internet porn addicts by reading up on the indicators of addictive behavior so as to first distinguish casual use from addictive use. Condoning pornography use as “it’s just what men do” is not help-ful to the user or the partner. It is also imperative that counselors understand how Internet pornography has affected them personally to prepare for counter-transference issues that will arise.

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**Johnnie C. Burt, Capstone Counseling LLC, Woodburn, Ore.**

**Emerging issues:**

Increase in sexual addiction. This issue is on the rise in both males and females. It is one of the major causes of families breaking apart. This is a multifaceted problem that must be addressed to help all involved: the person with the addiction, the spouse and the sense of betrayal, the children and how to move forward, regardless of if the relationship remains intact or dissolves. What should the children be told, if anything at all? Each needs help in different ways. It would be great to have a team of counselors that could work with the family system to understand the varying struggles and integrate what each person needs. I believe this will be an ever-growing problem in all communities. As the addiction impacts the marriage and family, counselors will be called upon to address this issue.

Another issue in which more counselor education needs to be focused is in working with domestic violence. The current stats state that only 9 percent of the counselors have training in working with couples who have experienced domestic violence. Many times the man (97 percent of the perpetrators are male) is manipulative and wins the counselor over to his side; the woman is now in a worse situation because she has two people thinking it is her fault. I believe counselors are seeing an increase in couples where domestic violence is present but are missing the symptoms.

**To what do you attribute the emergence of this issue?**

Sexual addiction: This is a very old problem which the Internet brings into homes, hence the increase. People can now privately engage in activities that once required leaving and entering an establishment and risking being found out. The ability to (engage in this behavior) in secret, behind locked doors, allows more people to explore, experiment and get hooked.

With domestic violence, I believe male socialization in the American culture has a huge impact on how men treat women. Men need to be taught how to show compassion for themselves and for others (the victim). They need to be told anger and depression are not the only two emotions that are OK to display. Women also need to lose some of the old beliefs of what a man is. Media has impacted how we view the American male in a negative light most of the time.

**How can counselors help?**

Training in these specific areas (sexual addiction and domestic violence) is needed. The counselors who specialize in (sexual addiction and domestic violence) are few and usually in urban areas. I work in a rural area, and people aren’t able to access the help they need.

These two issues will be pivotal in the next few years. People need to tap into qualified resources to learn healthier and less harmful options to express themselves.

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**Rory Butler, founder and CEO, Your Life Counts! International Inc., Ontario, Canada**

**Emerging issues:**

In the context of my work with youth in the “virtual” world, it is clear that cyberbullying is becoming a real and present danger. Cyberbullying in its various forms can be lethal, as it can lead the individual in a heightened state of anxiety/confusion to suicide. I have on my team Cindy Wesley, who lost her daughter Dawn-Marie to suicide in 2000 at age 14 as a result of being bullied at school. The police records show that Dawn-Marie had a call on her cell phone just an hour before her death. The essence of the phone call was that Dawn-Marie was assured her bullies would kill her and that her life was not worth living. The bullies were arrested and charged, and two of the three were found guilty in a test case that caught the attention of the world media.

**To what do you attribute the emergence of this issue?**

The advancement of technology and the common availability of electronic devices such as cell phones, mobile devices, laptops, home computers, etc. There has never been a time in which our youth have been more connected. There are many considerations, not least of which is
that many youth do not have any boundaries in terms of the place of this technology in their daily lives. Many are entirely dependent on this technology and are addicted to many aspects of it, not the least of which are the social networking sites such as Facebook, MySpace, Bebo, etc. In the absence of boundaries and safeguards, it is not difficult to see how lives become negatively impacted and unhinged. The lack of parental/guardian or other responsible supervision and/or understanding of the dangers is also causative. In many cases, the parent/guardian or other responsible person is absent. The problem will become greater as technology advances still further, pushing the boundaries of what otherwise has been held to be “normal” in terms of how we communicate and relate to one another. The cyber world is presenting us with challenges we have not hitherto known.

How can counselors help?

There needs to be more education of counselors regarding cyberbullying. At a practical level, counselors should get informed. If they are serious about understanding the issues of cyberbullying, they need to immerse themselves in today’s culture and understand the immediacy of the issue — and the lethality that may only be a few moments away. Take it seriously.

Additional ACA resources

Want more information related to emerging client issues? Try the following select ACA resources:

Books

All books are available for order from ACA by calling 800.347.6647 ext. 222 or by visiting the online bookstore at www.counseling.org.

Case Incidents in Counseling for International Transitions, edited by Nancy Arthur and Paul B. Pedersen

Integrating Spirituality and Religion Into Counseling: A Guide to Competent Practice, edited by Craig S. Cashwell and J. Scott Young


More Than a Job: Helping Your Teenagers Find Success and Satisfaction in Their Future Careers by Richard Lapan

Counseling for Wellness: Theory, Research and Practice, edited by Jane E. Myers and Thomas J. Sweeney

Girls’ and Women’s Wellness: Contemporary Counseling Issues and Interventions by Laura Hensley Choate

Group Microskills: Culture-Centered Group Process and Strategies by Allen E. Ivey, Paul B. Pedersen and Mary Bradford Ivey

Critical Incidents in Group Counseling, edited by Lawrence E. Tyson, Rachelle Pérusse and Jim Whitledge


Articles

ACA members can access all of the following articles for free online. From the home page at www.counseling.org, click on “Resources” and “Library” to access articles from VISTAS Online or the Journal of Counseling & Development. Click on “Publications” and “Counseling Today” for CT articles. Click on “Publications” and “Counseling Corner” for Counseling Corner Articles.

“Teenagers and Pornography
Addiction: Treating the Silent Epidemic” by John Mark Haney (VISTAS Online)

“Psychosocial and Moral Development of PTSD-Diagnosed Combat Veterans” by John G. Taylor and Stanley B. Baker (JCD)

“Counseling on the Front Lines” by Jon Marshall (CT)

“A Distinct Culture” by David Fenell (CT)

“Deployed Husbands, Waiting Wives” by Angela Kennedy (CT)

“Multicultural Counseling: Not Just for Specialists Anymore” by Jim Paterson (CT)

“Is Job Burnout Affecting You?” (Counseling Corner)

“Recognizing When It’s Time for a New Job” (Counseling Corner)

“Self-Injurious Behaviors: Assessment and Diagnosis” by Victoria E. White Kress (JCD)

“Self-Injurious Behavior: Understanding and Working With Clients Who Self-Injure” by Kelly L. Wester and Heather C. Trepal (VISTAS Online)

“Self-Injurious Behavior: An Emerging Phenomenon” by Laurie Marie Craigien and Victoria Foster (VISTAS Online)
They are the masters of multitasking. They can walk, talk, listen, type and text, all the while sipping $5 designer coffee and updating their MySpace profiles. They are beyond overachievers and often speak multiple languages. They fully expect to find their dream job the day after graduating college and plan to be CEO by next Friday. According to two American Counseling Association members, these young adults are ambitious, confident and tech savvy, yet secretly terrified and confused by the idea of being self-sufficient, responsible adults. Say hello to the millennials — the next generation transitioning into adulthood and making its presence felt in the American workforce.

Camille Helkowski and Jake Livengood first teamed up as colleagues in the Career Development Center at Loyola University in Chicago. They often discussed the struggles of the millennial generation — those born in the early 1980s through late 1990s — and how to help these young people with transitions after college life. Helkowski, the associate director of the Loyola career center who also maintains a private mental health practice, and Livengood, a doctoral student in higher education leadership at the University of Nevada Las Vegas, are sharing tips on how to cope with this transition with adults and making its presence felt in the American workforce.

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The two also presented on the special challenges of counseling millennials at the ACA Conference in Hawaii in March.

Helkowski and Livengood believe it is important for counselors to understand some of the general characteristics of this generation so they can help millennials learn to help themselves — something with which many of these students aren’t necessarily familiar. Livengood suggests that the difference between millennials and the previous generation, gen X, lies with the parents. The parenting skills and styles employed with these generations were almost polar opposites.

Many parents of gen Xers were at least partially absent, either because of divorce or because both parents felt it necessary to work to support the household. This was the generation of latchkey kids who learned many of life’s lessons from 1980s sitcoms and after-school specials. Additionally, Livengood says, the general parenting style used on this generation was more laid back, and parents tended to encourage independence and creativity.

On the other hand, he says, parents of millennials tended to be immersed in their children’s lives to the point of becoming overprotective and sheltering. “When growing up, these parents tended to avoid any sort of ‘failure’ (for their children) in an effort to treat every child as a ‘special’ child,” Livengood says. “I think those from the millennial generation have not had the practice to stand on their own and experience the value of learning from setbacks and not succeeding. All-or-nothing thinking comes into play with this situation. Millennials tend to have a view of life as either all a success or all a failure, which is very counterproductive. In reality, learning from mistakes and setbacks can provide opportunities for tremendous growth and insight.”

As the time to graduate approaches, many of these students will feel, for the first time in their lives, great uncertainty about what comes next or great disappointment that their master plan isn’t matching up well with reality, Livengood explains. “In our career and life planning classes at Loyola, we really saw that there...
Livengood explains that this scenario likely happened, at least in part, because parents of millennials wanted to protect their children from experiencing some of the same struggles and challenges they had gone through, including tough times economically. “I believe that parents want the best for their children,” he says. “Throughout history, a college education has been viewed as a way to establish upward social mobility and increase stable financial prospects for the future. Parents of millennials certainly shared this view. In turn, a great pressure to succeed and prepare for college was seen early on in the development of millennial students. From middle school or earlier, some were placed in college preparation classes and were trying to prepare a well-rounded college application through volunteer work and involvement in activities.”

He notes that children of this generation felt a lot of pressure not only to perform, but also to prepare for their future. “You have eighth-graders taking AP (advanced placement) classes,” he says. “They didn’t have time to have plain old jobs and to experience those repetitive and sometimes mundane responsibilities.”

“There is a quote that we like to use in our presentations,” Helkowski adds. “‘It’s from a Middlebury College senior, and he said, ‘I missed the part where I was supposed to grow up.’ I think that’s a common issue with this generation. We see a lot of students struggling with leaving school. They are terrified of being a grown-up. I’m a boomer, and we couldn’t wait to grow up. It’s really interesting to me to watch this generation come through with not a lot of interest in what being an adult has to offer.’”

“Another thing is that this terror of being an adult isn’t something they share with one another,” Helkowski says. On the outside, millennials might look as though they have everything planned out and that all is well, but on the inside, she observes, they are panicking and feel very alone. “For a group of people who are so technologically connected, they are often individually quite isolated,” she says, pointing out that many millennials may have literally hundreds of online acquaintances, yet have a hard time finding a friend with whom to catch a movie or go out to dinner.

Helkowski believes that while a certain level of angst is typical for most young adults, millennials have some trouble precisely because they don’t see themselves as typical. “This struggle is a developmental challenge,” she says. “As counselors, we need to let them know that it’s normal to feel this way.”

“Sometimes, they see it as a letdown,” Livengood adds. “They have been preparing for college for so long and they expect a pretty big payoff afterward — professionally, financially and emotionally. And, sometimes, they are disappointed.” He notes that some members of this generation have a tough time accepting the concept of working their way up the corporate ladder because they are accustomed to instant gratification.

However, Livengood emphasizes, although this generation presents some challenges, its members also have a lot to offer future employers. Among their positive characteristics, millennials are generally regarded as:

- **Very bright.** They are extremely tech savvy.
- **Confident.** They are self-assured and know their abilities.
- **Hopeful.** They are described as optimistic, yet practical. They believe in the future and their role in it.
- **Eager.** They welcome a challenge, especially in a work setting that is collaborative, creative, fun and financially rewarding.
- **Goal-oriented.**
- **Civic-minded.** They were taught to think in terms of the greater good. They have a high rate of volunteerism.
- **Inclusive.** Millennials are used to being organized in teams and making certain no one is left behind.

**Challenge + Support = Growth**

Helkowski and Livengood have some suggestions for how counselors can help members of the millennial generation become better prepared not only for life after college but for life in general. “Developmentally, challenges are necessary, and these transitions can be difficult.
Common struggles

Jake Livengood highlights five issues or lessons that new graduates commonly struggle with as they enter the world of working adults and offers suggestions for how counselors can help students prepare for this transition.

1. Success and failure is a continuum.
Counselors can share examples of times when they learned from a “failure” or life setback. Have students read about success stories in which individuals eventually triumphed despite setbacks. Help students identify previous times in their own lives when they learned from a setback. Assist students in recalling the expectations they had upon entering college and how those expectations were met or not met.

2. New workers have to pay their dues.
Counselors can educate students about reasonable starting salary levels via resources such as the Occupational Outlook Handbook, Salary.com and Indeed.com. Counselors can also help students become better aware of what the career ladder looks like in a given profession. Encourage students to pursue informational interviewing with professionals in the field.

Recent graduates often feel isolated when adjusting to a more structured work schedule and being separated from college friends. Counselors can help normalize this transition, provide feedback about ways to become more connected with friends, list activities for self-care and assist in finding coping strategies to negotiate this change.

4. Being an adult is a process that is unique to the individual.
Counselors can help by providing opportunities for reflection and journaling. Young adults tend to compare their situations and experiences with those of others. Counselors can help young adults identify these thoughts and reflect on how that approach is affecting their experience.

5. Lack of comfort with formality and financial management.
Counselors don’t have to be etiquette experts or financial planners to help with these areas. Counselors can be of assistance by providing basic budgeting activities for students and young adults, information about choices in health insurance and retirement planning, and resources for handling more formal situations at work.

— Angela Kennedy

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That's why we call them growing pains,” Helkowski says. “It's not so much that counselors need to help them diminish their discomfort with these struggles but to help them see that there are reasons for it. It’s very much like what my Lamaze classes did for me when I was giving birth. It didn’t make it hurt any less, but it was helpful to know what to expect. That is what we are trying to do — to help them know what to expect and let them know it’s normal to be confused and not have a handle on your whole life. What doesn't help is if they don't do anything about those feelings.”

Among the suggestions Helkowski and Livengood provide for counselors working with millennials:

- Create environments that support healthy exploration and risk.
- Encourage mentorship (formal or informal).
- Include developmental issues in assessment and treatment planning.
- Avoid pathologizing transition issues.
- Listen to student input.
- Create or revise facilities to encourage community, interpersonal interaction and informality.
- Employ use of technology while encouraging face-to-face interactions.
- Acknowledge and prepare for increased anxiety about postgraduate transitions throughout college.

“The more slack you cut, the less good you are doing,” Helkowski says. “When we cut students slack and allow them to ignore the rules and the consequences, you are sending the message that these lessons don't matter. Sometimes you have to have those firm boundaries. It’s our job as educators and counselors to help these students go through these developmental challenges, not avoiding the struggle but seeing why the struggle is important. We aren't doing our job if we don't hold them accountable.” It is through struggling that people form better coping skills and increase resiliency, she adds.

“That's where the 'challenge plus support equals growth' comes in,” Livengood says. “Sometimes people have been given their way throughout their life, and when they first experience boundaries, that can be a tough thing.”

“It’s important to expose people to a broader world — to a world that lives in a way they don’t,” Helkowski says. “That’s where mentoring comes in. We still have an obligation at the college and university level to help students understand what they have seen and are experiencing. Put it into terms that may, in fact, help them form other ideas about the world and perhaps form the direction that their life takes.”

In addition to one-on-one counseling sessions with students, Livengood and Helkowski suggest that college counseling centers provide workshops and seminars not only on landing a first job but about what graduating students can expect when entering the workforce. “We’ve offered a full-day job search boot camp. It gets them hooked into the career center and let’s them know that there is still assistance for them as they move through these next steps,” Helkowski says.

She also addresses parents in orientation to make them aware of what to expect when their child goes off to college. “We look specifically at this generation and get the parents of this generation to let go a little,” she says. To illustrate why, she recalls the time the career center received a letter from a student’s parent asking for career assistance. “It was the parent who wrote it for their 23-year-old unemployed daughter,” Helkowski says. “That’s not, unfortunately, unusual these days. These parents take the reins from (their children) and then get angry that they aren’t doing (things) on their own.”

“It’s like the parents are their kids’ agent,” Livengood adds. “We have to encourage (students) to be more proactive in their own lives versus having other people stand up for them.”

“That’s the greatest wrong we can do to this generation,” Helkowski concludes. “To keep them forever kids and never let them think they can make their own decisions or make a mistake.”

Angela Kennedy is a senior writer at Counseling Today. Contact her at akennedy@counseling.org.

Letters to the editor: ct@counseling.org
Amanda Baden often tosses hypotheticals at her counseling students to hone their analytical skills. Was there a history of sexual abuse in the hypothetical client’s background? Check. Did the client grow up in abject poverty? Check. Was there a history of substance abuse in the family? Double-check.

Then, before asking her students how they would treat the client, Baden occasionally throws a curveball: “Oh, and this person is adopted.”

That might be followed by another equally unexpected pitch: The adoptive parents are of a different race than that of the child.

“And that changes the whole thing,” Baden says. “My students might identify adoption as a reason for a problem, but they don’t know what to do with it. As a result, it gets minimized because people don’t know how to handle it.”

Baden, an American Counseling Association member, is an associate professor in the counseling program at Montclair State (N.J.) University. She lectures frequently on adoption, is one of the editors of The Handbook of Adoption: Implications for Researchers, Practitioners and Families and has a private practice in New York. She also is a transracial adoptee, born in China and adopted by Caucasian parents. Her personal background influenced her interest in transracial adoption.

“I’d look at the ethnic identity models and I’d see that they didn’t fit for adopted people, especially transracial adoptees,” Baden says. “The basic assumption is that parents will be the transmitters of cultural knowledge and there will be other representatives of that racial group in the child’s life. In the case of transracial adoptees, that’s not the case at all.”

The transmission of knowledge to counseling students about issues involving transracial adoptees, their adoptive parents and their biological parents also is lacking, according to Baden. “I can’t think of any graduate training programs that deal specifically with adoption,” she says. “Schizophrenia affects — what? — 2 percent of the population and we talk about it. Yet programs don’t talk about adoption, which affects (a much higher percentage) of the population.”

The Child Welfare League of America estimated in 2003 that 65 million children in Asia, 34 million children in Africa and 8 million children in Latin America and the Caribbean were orphans and needed caregivers. White American parents have since adopted many of those children. The U.S. Department of State issued 7,906 immigration visas alone to orphans from the People’s Republic of China in 2005.

That doesn’t account for the number of domestic transracial adoptions in the United States, a subject that stirred controversy in 1972 when the National Association of Black Social Workers called transracial adoption a form of cultural “genocide.” Subsequent studies, however, have shown that transracial adoption need not be an impediment to self-esteem or to the development of a healthy racial identity.

Additional ACA resources

Want more information related to transracial adoptions? Try the following select ACA resources:

**Book**

All books are available for order from ACA by calling 800.347.6647 ext. 222 or by visiting the online bookstore at www.counseling.org.

*Counseling Interracial Individuals and Families* by Bea Wehrly

**Articles**

ACA members can access the following articles for free online. From the home page at www.counseling.org, click on “Resources” and “Library” to access articles from VISTAS Online or the Journal of Counseling & Development.

“The Transracial Adoption Debate; Counseling and Legal Implications” by Carla Bradley and Cynthia G. Hawkins-León (JCD)

“Interracial Adoption and the Development of Cultural Identity” by Kimberly Kathryn Thompson (VISTAS Online)

Helping clients deal with issues that arise from domestic and international transracial adoptions

By Chris Morkides
The bottom line is that transracial adoption has become an important part of our culture. The pertinent question for counselors then is how to deal with issues that arise from domestic and international transracial adoptions.

Baden would have counselors look within first. Kelley Kenney, who facilitates ACA’s Multiracial/Multiethnic Counseling Concerns Interest Network, agrees. Kenney — an ACA member, professor in the Department of Counseling and Human Services at Kutztown (Pa.) University, a counselor for nearly two decades and coauthor with her husband, Mark Kenney, of Counseling Multiracial Families — offers a number of questions counselors should ask themselves before they start questioning clients:

- How conscious am I about my own racial identity and racial identity development in general, and how might this influence how I work with transracial adoptees and their families?
- What are my views and perceptions of transracial adoption, and where did these views and perceptions come from?
- How might my views and perceptions influence how I work with transracial adoptees and their families?

“People ask me how adoption is different than any other issue,” Baden says. “If I haven’t been divorced, can’t I counsel someone about divorce? But I get referrals constantly from people seeing therapists who say that the therapist just doesn’t get the adoption stuff, that the therapist just doesn’t understand it.”

What’s to understand?

According to Baden, there are seven core issues surrounding adoption: loss, rejection, guilt/shame, grief, identity, intimacy and control. These issues affect all members of the adoption triad — adoptee, adoptive parents and birth parents — differently.

Counselors must know more than the seven core issues, however. They also must understand the mental baggage clients might carry into a session.

“In a sense, (counselors) all have the same stereotypes and assumptions that are widely held in society,” Baden says. “One is that the adoptees should be grateful. Another is a question about the adoptive parents and their ability to parent kids. Another is whether adoptive families are as permanent as more traditional families. There is a stigma.”

As much stigma as existed 20 or 30 years ago:

“It still exists,” confirms Rich Lee, an associate professor of psychology at the University of Minnesota. “Gallup-type polling shows that people often think that there is something inherently wrong with the child.”

Lee, who has a grant from the National Institute of Mental Health to investigate the cultural socialization of South Korean adoptees, does consultations and workshops for adoption agencies. According to him, one of the most important pieces of the transracial adoption puzzle is the “transracial adoption paradox.”

“It’s a reality that children adopted into white households are afforded certain privileges,” Lee says. “The family, the family’s friends, they might perceive the child as a white child. The child also might perceive herself as white. But, once the child is outside the protected environment, she is treated as a minority by society” — a minority child who might be ill equipped to deal with issues that arise outside the household.

“Parents usually don’t address race and cultural questions with gravity,” Lee says. “That’s where ‘white privilege’ comes into play. When you’re a member of a dominant culture, you don’t have to concern yourself with certain things. You might assume that your child will get the same treatment.”

The child, though, doesn’t get the same treatment. That might not start in preschool, and it might not start in elementary school. But it will start at some point. It is up to the parents to have their children prepared for the inevitability of racism — either subtle or overt — and the many negative preconceptions people still hold about adoption.

Issues to face

One of the first issues confronting an adoptive parent is when and how to tell the child her adoption story. “You should tell the story as early as you can,” Baden says. “If it’s hidden, it can be associated with shame. Also, it’s their story. They have a right to know. And if you don’t tell them, they might hear it from other people. You want them to hear it from you.”

Another issue adoptive parents confront early on is exposing the child to her birth culture. How much exposure is too little? How much is too much? And when should the cultural lessons begin?

“A lot of times, you just have to take your child’s lead,” says Joseph Crumbley, a licensed clinical social worker in Pennsylvania and New Jersey who has worked extensively in the area of transracial adoption. “A child might say, ‘Why is my skin different than yours?’ Then it’s time to talk about it. Research is showing that as early as 3 to 5 years old, kids see the difference in color, in race, in culture. Between 5 and 7, children become aware of the stigma attached to race.”

As long as clinicians — and the parents they counsel — don’t discount race, potential problems can be averted. “If you ignore questions about race, if the child is defining beauty based on the dominant culture, you’re setting up an inferiority complex,” Crumbley says.

Issues change for transracial adoptees as they get older. In particular, Baden talks about “the tweens,” ages 8 to 12, when many identity issues may arise.

“Of the things I look at is how the children perceive themselves,” she says. “I like to get a sense of their identity. A lot of times, with younger kids, I’ll see that they’re still trying on their identities.”

The identity process for adoptees, Baden says, is lifelong. And, she adds, issues don’t change in a purely linear manner. Counselors should be aware of certain watershed events in an adoptee’s life, however.

“Birthdays, holidays, Mother’s Day and major life events may often trigger some different responses such as increased or decreased interest in birth parent or birth child searches, grief over losses, etc.,” Baden says.

Some of Baden’s clients come to her after being picked on because of race. Others, she says, deny that they’ve ever experienced racism. “But there’s an undercurrent of questions about their parents and themselves and how they fit together,” she says.
The fitting together question might not end as the child grows older. “I had an adult adoptee say to me, ‘I look at my parents and I’m like, ‘Who are you? I don’t understand how this ended up this way, I don’t see myself in you at all.’” That doesn’t mean she doesn’t love them. She does,” Baden says. “But she still had these identity moments where she couldn’t make sense of where she fit.” Issues of rejection, guilt, shame and control might become more prevalent later in the adoptee’s life, according to Baden, and all of those issues can impact an adoptee’s ability to form intimate relationships. “Not that they can’t have them,” Baden says, “but can they feel secure?”

One of the issues confronting adoptees and adoptive parents is whether to search for the child’s birth parents. Twenty years ago, Baden says, the feeling in the adoption community was that something must be wrong if the adoptee wanted to search for the birth parents. If the child was truly happy, the feeling went, there would be no need for a search.

That consensus has since flipped, Baden says. “Now, if they don’t search, there’s a feeling that there is something wrong.” Baden doesn’t look at it as an either-or matter. “I don’t feel they have to do it,” she says. “And if they don’t want to search, I don’t necessarily think it’s a problem. I also believe that there’s a physical search and an emotional search. The physical search is what people focus on — finding a person or persons. I focus on the emotional search. What does it mean for you? What are you hoping to find? What would it do for your life? How would it change how you think about yourself?”

With adoption — particularly transracial adoption — most things aren’t either-or matters. For instance, there’s the case of an individual’s self-esteem being tied to his or her racial and ethnic identity. “Studies show that the stronger the ethnic identity, the stronger the self-esteem and well-being,” Lee says. “That said, you could have little identification with your racial or ethnic group, and that can sustain you as well.”

Kenney offers the following advice to counselors working with clients interested in birth parent searches.

- Counselors should be familiar with state and/or international adoption laws related to the search for birth parents.
- Counselors may need to address their own views about adoptees’ searches for their biological parents.
- Counselors may have to discuss the ramifications and consequences of the decision to search with their clients.

All you need is love?

So, is the love of adoptive parents enough to overcome all of these prospective issues? Crumbley thinks parents have to go further, and he says therapists should be on the lookout for parents who think love is enough.

“You can’t raise your child color-blind, because society sees color,” he says. “You have to prepare your child for what goes on when they’re not with you. Talking to the child about discrimination they might experience helps. Teaching the children about their history and culture helps.”

Crumbley and Baden agree that the racial composition of the adoptee’s neighborhood is important. “Not that you have to spend your entire life in a mixed community,” Crumbley says, “but at least parts of your life. Significant periods of your life. Children need to see people who look like them. They need to see successful people who look like them so they can be successful.”

“People might ask me, ‘Are we supposed to move?’” Baden says. “In many cases, they’re living in places that isolate the child as one of the only children of color. I’ll often ask, ‘What if I told you that you should move? What if you heard from your son 20 years from now that, yeah, you should have moved? Would you have moved?’

But location, location, location isn’t the only important decision for parents who wrestle with questions about how much to teach their children about their birth culture, when to start the education and so on. “It is important to recognize that culture for transracial adoptees is not simple,” Baden says. “One of the things I’m writing about is that the transracial adoptee’s lived experience is often the culture of their adoptive parents. They may seek to reclaim or readopt their birth culture, but that often occurs when transracial adoptees enter their late adolescence and/or early adulthood. Some may never do this reclamation.”

Baden stresses that it is important for adoptees to learn about the culture of their ethnic group in the United States. For example, “Chinese adoptees must learn Chinese-American culture primarily,” Baden says. “That will likely have more similarities than birth culture.”

Kenney suggests that counselors should encourage open discussions in the home about a child’s birth culture. Parents, he says, should make cultural books and symbols available and should provide the child with opportunities to engage in experiences with children of his or her racial and cultural backgrounds.

Baden would like to see the education of counselors — and, through counselors, of members of the adoption triad — stepped up in the classroom. According to her, only four states in the country offer adoption certification programs to prospective counselors. That leaves 46 states that don’t offer similar programs and leaves universities teaching multiculturalism but paying little attention to the problems of transracial adoptees.

“The vast majority of psychology and counseling students have never taken a class in which adoption was even mentioned,” Baden says. “Why? Maybe because there is a stigma attached. I don’t know. Are people equipped to handle adoption problems? Generally, no.”

ACA member Chris Morkides is a psychotherapist in private practice in Swarthmore, Pa. He and his wife, Alisa, adopted their daughter Kina from China in 2004. Contact Chris at cmorkides@aol.com.

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ACA Foundation honors top essays from graduate students

Students eager to offer their perspectives on “the single most important issue facing the counseling profession”

Nearly 130 entries were received this year in one of the most popular contests since the American Counseling Association Foundation began its essay competition for graduate students more than 10 years ago. As the entries poured in, volunteer readers assessed each one for its creativity, relevance, idea development and writing style.

This year’s winning essay was written by Catherine M. Hock, a graduate student in the University of Nebraska at Kearney Department of Counseling and School Psychology. Hock addressed the often-confusing issue of defining who counselors are and the need for clarity about counselors’ roles, training and credentials. Her essay is reprinted here, along with the essays of the top runners-up.

Graduate counseling students were asked to submit an essay of up to 750 words on one of three designated topics. ACA Foundation Chair Terri Lonowski observed that a majority of writers decided to offer their thoughts on this vital question: What is the single most important issue you see facing the counseling profession over the next decade?

“I’m encouraged that so many of our new and upcoming counselors are thinking ahead to the role counseling plays in our society and their own vision of what challenges lie ahead for counselors and their clients,” Lonowski said. “Because these students will influence public policy about mental health issues as well as address local individual care in years to come, having them think about these key questions now is a tremendous achievement.”

The other two topics participants could address dealt with what the counseling profession can do to be more proactive in combating depression and whether all professional counselors, regardless of specialty, should be licensed.

Hock will receive the first-place prize of $500 plus a one-year membership in ACA. Each of the four runners-up will receive a one-year ACA membership. These gifts are awarded by the ACA Foundation, and all five winners will have their essays published on the ACA Foundation website.

Lonowski also thanked this year’s distinguished group of readers, who took on more essays than had readers in past years because of both the quantity and high quality of the entries. This year’s readers were: Mary Jane Anderson-Wiley, Augusta State University (Ga.); G. Miguel Arciniega, Arizona State University; Casey A. Barrio Minton, University of North Texas; Randy Burwell, Mill Valley High School, Shawnee, Kan.; Brooke B. Collison, ACA past president and professor emeritus, Oregon State University; Suzanne Degges-White, Purdue University Calumet (Ind.); Dennis W. Engels, University of North Texas; Delini M. Fernando, University of North Texas; Samuel T. Gladding, ACA past president, Wake Forest University (N.C.); Jane Goodman, ACA Foundation past chair, ACA past president and professor emerita, Oakland University (Mich.); Nita Jones, Dyersburg (Tenn.) City School System; Courtland C. Lee, ACA Foundation chair-elect and ACA past president, University of Maryland; E. Christine Moll, Canisius College (N.Y.); Jane E. Myers, ACA Foundation past chair and ACA past president, University of North Carolina at Greensboro; Torey Portrie-Bethke, University of North Texas; Carrie A. Wachter, Purdue University (Ind.); and St. Lois Wedl, College of St. Benedict (Minn.).

Topics for next year’s ACA Foundation Graduate Student Essay Competition will be announced in early 2009. ACA Executive Director Richard Yep noted that past winners, new members and aspiring ACA members should all try their hand at the contest. “We welcome all opinions and encourage participation. It’s what makes ACA the strong and vibrant organization that it is. Our thanks to the ACA Foundation for its continued support of this popular and exciting contest.”

Watch Counseling Today and the ACA website (www.counseling.org) for more information.

Note: Counseling Today edited the following graduate student essays for spelling and minor style issues only.

First-place winner
Catherine M. Hock

Catherine will graduate in December with a master’s in community counseling from the University of Nebraska at Kearney. She is an active member of Chi Sigma Iota and the Nebraska Counseling Association and has been a presenter at the ACA Conference & Exposition for two years in a row. Her current ambitions are to obtain a doctorate and teach higher education. Catherine’s counseling interests include researching and implementing creative techniques in therapy, particularly with child clients.

“The topic for this essay was born out
of my personal struggle to define myself as a counselor and understand the licensing process. As I try to navigate the professional world of acronyms and make sure I get on the right path to guide my future in counseling, I’ve found more confusion than clarity. I was encouraged to learn about the 20/20 committee. The most important issues facing me in the next decade of my career happened to also be, in my opinion, the most important issues facing the profession as a whole.”

Q: What is the single most important issue you see facing the counseling profession over the next decade?

Are you a member of ACA, AMHCA, CSI or ASCA? Are you an LPC, NCC, LMHC or LIMHP with credentialing through the AASCB or the NBCC? Is your counselor training program accredited by CACREP? Did you take the NCE or the NCMHCE? If the acronyms defining counseling are confusing to professional counselors, how much more confusing must they be to people outside the profession?

Who are counselors? Are they psychotherapists or mental health professionals? How are they different from psychologists or clinical social workers? Where do school counselors fit in? Do substance abuse counselors, marriage and family therapists and rehabilitation counselors have separate roles?

The above confusion indicates the need for the counseling profession to articulate a clear and cohesive description of the roles, terminology, scope of practice, credentials and training for professional counselors. Advocating for a unified professional identity is the most critical issue facing the counseling profession over the next decade because the current inconsistencies serve as barriers for counselors to deliver effective services to clients.

Designing a plan

Building a cohesive counseling profession is not a new idea, but is a recent advocacy initiative. Three years ago, the American Counseling Association (ACA) and the American Association of State Counseling Boards (AASCB) recognized this opportunity and contracted a group of counselors to work on the initiative “20/20: A Vision for the Future of Counseling.” The 20/20 committee is a strategic planning committee charged with sifting through the rubble from the fragmented neighborhoods of counseling and rebuilding a home with enough space for the diversity of professional counselors. Several of the 20/20 goals are specific to professional identity: “strengthening identity, presenting ourselves as one profession, improving public perception and advocating for professional issues, licensing portability and expanding the research base of professional counseling” (Rollins, 2007). The challenge is that their design must include a commons area large enough for the entire family.

Professional identity within counseling

There are five critical areas to determine counselor identity: roles, terminology, scope of practice, credentials and training for professional counselors. Counseling is unique because it is defined by interpersonal interventions focused on human development, growth and other areas of well-being. Within this philosophy are housed a number of specialization areas. Counselors can practice within their specialty areas under the broader definition of counseling, and the terminology of the counseling profession must reflect this unity. Part of defining a consistent scope of practice includes researching evidence-based treatments (EBT), incorporating methods into practice and holding counselors accountable to using EBT. Scope of practice also includes acquiring similar definitions of major mental disorders and supervision requirements. One way to obtain similar roles, terminology and scope of practice is standardization of counselor training programs. As a result of uniform counselor training, reciprocity between states for licensure and certification will become more versatile. The building materials for these five areas of identity are available, but need to be incorporated into official advocacy competencies to be used in the construction process.

Professional identity outside counseling

Myers, Sweeney and White (2002) remind professionals, “as a consequence of this uncertainty within the profession, it should come as little surprise that the public lacks awareness of the identity and roles of professional counselors.” Professional advocacy includes promoting a positive and proficient perception of professional counselors to insurance companies, legislators, other helping professionals and community members. Although there will always be considerable overlap among helping professions such as psychologists and social workers, it is important to increase public awareness of the distinct role counselors play in providing mental health services. In this way, counselors can advocate for interprofessional partnerships which will benefit client services. Professional advocacy outside the profession also includes influencing public policy around licensure requirements. Current inconsistencies in licensure requirements limit counselors’ access to third-party payment, particularly regarding the use of assessments and treatment of major mental disorders.

A defining moment

Counselors today have the unique opportunity to influence important issues that will forever shape the future of counseling, namely who we are and what we do. This defining moment in the timeline of counseling might be similar to recent United States politics. America faces the opportunity to unite around diversity, learning that collectivism and individuality are not contradictory. Similarly, counselors can be both autonomous and united. The next decade is a crucial time for professional identity development and professional advocacy to align with the goals of the 20/20 committee. Once plans have been released, it will take everyone on the crew to build and care for the counseling household.

References


Myers, J. E., Sweeney, T. J., & White,

**First runner-up**

Anne W. Keller

Anne’s graduate degree will take her into a second career. “I have a master of divinity from Pittsburgh Theological Seminary, and I am currently a candidate for Minister of Word and Sacrament in the Presbyterian Church (USA). I founded my own nonprofit agency, which serves victims of domestic violence and sexual assault. My focus is on healing with an emphasis on the spiritual aspect of healing. … When I earn my counseling degree, I will work for my LPC so that I can provide more extensive counseling to those survivors I serve. My ministry, Spirit Care Ministries Inc., is located at Bethesda Presbyterian Church in the heart of the inner city, the Homewood neighborhood of Pittsburgh.”

**Q: What is the single most important issue you see facing the counseling profession over the next decade?**

**Breaking news: Confidentiality becomes casualty on Information Highway!**

Dateline: Pittsburgh, April 15, 2018: Confidentiality today became the latest casualty on the busy Information Highway. In a collision predicted by experts a decade ago, Confidentiality’s late model hybrid swerved to avoid hitting third-party roadkill when it veered into the path of a big rig owned by the Litigation Group. The hybrid then crashed into the guardrail of ethical codes before rolling over the hillside littered with remains of clients’ rights. Thus was the demise of one of the most sacred principles of the counseling profession.

Some counselors are asking how this could have happened. Others report that a number of factors converged on the counseling profession over the past 10 years to erode the principle of client confidentiality. As the profession continued to grow through the early years of the millennium, these factors, including technology, Internet growth, insurance concerns, government demands, cultural issues and legal issues, including a new clarification on an old California court case, intruded ever more deeply into client-counselor confidentiality. These intrusions sounded alarms within the profession — alarms which went largely unheeded by lawmakers and others.

Increased Internet access fostered the rise of Internet counseling sites. This development increased the choices available to clients, while the simultaneous advent of WiFi brought increased risk that hackers could hijack confidential information from the airwaves, resulting in harm to the client. Added to that was a corresponding rise in hacking of counselors’ files. Computer hackers broke software security codes as fast as programmers wrote them.

But technology was only one concern. The demands of managed care health plans gnawed at Confidentiality for years. As costs escalated, these insurers sought to cut costs by demanding information from client records to which they would have had no right if they had not been picking up the tab. This disturbing development also endangered a host of other vulnerable clients: those who required care for terminal diagnoses such as Alzheimer’s; those who suffered mental illnesses believed to be genetically inherited; those who required medication to remain functional, such as bipolar or schizophrenic clients. Some clients faced double jeopardy when confidential information was passed from insurance companies to employers who offered health insurance plans, and that information was then used to terminate the clients’ employment.

Even the federal government, as the major health insurer of the elderly and disabled through the Medicare and Social Security Disability programs, had a hand in killing off Confidentiality. Officials demanded and received information they later used to justify legislation that cut off payment for some mental illnesses. Further, in the name of national security in the 15 years following 9/11, the Dept. of Homeland Security ordered counselors to report any client revelations, such as dreams of blowing up buildings, to the FBI, who investigated these clients. The government justified demands for such information in light of a famous California court ruling. This ruling changed the reporting standard for potential harm to self or others from “clear and imminent danger” to “foreseeable danger.” Homeland Security and the FBI later reinterpreted this standard to include unspecific threats such as dreams.

And, of course, there were endless legal cases, such as one in which two children sued their mother and her therapist to obtain information which was later used by the court to involuntarily commit the mother. The mother then committed suicide before the 72-hour hold time had expired. The mother had included her best friend, but not her children, on her signed HIPPA form.

Cultural boundaries took their toll on Confidentiality as well. As each new wave of immigrants has settled in the United States, the values systems the people brought with them from their native lands have clashed with American values. Nowhere was this clash more evident, over the last decade, than in our nation’s public school systems. School counselors saw students who were trying to assimilate American values, while their parents insisted that the old ways were best. Confidentiality was sacrificed in cases where the counselor had to intercede for the client with the parents to gain autonomy for the client. The increase in these types of cases was tenfold over the last five years.
A candlelight memorial to remember Confidentiality will be held tomorrow evening at 7 p.m. at the crash site on the Information Highway. Burial will be private. Family suggests contributions to the American Counseling Association. Arrangements made by Ethics Bros. Inc.

Second runner-up
Kristy L. Gerke

A former journalist, Kristy volunteers with a hospital parenting program and leads several parent/baby groups. Upon completing her master’s in counseling from Michigan’s Oakland University, she hopes to pursue doctorate-level studies.

“I plan to use my counseling degree to help women dealing with infertility issues, postpartum depression and the adjustment to parenthood. My own experiences with infertility, postpartum depression and maternal depression are the key motivators behind this decision.”

Kristy’s essay is dedicated to her grandmother who succumbed to Alzheimers this spring.

Q: What is the single most important issue you see facing the counseling profession over the next decade?

The aging population: Counselors must be prepared

In 2011, the first group of baby boomers will be turning 65 (Qualls, Segal, Norman, Niederehe, & Gallagher-Thompson, 2002). The aging of the population virtually guarantees that there will be an increasing number of older adults seeking counseling services. Thus, the aging population is the most important issue facing the counseling profession in the next decade.

In order to meet this demand, it is necessary that counselor education programs increase gerontological education and training opportunities for its students. In addition, counselors must be proactive in promoting the availability and increasing the accessibility of mental health services to older adults.

Counselor education programs

Research indicates that by the year 2020, the mental health needs of older adults will not be met, and a primary reason is the lack of training (Gatz & Finkel, 1995). In order to prevent this from happening, the counseling profession must include adequate gerontological preparation in its counselor education programs.

Why is it essential for counselor education programs to provide the necessary training? First, social and developmental factors change with each generation. Thus, counseling services that are currently effective with older adults may prove less so with the next decade of older adults. Second, it is likely that increased training in the mental health needs of older adults will increase student comfort levels by challenging assumptions and stereotypes of working with older adults (Myers & Schwiebert, 1996).

Finally, increased training will provide students an understanding of ethical considerations that are specific to older adults (Agresti, 1992). For example, an older adult’s ability to make informed decisions about treatment can be a particularly thorny area. However, with the proper training, counselors will have the necessary skills to evaluate the cognitive abilities of older adults.

How can counselor education programs prepare its students to work with older adults? One possibility is to incorporate this training into the foundation courses. This will provide all counseling students with a knowledge base for working with older adults. Another option is to add specific courses that focus only on the needs of older adults. Finally, offering a specialization in gerontological counseling will prepare counselors for the demand older adults will be placing on the mental health system.

Availability and awareness of counseling services

Adequate counselor preparation accomplishes little if the older adults that need the services are not aware that they exist. In addition, it is important that the delivery of these services occurs in settings that are convenient to older adults.

Currently, older adults are underrepresented in their use of mental health services even though more than one-fourth of older adults meet the criteria for a mental health diagnosis (Robertson & Mosher-Ashley, 2002). While financial reasons have been cited as one reason for this phenomenon, other factors are at play.

For example, in many cases older adults simply need information in order to locate and access mental health services. For many older adults, their primary care providers are their source for mental health-related services (Qualls et al., 2002). Yet, they might not seek these services out because of the perceived stigma that is attached to mental health treatment.

In addition, the community agencies need to be innovative in making sure that older persons are aware of the counseling services available to them. This requires collaboration between community agencies, primary care providers, senior centers, assisted living facilities and other agencies that work with older adults.

Accessibility to services is another deterrent to older adults seeking treatment. In order to ensure mental health services are made available to this population, it will require a shift to alternative counseling sites. Counseling services can be made available in senior centers, assisted living facilities, primary care offices and even in the client’s own home.

Conclusion

As the number of older persons continues to rise, it is likely that counselors will also see a rise in the number of clients over age 65. It is essential that counselor education programs integrate gerontologi-
Leon Wyszewianski

Third runner-up
Leon Wyszewianski

References


Q: What can counselors and/or the counseling profession do to be more proactive in combating depression and the problems it brings?

History and symptoms
In 1980, a well-regarded psychiatrist stunned friends and colleagues when he announced he was closing his practice and getting an MBA degree. “I see all these depressed patients time after time,” he explained, “and I know there’s very little I can do to really help them. I can’t bear it anymore.” Now, almost three decades later, the same psychiatrist would likely not experience similar despair. Today’s mental health professionals have access to a number of proven remedies for depression. And that’s very good news.

The not-so-good news, however, is that psychiatrists’ interactions with depressed patients nowadays revolve almost exclusively around prescribing antidepressants. Currently, one type of treatment — the pharmacological — overshadows all others, even when non-pharmacological remedies have proven more efficacious for a given purpose. Counseling, in particular, is frequently underutilized, even though antidepressants combined with talk therapy have been shown to be more effective than medication alone in treating depression and preventing relapse and recurrence. As a result, the counseling profession’s potential contribution to combating depression has gone unrealized.

Diagnosis
No single factor seems to account for the underutilization of counseling in the treatment of depression. Stigma plays a part. Those who suffer from depression tend to be more inclined to take pills than see a “shrink,” because to them, the latter is the more telling indication that they are “crazy” and is also more likely to result in their being ostracized. Bolstering this pills-are-enough view are the pharmaceutical industry’s ubiquitous direct-to-consumer ads promoting the perspective that antidepressants are all it takes to achieve relief from the blues.

Insurance coverage for counseling is another problem. Most managed care companies readily pay for antidepressants, but are more grudging and wary toward counseling. Coverage for counseling to prevent a recurrence of depression is an especially hard sell, even when it focuses on cognitive-behavioral therapy, which has been shown to be efficacious in improving depression-related interpersonal functioning and similar problems that, left unaddressed, make a recurrence more likely.

Treatment plan
The counseling profession’s orientation toward wellness and its familiarity with evidence-based treatments for depression like cognitive-behavioral therapy make it uniquely suited to play a major role in preventing and combating depression. But as long as stigma, insurance coverage and similar issues stand in the way, the profession will remain underutilized. Counseling professionals can help remove the barriers by taking action, individually and collectively, on a number of fronts:

- Raise awareness of the empirical basis for the efficacy of counseling in the treatment of depression. If insurers are as committed to evidence-based practice as they claim, they should be hard-pressed to deny payment for empirically validated counseling modalities.

- Promote mental health insurance parity. Many payers currently impose restrictions on counseling that would not survive under full mental health parity. The long struggle for parity,

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until now fought mostly at the state level, is gaining momentum at the federal level. It is a propitious time for the counseling profession to redouble its efforts in this area.

- Work toward reducing the stigmatization of depression. Because of its relatively high prevalence, depression is well suited to lead efforts to lift the stigma that clings to mental health conditions, much like breast cancer has led efforts to destigmatize all forms of cancer.

- Create a collaborative alliance with primary care physicians. These practitioners write the majority of antidepressant prescriptions, yet many aren’t fully aware of professional counselors’ capacity to provide services that are highly effective as an adjunct to, or even as a substitute for, medication. Once the major barriers that impede proper use of counseling for depression are removed, counseling professionals will be able to work collaboratively with primary care physicians to optimize the treatment of depression and to prevent it. But for the prevention aspect to become reality, primary care physicians must become familiar with professional counselors’ capacity to help patients resolve life problems and crises before those precipitate the onset or recurrence of depression.

These and similar actions will need to be pursued consistently and, most likely, over the long term, if the counseling profession is to realize its full potential to prevent and combat depression. Fortunately, professional counselors are strongly committed to the well-being of those they can effectively help — including, in particular, victims of depression — and that commitment can be counted on to sustain their efforts over the long haul, bolstered by counselors’ keen appreciation for the complexity, and often the slow pace, of change in attitudes and behaviors.

Mary Oliver is challenging us, asking have we really done this in the way her metaphor suggests. Have we been vulnerable enough to enter the rawness of responsible social interactions symbolized by the thorny locust branches. The locust tree belongs to a family of plants that unlocks soil fertility. Social justice principles are the vehicle to “enter the long black branches of other lives.” These principles guide us to the place where differences can intersect and people can engage the honest discomfort and naturalness of empathy.

As a new counselor deeply committed to social justice, I believe power and privilege in society must be addressed through counseling because our clients’ experiences are shaped by social forms. It is necessary for counselors to understand these structures and how they benefit, as well as adversely affect, our own social positions. We do not all share the same experiences of discrimination or privilege, but we do share human feelings. These feelings can be a bridge to understanding if we allow ourselves the room to actually hear each other.

The hardest and most rewarding experience so far in my counselor education has been unearthing my deepest-held prejudices and analyzing them. This process prevented me from simply being academic and allowed me to break ground for a more holistic intelligence. This experience required me to grow through a period of shaky uncertainty which I see as a valuable encounter. It gave me insight into my clients’ experiences in an uncertain world. We are also without the luxury of certainty when we enter into professional interactions in the sense of Oliver’s verse. Our beginner’s mind serves us more than any righteousness or judgment (McKay, Wood & Brantley, 2007).

In the spirit of Oliver’s metaphors, it is timely to respond to an opinion article in the April 2008 issue of Counseling Today by Hunsaker arguing against multicultural social justice counseling, complaining that it is an exclusively politically left movement, with its major authors being unclear in their focus and shifty in their agenda. I dispute the articles’ quiet on violent structures of oppression. One of our African American colleagues criticized

Fourth runner-up
Andrea Meronuck

Andrea is working toward her master’s in community counseling at Northern Arizona University in Flagstaff.

“After I graduate, I plan to work as a counselor in a rural Southwest community and hope to expand my practice to underserved populations. I am particularly interested in working with trauma survivors and youth. I believe that multicultural mental health support can create safe sustainable communities by helping interrupt violence of all kinds. My long-term goal is to work toward a doctorate and contribute to multicultural counseling research.”

Q: What is the single most important issue you see facing the counseling profession over the next decade?

Counseling’s potential to positively influence the next decade makes it imperative that counseling as a profession maintains health and integrity. The center of this maintenance is the application of genuine multicultural social justice counseling principles to the politics within the profession itself. I am reminded of the first lines of a poem by Mary Oliver (1997):

**Have you ever tried to enter the long black branches of other lives —
tried to imagine what the crisp fringes, full of honey, hanging
from the branches of the young locust trees, in early morning, feel like?**
in the article, Madonna Constantine, recently had a noose placed on her university office door. References to systematic historic violence, like lynchings, wield power. They hurt. What we euphemize through “multicultural” is actually the seat of our deepest collective pain. Our job as counselors is to clearly name what is being coded or left unsaid by our clients, and I believe in doing the same in our professional discourse. Psychology can no longer be the legitimacy for an ideology where whiteness and heterosexuality are a “common sense” norm needing protection. That psychology never reflected all our clients. Burying privilege results in a compromise of all that counseling stands for: seeing the pain behind the position.

I got defensive reading Hunsaker’s article, but then realized he was defending himself as well. Defensiveness has a function — we don’t stop defending ourselves until we feel safe. Victor Frankl urges us to cope with what we cannot change (Corey, 2005). We cannot change that, as a profession, we have each other. My job as a social justice counselor requires that I form new alliances addressing frustration and alienation within the field beyond the polemic debate. I feel compelled to be generous to my fellow counselors with whom I disagree, applying communication skills I teach to families to professional interactions in the hopes of forming a tough bond. The more healing we do around difference and privilege, the more objective we will be, not less. Our effectiveness as counselors in the next 10 years is grounded in this emotional and spiritual journey. We will have to dig into our experiences of feeling excluded. I am thankful to a poet for reminding me why I do this good work: being there for others and holding a space in the world that suspends judgment, and looks to create viable solutions.

References


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**Source Code:** CPFCT05
For the past year, Fred Bemak and Rita Chi-Ying Chung, both counselor educators at George Mason University in Virginia, have taken part in mental health exploratory missions to Myanmar. The spouses have partnered with the United Kingdom division of Save the Children, a child-focused international nongovernmental organization, to establish programs in Myanmar’s villages to improve the quality of life among the nation’s children and families. In the midst of their latest mission, however, they were compelled to shift their focus from mental health promotion and education to trauma response, as Cyclone Nargis ripped through Myanmar’s former capital of Yangon (Rangoon) and destroyed the Irrawaddy Delta.

According to United Nation humanitarian agencies, as of early June, more than 78,000 people had died. 55,000 others were still missing and hundreds of thousands of survivors had been left homeless by Nargis, which struck May 2. The cyclone, with winds reaching up to 120 miles an hour, hit the low-lying, densely populated delta region and pushed a wall of water 25 miles inland. The winds and floodwaters destroyed entire villages, polluted drinking wells with saltwater and wiped out rice fields, the main food source for the nation formally known as Burma. Myanmar’s authorities declared five regions, with an estimated total population of 24 million, to be in a state of emergency.

Bemak and Chung, both American Counseling Association members, were safe in a Yangon hotel during the storm, but they knew that outside their concrete walls, people were dying. In the days following the storm, they wanted to do whatever they could to help in the relief efforts. “We were in a fairly decent and well-structured hotel, but it received significant damage and most of the rooms were flooded,” Bemak says. “There is no national warning system. There is no siren system. Those things just don’t exist there. So the cyclone hit with much more intensity and force than anyone expected or believed was possible.”

Prior to the natural disaster, Chung and Bemak were working with Save the Children staff, teaching them basic counseling skills pertaining to the prevention of child trafficking and migration to Thailand. In Myanmar, it has become a relatively common practice for young Burmese women and girls to be lured to Thailand with promises of employment as waitresses, factory workers or domestic servants, Bemak says. Because of extreme poverty, many families in Myanmar encourage their children to accept the jobs so they can send money back home. Children as young as 8 leave their families and villages, sometimes all alone, to make the illegal journey across the border into Thailand (see “Trauma along the Thai border” in the July 2007 issue of Counseling Today).

Although it was a harrowing experience, Bemak says he and Chung are very thankful they were in Myanmar when the cyclone hit because that circumstance allowed them to transition their humanitarian work to include post-disaster mental health and trauma-focused training. The day after the storm, Bemak and Chung met with Save the Children staff members and presented an orientation on how to incorporate counseling skills into their...
work in the field. Myanmar’s military-led government was only allowing local and foreign aid workers who were already based in the country to respond to the affected delta region.

“Because they were not letting us enter, everything had to be done at a distance,” Bemak says. “As the Save the Children staff members were preparing to leave, we tried to patch together as much information as we could give them. It definitely required some really creative ingenuity since we were unable to go personally and help or supervise.”

Bemak notes that they had to tailor the information and counseling services to reflect the cross-cultural framework of the country. “Burma is a very different country than the U.S., so traditional PTSD (post-traumatic stress disorder) and trauma work isn’t directly applicable,” he says. “We started to talk about trauma within their cultural context and the PTSD symptoms and effects of trauma. Then we explained how to begin to work with those kinds of symptoms and issues.”

Chung says Save the Children staff members returned to headquarters with horror stories of despair and death. “What we were hearing from the staff was that there was a large number of children who were separated from their parents or families,” she says. “They would just be wandering around by themselves. Just days after the cyclone, there were traffickers out there luring and taking children. Workers were telling us that they witnessed children being bribed with food and used for sex. We started to think about what we could do in terms of child protection to help these orphans and vulnerable children. We needed to help these children from being trafficked, exploited and abused.”

The two counselors collaborated and developed a blueprint for Save the Children staff members to create child-friendly spaces out in the field. These were places for children to seek safe haven, food, water and shelter. These safe spaces also provided a place for children to play, socialize, express themselves and begin to recover through a variety of games. In organizing these activities for the children, Save the Children staff members were also able to assess the children’s mental health. Children identified as having extreme trauma or trauma-related issues were then taken to another area for more focused therapy and care.

In developing this counseling model, Chung says she and Bemak implemented lessons learned from efforts after Hurricane Katrina and the tsunami in Sri Lanka. “We helped (Save the Children staff) conceptualize, organize and structure this child-friendly space,” she explains. “Additionally, we included the counseling component and how to assess mental health through the fun, activities and games. For those children who needed more help, they would be sent over to another area for group counseling. We stayed away from individual counseling because it’s just not relevant to the Burmese culture.”

Bemak and Chung trained 20 Save the Children staff members on post-disaster mental health skills and establishing child-friendly spaces. Bemak notes that all staff members were given training in assessment, but others were provided more in-depth mental health training to facilitate the nontraditional group sessions.

Hundreds of thousands of survivors in Myanmar were left homeless by Cyclone Nargis.
Although disappointed that they couldn’t stay longer, the counselors felt positive about what they had accomplished.

“We hope to go back and continue the training and provide supervision to those in the field while they continue the recovery process,” Bemak says. “You have to work with what you’ve got and do the best with what you’ve got. You can’t judge or compare it to what we do in the U.S. or other more developed countries. It’s very important to realize that whatever we can do to help train these workers in counseling is better than sending them off with no skills or tools at all. You can’t get hung up on how this doesn’t fit the licensed professional counselor mode.”

“This isn’t an ideal counseling situation,” Chung adds. “Ideally, we would have trained professional counselors out there. But, for one, Burma doesn’t have professional counseling. If people have problems, they tend to seek guidance at the monasteries. Many of those are now completely obliterated, so there is nowhere for these people to go. The folks that we train know they are limited in mental health skills, but we are trying to do whatever we can with the limited resources. Some people may criticize us, but under these circumstances, I feel that we have to be flexible.”

Upon their return to the states, Bemak and Chung wrote a grant proposal, “Mental Health Response to Cyclone Nargis: Staff Support and Staff Wellness.” They submitted the proposal through Save the Children for consideration by the Norwegian government, which had pledged a large sum of money to relief and recovery efforts. “A critical aspect of the grant was how to be culturally responsive to the trauma and stress associated with the staff from other international organizations, as well as national Burmese staff who are doing the emergency disaster work,” says Bemak, explaining that the grant would continue to build on their prior work. “The grant involves training and orientation, supervision and debriefing, while taking into account the distinct Burmese cultural variables that relate to loss, mourning, healing and a sense of community and family, which is more important than the individual given the collectivistic nature of the Burmese culture.”

Shortly before press time, Bemak and Chung received notification that the grant had been fully funded. They were in the process of confirming their return date to Myanmar to implement the grant. For more information about Save the Children or to donate money for Myanmar recovery efforts, go to www.savethechildren.org.

Angela Kennedy is a senior writer at Counseling Today. Contact her at akennedy@counseling.org.

Letters to the editor: ct@counseling.org
Writers and producers from *The Sopranos*, *Monk*, *Dirt*, *Reign Over Me* and others were honored May 28 at the 2008 Voice Awards by the Substance Abuse and Mental Health Services Administration. The event, held at Paramount Studios in Hollywood, was hosted by award-winning actor and mental health advocate Joe Pantoliano and *Hairspray* film star Nikki Blonsky.

Among those in attendance were Brian Canfield (then president of the American Counseling Association), Colleen Logan (then president-elect) and ACA Executive Director Richard Yep. ACA served as one of the sponsors of the event through its partnership with SAMHSA.

Winners were recognized for incorporating dignified, respectful and accurate depictions of people living with mental health problems into their programs and films. Awards were also given to outstanding community leaders with mental illnesses who have had a positive impact on the acceptance of people with mental health problems in society.

“The Voice Awards honors television and film writers and producers who have created realistic characterizations of people living with mental illnesses,” said SAMHSA Administrator Terry Cline. “We are also recognizing people with mental health problems who have demonstrated that recovery is real and possible and who promote understanding and support for others with mental illnesses.”

Winners in the television category were:

- *The Sopranos* (HBO) for the episode “The Second Coming,” which addressed suicide and depression
- *Dirt* (FX) for its pilot episode addressing schizophrenia
- *Monk* (USA) for the episode “Mr. Monk Is at Your Service,” which addressed obsessive compulsive disorder
- *House* (FOX) for the episode “Resignation,” which addressed suicide
- *Friday Night Lights* (NBC) for multiple episodes addressing bipolar disorder
- *Huff* (Showtime) for its episode “Whipped Doggie,” which addressed schizophrenia
- *Crossing Jordan* (NBC) for its episode “Save Me,” which addressed schizophrenia
- *General Hospital* (ABC) for multiple episodes addressing bipolar disorder
- *Canvas*, *Reign Over Me* and *Home of the Brave* won in the film category. Based on writer-director Joe Greco’s experiences growing up with a mother who had schizophrenia, *Canvas* tells the story of a family dealing with the challenges of a loved one’s mental illness. *Reign Over Me*, starring Adam Sandler and Don Cheadle, explores the rekindled relationship between college roommates after one experiences post-traumatic stress disorder upon losing his family during the 9/11 terrorist attacks. In another look at PTSD, *Home of the Brave* presents a story of what happens when four American soldiers return home from Iraq and have to deal with the memories of war in civilian life.


*Cracking Up* depicts a year in the life of 12 individuals who use laughter as therapy and face their mental illnesses through the use of stand-up comedy. For his film, British actor and comedian Stephen Fry interviewed celebrities such as Robbie Williams, Carrie Fisher, Richard Dreyfuss and others about the impact of bipolar disorder and how they have recovered.

In *Through My Eyes*, Emmy-winning producer Linda Midgett educates teens about mental health issues by filming the moving testimonies of their peers who have mental health challenges.

In MTV’s *True Life* episodes, young people share how they deal with their disorders in their own words and exhibit that they are still able to live life to the fullest.

The Voice Awards bestowed its Consumer Leadership Award on five mental health advocates and community leaders: Joan Esnayra of Arlington, Va.; Sharon Wise of Washington, D.C.; Paula Comunelli of Santa Cruz, Calif.; Herminio Maldonado of New York City; and Marley Prunty-Lara of Minneapolis. The Young Adult Leadership Award was presented to Marvin Alexander of Miami. These individuals were honored for their efforts to raise awareness about the prevalence of mental health problems and help ensure that people can access services and supports that assist recovery.

In addition, journalist and author Richard Cohen presented a Lifetime Achievement Award to Larry Fricks of Cleveland, Ga. Fricks is a former journalist with bipolar disorder whose long career includes developing and adopting multiple innovative, recovery-oriented programs and services. Cohen featured Frick’s story of recovery and his battle to improve the lives of others also dealing with mental illness in his book *Strong at the Broken Places*. SAMHSA also presented a Special Recognition Award to comedian Howie Mandel, host of NBC’s *Deal or No Deal*, for his commitment to children’s mental health as the National Children’s Mental Health Awareness Day ambassador.

The Voice Awards are part of the Campaign for Mental Health Recovery, a multiyear public service advertising program of SAMHSA and the Ad Council to promote understanding and support for young adults and others with mental illnesses.
Meet ACA leaders at North Atlantic Region Fall Assembly
Submitted by Terry Mitchell
terrymitchell56@hotmail.com

Mark your calendars for North Atlantic Region's 2008 Fall Assembly in Bangor, Maine. That's right, this year you can meet American Counseling Association President Colleen Logan and President-Elect Lynn Linde. They, along with many other ACA and NAR leaders, will be gathering Sept. 25-27 for our Annual Fall Assembly and Conference.

The host site will be the new Hollywood Slots Hotel. Look for our registration form and conference agenda posted at www.counseling.org/NAR/. Registration fee for the full conference will be $160, which includes choice of all workshops, two great lunches (Friday and Saturday), hospitality room (Thursday and Friday evenings) and a light continental breakfast on Saturday. We will also be offering a Friday one-day conference fee of $90. Maine humorist Randy Judkins will entertain us during lunch on Friday, and immediately after will be leading a workshop titled “Connecting, Communicating and Collaborating.” Randy is a 30-year veteran and promises to keep us laughing and on our toes.

Hollywood Slots Hotel is offering rooms at a discounted price of $119 for the conference participants and will honor that price on nights before and after the conference dates. This offer is only good if booked before Aug. 25, when the rates will go back to seasonal prices. You can book today by calling 877.779.7771 and telling them you’re an NAR Fall Assembly participant. The hotel offers free parking, shuttle to and from the airport, wireless Internet, a fitness center, two restaurants, including the Epic Buffet (a half mile of food), and live entertainment Friday and Saturday night at the Sound Stage Lounge.

We will be having a silent auction and door prizes throughout the conference, and contact hours for continuing education units will be available. I strongly recommend this conference for leaders, emerging leaders, mentors and members of all NAR branches, divisions and affiliates. I hope to see you there. Please feel free to contact me at terrymitchell56@hotmail.com.

NCDA developing legislative agenda
Submitted by Deneen Pennington
dpennington@ncda.org

Throughout Fiscal Year 2007-2008, the National Career Development Association has been focusing on its annual theme, “Public Policy and Advocacy: Finding Our Voice and Making It Heard.” The Government Relations Committee is working on a bill of rights and legislative agenda that will be presented in July at the 2008 NCDA Conference in Washington, D.C. Other associations and divisions will be asked for their input as the document is finalized.

In addition, NCDA will host the 2008 Career Development Legislative Luncheon on July 11. NCDA is appreciative of the American Counseling Association for providing a legislative grant to help support the costs of this event. Many other partner organizations are cosponsoring the luncheon as well. They include:

- ACA
- The American School Counselor Association
- America’s Career Resource Network
- The Association for Computer-Based Systems for Career Information
- The Center for Credentialing and Education
- George Washington University

EB-ACA provides education on combat-related trauma and post-traumatic stress disorder
Submitted by Karoline R. Hay
karoline.hay@eur.army.mil

The European Branch of the American Counseling Association held a Learning Institute, “Combat-Related Trauma and PTSD: Applications for Mental Health and Substance Abuse Counselors,” on Feb. 9-10. The Learning Institute was presented by Larry Ashley at the Warner Barracks U.S. Army Substance Abuse Program facility in Bamberg, Germany.

Ashley was able to take PTSD out of the Diagnostic and Statistical Manual of Mental Disorders, demystify it and make it real. Certain events outside of what would be considered the normal human life course, such as combat or sexual assault, skew, distort and sometimes shatter our sense of self. These events can cause us to seriously alter our sense of the universe and, ultimately, our place in it. A combat experience is a life-changing event that a person may find impossible to reintegrate into his or her personality. Unless and until individuals can incorporate what happened to them into a world that is safe, both for them and from them, the intense suffering will continue.

PTSD, whether it is called soldiers’ heart, shell shock, battle fatigue or combat fatigue, has always been a present, though vehemently denied, reality for soldiers. Even in our current psychological age, soldiers are often more comfortable attributing their hyperarousal, intru-
vive memories, nightmares and increased startle responses to a physical event, such as mild traumatic brain injury, than acknowledging what they perceive to be a weakness.

Vicarious or secondary trauma is a very real problem for health care providers who work with soldiers. Therefore, it is absolutely vital that professionals perform the ongoing moral inventory work necessary to maintain therapeutic distance and objectivity. All individuals involved in this type of work need to have a unique self-care plan in place.

The 49th Annual EB-ACA Fall Conference will be held in Wiesbaden-Niedernhausen, Germany, Nov. 6-9. Visit the EB-ACA website at www.online-infos.deleb-aca/main.htm or www.eb-aca.org for hotel information and updates on the conference program. For additional information, contact 2008 EB-ACA Conference Chair Rick Sidley at richard.sidley@us.army.mil.

NECA issues call for programs for Charlotte conference
Submitted by Kay Brawley
kbrawley@mindspring.com

Many thanks to all presenters for their outstanding contributions in Hawaii on behalf of the National Employment Counseling Association. It’s that time of year to submit the NECA-sponsored sessions for the American Counseling Association Conference in Charlotte, N.C., in March 2009. The NECA theme is “Entrepreneurialship: Second Half of Life … Finding Work That Matters,” which focuses on meaningful aspects of work across the life span. NECA’s pre-ACA conference on the above theme will take place March 20, followed by NECA’s five invited sessions at the annual ACA Conference.

We invite you to contribute your ideas and presentations on this theme. Please submit your proposal by the end of the day Thursday, July 10, by e-mailing NECA Professional Development Director Kay Brawley (kbrawley@mindspring.com) the following:

- Title of your presentation
- Brief description (maximum 50 words)
- All contact information, including your mailing address and phone number(s)
- Brief vitae
- After the NECA leadership completes the review process, the proposals will be submitted to ACA on behalf of NECA. Proposals are invited for:
  - One 90-minute slot that will include a panel on leading issues of interest related to the topic of “Entrepreneurialship: Second Half of Life … Finding Work That Matters”
  - Two 60-minute slots
  - Three 30-minute Project/Research Sessions

You may also follow the ACA format in submitting your NECA-sponsored session, but it needs to be submitted to NECA initially for review and acceptance, after which NECA will be responsible for submitting it to ACA. We look forward to receiving your proposal.

ACCA offers opportunity to become an advocate for college counseling
Submitted by Derrick A. Paladino
dpaladino@rollins.edu

No more excuses! Your opportunity to become an advocate for college counseling is an application away. The American College Counseling Association will award a scholarship to one of its members to represent ACCA at the American Counseling Association Conference in Charlotte, N.C., March 19-23, 2009. The scholarship will include the registration fee and travel expenses (Note: Recipient will pay expenses and submit receipts for reimbursement).

The 2009 ACA Conference will offer sessions on professional advocacy that will include information about ACA’s public policy operations and resources, major federal policy issues impacting the counseling profession and state-level advocacy efforts. Additional information about advocacy sessions and legislative training sessions will be available in the fall of 2009. An added bonus is that the scholarship winner will serve as a member of the Professional Advocacy and Public Awareness Committee for 2009-10.

Application forms for the 2009 ACCA Professional Advocacy Scholarship are due by Sept. 30. For questions about the scholarship or the application process, contact Professional Advocacy and Public Awareness Committee Chair Julia Porter at jporter@meridian.mstate.edu.

Get involved in ACC’s continuing development
Submitted by Marcheta Evans
Marcheta.Evans@utsa.edu

What a wonderful past four years it has been serving in the role of president-elect and president of such a wonderful division as the Association for Creativity in Counseling. During the past four years, I have seen the growth and development of this association into an integral part of the professional family of the American Counseling Association.

I would like to take this time to thank all the wonderful members and volunteers who have contributed to this success. I would especially like to thank all of the San Antonio members who have assisted in the initial stages of this division’s development. Now that we have a solid foundation, ACC is branching out with more vigor in our attempts to engage our members from across the states in active leadership roles within the organization.

As mentioned in previous articles, your involvement and voice are important. As I move to the past president’s role, I am seeking members and future members who would like to be a part of this exciting and growing division. ACC is seeking membership for the following committees and leadership roles: Bylaws, Graduate Student, Membership, Research, Newsletter, Conference, and Nominations and Elections. Please contact me at Marcheta.Evans@utsa.edu or Shane Haberstroh at shane.haberstroh@utsa.edu.

We all look forward to your involvement as we move forward in promoting greater awareness, advocacy and understanding of creativity in counseling among members of the counseling profession and related helping fields.
COMING EVENTS

AMHCA Annual Conference
July 17-19
San Diego

The American Mental Health Counselors Association Annual Convention, “Embracing Diversity — Relationships Across Cultures and Generations,” will be held at the Town and Country Resort and Convention Center in Mission Valley. The keynote speaker will be Jose Szapocznik from the Center for Family Studies at the University of Miami School of Medicine. For more information or to register, call 800.326.2642 or visit www.amhca.org.

AACE National Conference
Sept. 19-20
Dallas

The Association for Assessment in Counseling and Education is soliciting programs for its national conference this fall. Complete details are available on the AACE website at www.theaaceonline.com. Submissions are due July 18.

Proposals related to stimulating and creative assessment and evaluation procedures in diagnosis and treatment issues in counseling are especially encouraged. Topics of general interest to assessment specialists and professional counselors are also welcome. ACA President-Elect Colleen Logan will serve as the keynote speaker for the conference. For additional information, contact Rick Balkin at rick_balkin@tamu-commer.edu or 903.886.5637.

FYI

Seeking editorial board members

The Journal of Humanistic Counseling, Education and Development, the journal of the Counseling Association for Humanistic Education and Development, which is published by the American Counseling Association, is seeking applicants for its editorial board. All members of ACA who are interested in serving on the editorial board are encouraged to submit materials by July 30. Notification of status will occur late in August.

Primary responsibilities include anonymously reviewing manuscripts and submitting the reviews to the editor within 30 days of receipt. Editorial board members should be familiar with the content and aims of The Journal of Humanistic Counseling, Education and Development and be able to offer constructive feedback to authors. Typically, editorial board members are assigned six to nine manuscripts per year.

Several openings are available for the three-year term. Those selected must be willing to join C-AHEAD. Please e-mail attachments of your résumé/vita and a cover letter highlighting your qualifications, relevant experience and areas of expertise to the editor, Mark B. Scholl, at mark.scholl@liu.edu.

An associate editor for the Association for Assessment in Counseling and Education’s flagship journal, Measurement and Evaluation in Counseling and Education, is being sought. Interested candidates should submit an application to the journal’s editor, Dimiter Dimitrov, via e-mail attachment to ddimitro@gmu.edu. Applications should include a statement of interest and related expertise, a current vita and a description of relevant experience as a reviewer to professional journals. The application deadline is July 15. The position of associate editor is a nonpaid service position and will involve working closely with the current editor to ensure that the journal continues to maintain its high standard of excellence.

Calls for submissions, manuscripts

The Journal of Poetry Therapy: The Interdisciplinary Journal of Practice, Theory, Research and Education is an interdisciplinary journal seeking manuscripts on the use of the language arts in therapeutic, educational and community-building capacities. The journal includes bibliotherapy, healing and writing, journal therapy, narrative therapy and creative expression. The journal welcomes a wide variety of scholarly articles, including theoretical, historical, literary, clinical, practice, education and evaluative studies. All manuscripts will be submitted for blind review to the JPT editorial board. Maximum length of articles is 30 pages (typed, double-spaced, nonsexist language). Style should conform to the Publication Manual of the American Psychological Association (fifth edition). All articles must be original material, not previously published or soon to be published elsewhere. For complete submission guidelines, contact Nicholas Mazza at nfmasza@fsu.edu.

Adulspan, the journal of the Association for Adult Development and Aging, is soliciting articles for a special edition focused on developmental impact of trauma and crisis on young and midlife adults, to include physical and mental health issues. The editors are interested in research or conceptual pieces related to natural disasters as well as manmade trauma (e.g., service in war zones, terrorism, violent crime).

General articles are appreciated on topics such as career development and adulthood; substance abuse/food addiction in adults; case-based articles on life span issues; teaching gerocounseling on the graduate level; and alternative family issues of gay and lesbian adults of any stage. All submissions, both general and special issue pieces, should be e-mailed directly to Catherine Roland at rolandc@mail.montclair.edu. Special issue manuscripts will then be sent to Mark Gillen, associate editor, who will act as editor of that edition.

St. John’s University, in collaboration with Montclair State University and Rutgers University, is pleased to announce the Fifth Biennial Adoption Conference, “Identity and the Adopted Teen: Surviving the Crucible of Adolescence,” to be held Oct. 24-25 in New York City. Adolescence is considered one of the most important stages of development, where many of the most crucial issues involving identity formation are addressed and realigned. The conference will focus on the exploration of these various challenges to identity formation in adopted adolescents. The universities are announcing a call for papers and presentations. They are also seeking exhibitors and sponsors.

For more information, visit www.adoption initiative.org or call 718.990.5460.
What makes counseling a profession? Professions involve the application of specialized knowledge and techniques that require extended education and training and are refined through experience and reflective practice. Professions also have a collective knowledge base that is continually being expanded through research and theory-building. Professionals make important decisions that impact the lives of their clients. These decisions are guided and informed by both personal experience and the profession’s evolving knowledge base. The difference between effective practice and malpractice is the extent to which a given professional’s decisions are consistent with the standards for accepted professional practice that reflect the application of this collective knowledge base.

This is the first in a series of quarterly articles from the Center for School Counseling Outcome Research (CSCOR) that will address how evidence gained from the application of the scientific method can be used to guide professional counseling practice. CSCOR was founded to help improve the practice of school counseling by developing the research base necessary for responsible and effective practice. During the past five years, CSCOR’s staff has been involved in research projects to expand professional school counseling’s knowledge base and in professional development training to help practicing professional school counselors develop the knowledge and skills necessary for evidence-based practice. In our upcoming articles, we intend to engage readers in an important dialogue about the nature and quality of evidence that guides professional practice in school counseling. Whereas this dialogue will reflect the specific issues and problems encountered in professional school counseling, we expect that it will also address important evidentiary issues that cut across professional counseling specializations.

This is a particularly important time to initiate this dialogue because there is growing controversy over the most appropriate role and function for school counselors. This controversy can be traced to the clarity with which the American School Counselor Association has articulated a particular stance on the school counselor’s role in “The ASCA National Model: A Framework for School Counseling Programs.” ASCA’s educationally focused model is promoting greater clarity in the articulation of alternative approaches; it is also promoting discussion and debate. The evidence used in this debate is coming from a variety of sources, including personal professional experience, expert opinion and research. More effective modes of practice can emerge from this debate if research on effective practice is given primary evidentiary status.

At CSCOR, we believe it is critically important to evaluate the research evidence supporting different modes of school counseling practice. We also strongly believe that it will be important for school counselors to adopt an evidence-based approach to their work in any model of professional practice that finally emerges. Evidence-based practice originally evolved in the field of medicine to help professionals integrate clinical expertise with the best available evidence on effectiveness. Evidence-based medical education ensures that doctors leave medical school with the tools needed to continuously update their knowledge and skills by locating and evaluating the evolving research base of their particular medical specializations. The evidence-based approach to professional practice is now common in many fields, including counseling psychology, school psychology, nursing and public health, but it has only recently been incorporated into professional counseling training and practice.

Many counselor education programs place a primary emphasis on helping trainees develop a personal theory of practice informed by formal theory, values and personal experience. Few programs require that counseling trainees read and evaluate primary source counseling research, let alone use the profession’s research base in elaborating their personal theory of practice. Whereas training in research methods is common, this training is often conducted outside the program in a manner divorced from the actual professional counseling research base. Counselors often enter practice with limited knowledge of the profession’s research base and limited skills in evaluating the ongoing evolution of this base. It is not surprising that published studies consistently find most practicing counselors do not use current research to guide practice.

In the absence of research evidence, what evidence do counselors use to make decisions in their practice? Clearly, value exists in the evidence that accrues from personal professional experience and reflective practice. There is also value in the evidence that comes from the collective experience of other professionals (often called “best practice”) and from the experience of recognized experts (both theoreticians and master practitioners).

Whereas it is important to value this evidence, it is also important to recognize its limitations. Overwhelming evidence from research in cognitive psychology reveals that both novices and experts alike make systematic errors in professional decision-making based on overuse of these evidentiary sources. Professionals who have a particular personal stake or a prior theoretical belief (based on the evidence of personal experience or expert experience) are inclined to attend only to those new pieces of evidence that support their prior conception and ignore any new evidence that contradicts it.

The scientific method forces both an attention to potentially disconfirming evidence and the level of clarity in the description of prior hypotheses, the collection of evidence and the weighing of evidence to allow external examination of the quality of researchers’ evidence and inferences. Despite its limitations, evidence gained through the application of the scientific method — to identify and describe problems that need to be addressed, to select interventions and practices likely to work and to determine whether clients are benefiting from services — is needed to complement the evidence drawn from other sources. In subsequent articles, we hope to provide needed balance by emphasizing the evidence that has been gained through the scientific method as we make important individual decisions as professionals and important collective decisions as a profession.

John C. Carey is director of the National Center for School Counseling Outcome Research at the University of Massachusetts, Amherst. Contact him at jcary@educ.umass.edu.

Letters to the editor:
cct@counseling.org
Membership in ACA helps maintain stable insurance rates

Membership in the American Counseling Association is a critical factor in bringing about a reduction in professional liability insurance rates.

As discussed in the *ACA Ethical Standards Casebook*, sixth edition, by Barbara Herlihy and Gerald Corey, “(Counselors) practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the *ACA Code of Ethics*.” Since the ACA Insurance Trust began actively monitoring trends involving participating ACA members, reliance on professional practice standards has resulted in a decline in insurance rates for the ACA-sponsored liability program. Rates are 35 percent lower in 2008 than they were in 1996.

The effort of ACA and its members to develop improved counseling practice has paid dividends for all counselors. In judging the standards of practice for professional counseling, the courts look at the model established by ACA. If ACA members follow the prescribed standards, they are generally in a good position. If clients become disgruntled or befuddled by a seeming lack of progress, they are less likely to be able to state a cause of action.

Counselors who understand the possibility that they could end up in a court of law will realize the importance of belonging to their professional organization. Proving your professionalism and competence is very difficult when a lawyer tells a judge or jury that you cannot possibly be aware of current counseling standards of practice because you don’t even belong to your professional association. Any professionals who do not belong to their association could even be accused of having a cavalier attitude about keeping up with standards of practice for counseling.

According to the U. S. Bureau of Labor Statistics, there may be as many as 526,000 counselors in the nation. Many do not belong to ACA or a division or branch. Research shows that nonmembers are often unaware of benefits associated with belonging to ACA. For example, many do not realize the benefit that has occurred because of initiatives to bring about licensure in almost all states by ACA and other counseling organizations.

ACA membership brings with it additional resources the moment a potential liability situation arises. For example, members have access to the ethics and professional standards officer at ACA headquarters. Also, the ACA Insurance Trust Helpline offers members the opportunity to discuss a potential claim, get advice and reduce the possibility of a lawsuit. The Helpline, staffed with attorneys experienced in the mental health field, can provide the information you need to protect yourself. This benefit is only available to ACA members who participate in the sponsored professional liability insurance program.

One appealing feature of the Helpline is that access is easy and prompt. You don’t have to wait in a queue or schedule an appointment when facing a critical issue. A typical example is when counselor records are subpoenaed related to a family dispute. It is important to protect the interests of the client and not release information that could harm the counselee. The Helpline frequently assists members who face this problem, as well as other issues related to confidentiality.

Students are also encouraged to join ACA so they can learn about and stay up to date on developments in the field. The student insurance rate is already low, but efforts are under way to overhaul the student program to enhance the benefit of belonging to ACA.

Rates are competitive, but an additional 10 percent discount, good for three years, is available to counselors who read *The Counselor and the Law*, fifth edition, and pass a test for six continuing education credit hours through ACA. More information is available by calling 800.422.2648 ext. 222 or by reviewing details at www.counseling.org.

Will rates decline further? Negotiations are in progress to develop a lower premium specific to ACA members. The ACA Insurance Trust will announce the details when they become available. Questions concerning the ACA-sponsored professional liability insurance program can be directed to 800.347.6647 ext. 284.

Paul Nelson is the executive director of the ACA Insurance Trust. Contact him at Pnelson.acait@counseling.org.

Letters to the editor: ct@counseling.org
Obituary

Patrick J. “Joe” McDonough
Former executive director of ACA

Patrick J. “Joe” McDonough, the American Counseling Association’s sixth executive director, passed away May 9, 2008. He was 76. McDonough, executive director from 1983 to 1990, served with dedication, commitment and a desire to move the profession to new heights.

On May 13, many of McDonough’s family members, friends and colleagues, including several ACA staff members, gathered for his memorial service at Saint Elizabeth Catholic Church in Rockville, Md. Additionally, at 10 that morning, ACA headquarters observed seven minutes of silence in McDonough’s honor, each minute representing one of the years he served as executive director. McDonough was born in Chicago in 1932 and resided in Easton, Md., at the time of his death.

McDonough led the association during a very productive time. During his tenure, membership increased by more than 15,000 people. He also worked closely with ACA public policy staff to help members lobby for counselor licensure. As a result, 27 states enacted laws protecting the profession.

“Joe was the first to give ACA an organized and articulated presence on Capitol Hill and at the various tables where coalitions were seeking support and funding for education, mental health and the various people issues,” said Frank Burtnett, who reported directly to McDonough at ACA from 1972 until 1987, when McDonough was first associate executive director and then executive director. “He taught many how to be effective in dealing with lawmakers and decision-makers. His federal efforts trickled down to those who replicated these strategies during the great counselor licensure movement of the seventies, eighties and nineties. Most of what I know about counselor and counseling advocacy, I learned at his side.”

In addition, McDonough pushed for the expansion of the association by supporting the creation of three new divisions: the Association for Counselors and Educators in Government, the Association for Adult Development and Aging and the International Association of Marriage and Family Counselors.

“Joe was with the association during many of the growth years when the association was trying to determine what it wanted to be when it grew up,” Burtnett said. “It was the time when counseling moved away from education (schools and colleges) and into the myriad sectors where it can be found today.”

Added Richard Yep, ACA’s current executive director, “Joe McDonough served as ACA’s executive director during a critical time in the organization’s development. He was extremely dedicated to ACA and the counseling profession, he was fair-minded in his work with the staff and he was a good person both inside and outside of ACA.”

“I appreciate the fact that he gave me a chance to work at ACA,” Yep continued, “just as he provided that opportunity to many others.”

Brooke B. Collison, who served as ACA president in 1987-1988, also worked closely with McDonough. “I knew Joe at ACA (then the American Association for Counseling and Development) before he became executive director and was on the selection committee that interviewed him when he was a candidate for the position of executive director,” Collison recalled.

“I still remember him coming before the interview group just full of ideas about the association — where it could go, how it could improve, what sort of things it could be doing in the future, what the potential problems were and what kind of solutions were needed for the problems. He surprised the heck out of the selection committee, and that probably is what resulted in the recommendation that he be hired.”

McDonough was an executive director with not only vision and a plan, Collison said, but also a backup plan, just in case the first one didn’t work out. “As a manager, he usually would figure out what could go wrong with a project and would be building contingency plans to take care of the unexpected,” Collison said.

One example of that concerned the selection of the president-elect to follow Collison. “The elected president-elect had resigned just after the June board meeting, which I discovered in a phone call while I was on vacation,” Collison said. “In a conference call with Dave Capuzzi, Joe and myself, Joe talked about the resignation, and he had developed several solutions. I think most of us didn’t have to lose sleep over the association because Joe served as the designated worrier for us all.”

But McDonough wasn’t all business. Many recall him as being equally devoted to his wife and children. “I remember Joe as a dedicated family man who was very proud of his kids,” Collison said. “In my meetings with Joe, I would always ask about his family, and he seemed delighted to shift the focus from our serious discussions about the association to give him an opportunity to share a bit of news about his family. He will be missed by many.”

McDonough is survived by his wife, Nancy; their six children: Patrick McDonough, Steven McDonough, Kathleen Murray, Susan Peterson, Paul McDonough and Mark McDonough; 10 grandchildren, four grandsons and his sister Celeste Nellis.

The family has asked that memorial contributions be made to the Mental Health Association in Talbot County, 611B Dutchman’s Lane, Easton, MD, 21601 (www.mhamdes.org) or St. Ignatius College Prep, 1076 Roosevelt Road, Chicago, IL 60608 (www.ignatius.org).
Parity of Insurance Coverage for Mental Health and Substance Abuse Treatment

Both the House and Senate have passed versions of legislation (H.R. 1424 and S. 558, respectively) to require health plans to cover mental health and substance abuse treatments on the same terms and conditions as other types of care. Although most states have enacted mental health parity laws, these laws vary from state to state, and their protections don’t apply to self-insured health plans. ACA is joining a wide array of other mental health advocacy organizations in pushing for approval of strong federal parity legislation this year. Both H.R. 1424 and S. 558 would prohibit health plans from using treatment limits or financial requirements for mental health and addictive disorder treatments unless such limits and requirements are used for substantially all other covered services.

Currently, House and Senate members are attempting to negotiate a compromise version of the legislation. Mental health and addictive disorder treatment advocates are hoping that legislation can be enacted this year to avoid having this issue tied up in consideration of other health care issues next year by a new presidential administration and new Congress. Counselors are encouraged to call or write their representative and senators to work to gain enactment of a strong mental health and addictive disorder parity law before the end of the 110th Congress.

Who to Contact
Your Representative and Senators
Capitol Switchboard
202.224.3121
www.house.gov
www.senate.gov

Suggested Message
“I am calling to ask the (representative/senator) to work to gain enactment of strong mental health and addictive disorder parity legislation this year. Mental and addictive disorders are real — and treatable — and individuals with private health insurance deserve the same protections in this area that members of Congress and other federal employees have.”

ACA Resource
Scott Barstow
800.347.6647 ext. 234
sbarstow@counseling.org
Internet briefing paper: www.counseling.org/publicpolicy
Capwiz “Contact Congress!” site: http://capwiz.com/counseling

Education Bills Would Benefit School Counselors

Last year, members of Congress introduced bills seeking to increase the federal investment in school counseling and related school-based mental health services and supports. Rep. Linda Sanchez (D-Calif.) introduced H.R. 3439, the Put School Counselors Where They’re Needed Act, to create a $12 million demonstration project to fund additional secondary school counselors in troubled Title I schools to help reduce dropout rates. The second, H.R. 3419, the Reducing Barriers to Learning Act of 2007, would establish an Office of Specialized Instructional Support Services in the U.S. Department of Education and provide grants to state educational agencies to reduce barriers to learning. Thank you for your consideration.”

ACA Resource
Chris Campbell
800.347.6647 ext. 241
ccampbell@counseling.org
Internet briefing paper: www.counseling.org/publicpolicy
Capwiz “Contact Congress!” site: http://capwiz.com/counseling
Appropriations for the Elementary and Secondary School Counseling Program

The Elementary and Secondary School Counseling Program (ESSCP) is the only federal program expressly devoted to supporting counseling programs in our nation’s schools. Currently, the program is supporting the provision of counseling services to students in 97 school districts across 22 states. During these economically challenging times, school counseling programs need all the support they can get, as the average student-to-counselor ratio in the United States is still nearly double the recommended 250:1 level. School counseling programs have been shown to increase students’ sense of well-being, reduce disciplinary problems and increase student achievement.

Counselors are encouraged to call or write their members of Congress and ask them to support an appropriation of at least $61.5 million for ESSCP for Fiscal Year 2009. This funding level would allow the program to continue to support school counseling services in both elementary and secondary schools.

Who to Contact
Your Senators and Representative
Capitol Switchboard
202.224.3121
www.senate.gov
www.house.gov

Suggested Message
“As a counselor, I am (writing/calling) to urge the (senator/representative) to support an appropriation of at least $61.5 million for the Elementary and Secondary School Counseling Program in the Fiscal Year 2009 budget for the Department of Education. This is an amount similar to what the House of Representa-

tives approved last year for the program. ESSCP is the only federal program devoted to supporting counseling programs in our nation’s schools. ESSCP enjoyed bipartisan support during consideration of the No Child Left Behind Act, but must be appropriately funded in order to be effective. Thank you for your support of school counseling!”

ACA Resource
Chris Campbell
800.347.6647 ext. 241
ccampbell@counseling.org

Internet briefing paper:
www.counseling.org/publicpolicy

Capwiz “Contact Congress!” site:
http://capwiz.com/counseling

SOULDRAMA® Workshops
For personal growth and/or training

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<td>Amsterdam, Holland</td>
<td>35 hrs</td>
</tr>
<tr>
<td>August 7 - 9</td>
<td>Mount Dora, Florida</td>
<td>14 hrs</td>
</tr>
<tr>
<td>September 26-28</td>
<td>Treasure Island, Florida</td>
<td>15 hrs</td>
</tr>
<tr>
<td>October 17 - 19</td>
<td>Pocono Mountains, Pennsylvania</td>
<td>18 hrs</td>
</tr>
</tbody>
</table>

2009
January 2-4, 2009
Treasure Island, Florida 15 hrs
March 28 - April 4
Kauai, Hawaii 50 CEU Hrs
May 22-31 2009
Tinos, Greece 50 CEU Hrs
July 20 - 31
Machu Pichu, Peru 50 CEU Hrs

This new action method can be applied to all aspects of recovery including:
- Recovery programs’ 12 steps
- Special problems such as grief, divorce and addictions
- Pastoral counseling

Take home new tools for working with the client using this new model and discover ways in which your own personal spiritual and psychological well being can be enhanced.

The International Institute for Souludrama® is an NBCC Approved Continuing Education Provider (5971) and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Hours of certification in psychodrama, group psychotherapy and sociometry as approved by the American Board of Psychological Examiners in Sociometry, Group Psychotherapy and Psychodrama. Souludrama® is an internationally registered trademark US 903

Connie Miller NCC, LPC, TEP
The International Institute of Souludrama®
800-821-9919 • www.souludrama.com
connie@souludrama.com

What stops people from changing?
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This internationally acclaimed process integrates psychology and spirituality.

Souludrama® is a seven stage process of transformation and growth that is designed to move clients through their rational, emotional and spiritual intelligences so that they can create new roles in life and remove the blocks that stop them from moving forward in their relationships and careers and access their spiritual intelligence.

Through this group experiential method, the soul is spurred into action bringing forth its spontaneity and creativity. This process moves us from our Rational Intelligence (what I think) to our Emotional Intelligence (what I feel) and Spiritual Intelligence (what I am) so that we can integrate all three intelligences in our lives, live in the present and awaken our higher purpose.
In your career as a counseling professional, you touch thousands of lives every day. You help people with personal, social, educational and career concerns. You help them make decisions, solve problems and adjust to change. Membership in ACA can help you do it all. At every stage of your career – student to seasoned professional – ACA will help you be your very best.

Maximize your potential — Professional Development

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

Stay Ahead of the Learning Curve — Education

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

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

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

Proud to be a counseling professional — Credibility

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

Expand your connections — Networking

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

Wait, there’s more — Discounts

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

Reach Out and Recruit a member and qualify to win cash or free gas. For more information and details, log on to www.counseling.org/ROAR.
Share your Member Benefits with a Future ACA Member!

[1.] Member Referral Name ____________________________________________________________
    Member No. _______________________

Full Name __________________________________________________________M.I. _______ LastName ______________________________________________
(e.g., “Robert” not “Bob”)

Mailing Address ________________________________________________________________________________________________________

City_____________________________________________________________State/Province_______Zip_________________Country_____________________

Organization _________________________________________________________________________________________________________________________

Work Phone ( ) ___________________________________________ Home Phone ( ) ____________________________________________________

E-mail_________________________________________________________Fax( ) ___________________________________________________________

[2.] Select Your ACA Membership

[ ] $155 Professional: Individuals who hold a master’s degree or higher in counseling or a closely related field from a college or university accredited by the Council for Higher Education Accreditation. Proof of academic credentials may be requested.

[ ] $155 Regular: Individuals whose interests and activities are consistent with those of ACA, but who are not qualified for Professional membership.

[ ] $89 New Professional: Individuals who have graduated with a masters or a doctorate within the past 12 months. Status is good for one year. Please indicate date of graduation (month/year) __/____ and institution _____________________________.

[ ] $89 Student: *Individuals who are enrolled at least half-time in a college or university program. Please indicate date of graduation (month/year) __/____ and institution _____________________________.

[3.] Make A Voluntary Contribution (Tax Deductible)

Optional, but a great way to get involved!

[ ] ACA Foundation $______________
[ ] David K. Brooks Jr. Distinguished Mentor Award $______________
[ ] Human Concerns Fund $______________
[ ] Legal Defense Fund $______________
[ ] Professional Advocacy Fund $______________
[ ] Gilbert & Kathleen Wrenn Award $______________

[4.] Total of Membership Dues

Want to avoid dues increases, save on postage, and reduce paperwork? Join now for 2-years at the current rate(s) by simply doubling the current dues.

ACA Membership - 1 year $_______________________
ACA Membership - 2 years $_______________________
Voluntary Contribution(s) $_______________________
(Check fund at left)

TOTAL AMOUNT REMITTED $_______________________
(add all items above)

Membership in ACA means that you will abide by ACA’s bylaws and other governing documents and are qualified for the membership category selected.

By becoming an ACA member, you are agreeing to be subject to the rules, regulations and enforcement of the terms of the ACA Code of Ethics (available to you at counseling.org) that can include appropriate sanctions up to suspension or expulsion from ACA and public notice about any such action.

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

[5.] Payment Method

Total amount enclosed or to be charged $_______________________

[ ] Check or money order, payable to ACA in U.S. funds, enclosed.

[ ] VISA [ ] MasterCard [ ] American Express [ ] Discover

Credit Card # __________________________________ Exp. Date __/____

CVC Code: AmEx (4 digits above credit card #) ___ ___ ___ ___ VISA, MC, Discover (last 3 digits next to signature line) ___ ___ ___

Cardholder’s Name (print) ________________________________________________________________________________________________________________

Phone ( ) __________________________________ Date _______________________________________

Approved Signature ________________________________________________________________________________________________________________

Valid through 6/30/09

Phone 703-823-9800 x222, 800-347-6647 x222 M–F, 8 a.m. – 7 p.m., ET. Have your credit card ready • Fax 703-461-9260 or 800-473-2329

Web counseling.org • Mail Application and payment to: ACA Member Services, P.O. Box 791006, Baltimore, MD 21279-1006

July 2008 | Counseling Today | 71
**News & Notes**

**CORE, CRCC partnering in advocacy effort**

The Commission on Rehabilitation Counselor Certification (CRCC) and the Council on Rehabilitation Education (CORE) have formed a partnership to advance the interests of the rehabilitation counseling community by advocating the recognition of rehabilitation counseling in state laws and regulations governing the licensure requirements for professional counselors.

This partnership unites two organizations focused on rehabilitation counseling services and committed to improving training, education and certification that reflects current professional practice. CRCC’s certification and certification renewal program require designation holders to demonstrate their professional development. The certification process is based on a job analysis updated every five years to ensure that it reflects the current practice of rehabilitation counseling. Similarly, CORE assesses each new master’s rehabilitation counselor education program and periodically reviews accredited programs to ensure they remain in compliance.

The two organizations are currently engaged in a nationwide effort to educate state legislatures and regulators about the benefits of specially trained and certified rehabilitation counselors. Key to the success of this partnership is reaching out to local practitioners and professionals. CRCC and CORE are providing support, informational materials, direction and strategies necessary for Certified Rehabilitation Counselors (CRCs) to participate and inform their local professional boards. Educating legislators and regulatory officials about the role of CRCs in the local counseling community is crucial to maintaining and increasing access for individuals with disabilities.

Members of the rehabilitation counseling community are encouraged to get involved with their state officials to improve service and access to the community. Individuals may contact the organizations at legislation@foundrehab.org.

**Schizophrenia: Twice as common as HIV/AIDS**

Twice as many Americans live with schizophrenia than with HIV/AIDS, according to a major report by the National Alliance on Mental Illness. Additionally, the report revealed that most Americans are unfamiliar with the disease and misinformed about its treatment.

The report is based on an online survey conducted by Harris Interactive among the general public, caregivers and individuals living with schizophrenia. Among the findings:

- Approximately 2 million Americans live with schizophrenia, but two-thirds do not receive treatment.
- The average age at onset was 21, but a nine-year gap exists between symptoms and treatment.
- 85 percent of Americans recognize schizophrenia as an illness.
- 64 percent cannot recognize symptoms or mistakenly believe symptoms include “split” or multiple personalities.
- Only 46 percent said they would reveal that they had schizophrenia to friends.
- Among people living with schizophrenia, 49 percent said doctors take their medical problems less seriously.

The complete report is available at www.nami.org/schizophreniasurvey.

**Campaign focuses on ending anti-Semitism on campus**

The U.S. Commission on Civil Rights is engaged in a public education campaign to end campus anti-Semitism. The core of the campaign is a special website at www.usccr.gov/campusanti-semitism.html. Post cards and free copies of the Campus Anti-Semitism report may be requested by e-mailing smacdougall@usccr.gov or pubs@usccr.gov.

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**MARK YOUR CALENDAR NOW!**

**ACA 2009 Conference & Exposition**

Co-sponsored by North Carolina Counseling Association

Charlotte, NC

**March 19-23, 2009**

**Pre-Conference Learning Institutes: March 19-20**

**Exposition: March 20-22**

**Education Sessions: March 21-23**

**Register Online:** www.counseling.org/conference • **By Phone:** 800-347-6647, x222 (M-F, 8AM - 7PM ET)
CLASSIFIEDS

CALENDAR

MEDICATION ABUSE: PRESCRIPTION AND OVER-THE-COUNTER DRUGS.

August 1, 2008, Romulus, MI; September 24, 2008, South Burlington, VT; September 26, 2008, Wilmington, DE. Only $99. Call (303) 232-0767 or e-mail rtkannenberg@juno.com for more information/register. 6.5 hours by NBCC and NAADAC.

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NCE & NCMHCE Exam Prep Review. Multiple choice questions, mnemonics.

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Just Released: Acquiring Competency & Achieving Proficiency with Dialectical Behavior Therapy.

Volume I: The Clinician’s Guidebook. Volume II: The Worksheets. To find out more about these books and other D.B.T. in Life™ products go to Moonshine-Consulting.com. Products are designed to teach clients DBT skills in fun, interesting and relevant ways to variety of clients to effectively deal with stress and difficulties.

THE FAMILY & MARRIAGE COUNSELING DIRECTORY

Get referrals from one of the top ranked family & marriage counseling sites on the web. http://family-marriage-counseling.com

INCREASE YOUR PRACTICE

Lead workshops and seminars in your community to attract clients. Complete manuals and CDs. www.workshopleadertraining.com

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NCE & NCMHCE Exam Prep Review. Multiple choice questions, mnemonics. Exam Tips, online and interactive Check out our FREE SAMPLER! hutchib@usa.net www.CounselingExam.com

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EMPLOYMENT CLASSIFIEDS

NATIONAL

REMUDA RANCH:
VIRGINIA AND ARIZONA

Passion + Purpose = Job Satisfaction… This is exactly what you’ll find, in the Christian environment, at Remuda Ranch. Extending hope and healing to patients suffering from eating and anxiety disorders provides a sense of fulfillment rarely found in other jobs. In addition to profound satisfaction, you’ll discover job security, which is a rare commodity in today’s employment market. Since 1990, Remuda has experienced steady growth in Arizona and has opened a second program in Virginia. Therapists* & Psychologists* Needed Up to a $15,000 sign on bonus… Primary Therapists (AZ) Family Therapists (VA)* LPC, LMFT, LCSW and Licensed-PhD/PsyD Satisfaction and security is available right now at Remuda. To apply go to www.remudaranch.com/careers.1-800-445-1900 www.remudaranch.com. EOE.

ARIZONA

SOUTHEASTERN ARIZONA BEHAVIORAL HEALTH SERVICES, INC.
SEABHS, Inc. offers a variety of opportunities related to new program initiatives, best practices and community capacity building. Bilingual (Spanish) ability highly valued, Arizona Board of Behavioral Health Examiners License and working knowledge of family-centered therapy preferred. Clinical positions available throughout southeastern Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Safford, Douglas and Clifton for MA, MSW, LCP & LISAC. SEABHS offers a rewarding work experience, flexible schedule and provides employer paid health, dental, vision, life, short- & long-term disability insurance and 401(k) matching plan. 23 days of PTO first year, 12 days reserved sick leave accrual and paid holidays for full-time and pro-rated for part time employees. Send resumes to HR@seabhsolutions.org or mail to Southeastern Arizona Behavioral Health Services, HR Dept., 489 N. Arroyo Blvd., Nogales, AZ 85621 or fax to (520) 287-9794. SEABHS HAS BEEN DESIGNED AS A HEALTH CARE SHORTAGE AREA AND EMPLOYEES MAY BE ELIGIBLE FOR UP-TO $50,000 STUDENT LOAN FORGIVENESS.

DISTRICT OF COLUMBIA

ARGOSY UNIVERSITY, WASHINGTON D.C.
Full-time Counseling Faculty position Argosy University, Washington D.C. is seeking to fill a full-time faculty position within our Counseling department. The full-time position will teach masters and doctoral level courses, supervise and serve as a readers of Comprehensive Exams and Dissertations, advise students, serve on faculty committees, assist with the admissions process, and complete other duties as assigned by the Program Chair. The faculty member will be expected to engage in scholar discovery and profession activity as appropriate for the departmental instructional assignment and faculty status. The successful candidate will have a Ph.D. or Ed.D. in Counselor Education and Supervision (preferred), Counseling, or a related mental health field from a regionally accredited university and the ability to hold faculty rank; be licensed or license-eligible as a counselor, or as a
mental health professional, in the Commonwealth of Virginia, Maryland or Washington D.C.; commitment to the field of counselor education as evidenced by academic research, writing, and active involvement in professional organizations. Argosy University offers a competitive salary and comprehensive benefits package, including health/dental/vision, 401(k) with company match, and tuition benefits for employees and family members. To apply, please submit cover letter, CV, and list of three references to: dcresume@argosy.edu, indicating ACACOU in the subject line. Applications will be accepted until July 18, 2008. For more information, please visit www.argosy.edu. EOE/M/F/D/V.

**FLORIDA**

ARGOSY UNIVERSITY, SARASOTA SCHOOL OF PROFESSIONAL PSYCHOLOGY AND BEHAVIORAL SCIENCES

Faculty Openings

Argosy University, Sarasota is seeking candidates for full-time faculty and adjunct faculty positions in School Counseling (MA & EdS programs), Doctorate degree and experience in field of study required for all positions. Argosy University, Sarasota is accredited by The Higher Learning Commission and awards baccalaureate, masters, and doctoral degrees. The university is a fast-paced, non-traditional, adult oriented learning environment that desires to appoint individuals who demonstrate a passion for excellence, teaching, and who understand and enjoy distance education and alternative delivery formats. All positions are available immediately and start date is negotiable. Review of applications will begin immediately and continue until the positions are filled. Salary is commensurate with experience. Send a letter of application, vita, and the names of three references via e-mail to: sarasotaresumes@argosy.edu. In your cover letter please specify for which position you are applying. Women and minorities are encouraged to apply. Education Management embraces diversity as a critical step in ensuring employee, student and graduate success. We are committed to building and developing a diverse environment where a variety of ideas, cultures and perspectives can thrive.

**GEORGIA**

ALBANY STATE UNIVERSITY

Assistant Professor Counseling (School Counseling emphasis preferred)

Applicants for this position should possess an earned Doctoral Degree, excellent teaching skills, and teaching experience at the college level. Must be eligible for graduate faculty membership. Applicant must be qualified to teach counseling courses at the graduate level. The individual filling this position will be responsible for teaching a full academic load, planning and developing courses to enhance program, and advising graduate level program participants. The individual is also expected to execute a research agenda. Salary negotiable. Opened until filled. Please send a letter of application, official transcripts, vitae and three (3) current letters of recommendation to: Dr. Wilburn Campbell, Dean College of Education, Albany State University, Albany, GA 31705.

**HAWAII**

ARGOSY UNIVERSITY, HAWAII CAMPUS

Multiple Positions

Argosy University is a leading institution of higher learning founded upon the principle that relationship building is at the heart of both educational and professional success. The University comprises 18 Campus locations across the U.S., and also offers degree programs online through our Chicago campus. Our academic programs focus on the interpersonal skills vital to professional achievement and personal success. For more information about Argosy University, please visit: www.argosy.edu

Academic Chair, Counseling Psychology

The Chair is a member of the faculty appointed to be the academic and administrative leader of a specific program(s) offered at the campus. The Chair is responsible for fulfilling all duties in conformity with the policies and procedures the University as well as those processes and mechanisms developed within the local campus.

Qualified candidates will have an earned doctorate in Counseling or closely related field from a regionally accredited institution; experience and strong interest in working with diverse and marginalized populations. Candidates must possess: appropriate teaching experience at the graduate level, demonstrated leadership ability, and a strong commitment to teaching and administration.

Faculty, Marriage and Family Therapy Master’s Program, Full-time Faculty position. Responsibilities include teaching in the MA program in a non-traditional weekend delivery format, developing and teaching online courses, participation in campus committees, advisement, supervision, and evaluation of students.

Qualified candidates will have a doctoral degree in marriage and family therapy or closely related field. Candidates must have prior teaching experience and be MFT licensed for a minimum of two years and hold clinical membership in AAMFT. AAMFT Approved Supervisor status is desirable. Applications: All applicants should submit a letter of interest addressing qualifications and current curriculum vitae to: Abigail Kushner, akushner@argosy.edu

**ILLINOIS**

THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY

Full Time Core Faculty, MA in Counseling Psychology: Art Therapy openings for academic year 2008-2009. The appointment is four days per week with a 12 month appointment and reports to the Program Director for the MA in Counseling Psychology: Art Therapy. Duties and responsibilities include teaching Courses, grading qualifying examinations, advising students, serving on faculty committees, and providing strong mentorship to students. Applicants must have an earned Masters degree (preferably
doctoral), be a Registered and Certified Art Therapist or an ATR with license, and previous academic experience (preferred) and demonstrated clinical experience. Applicants should submit a curriculum vitae, three letters of recommendation, graduate school transcripts, and a letter of interest to: Frank Grubach, Ph.D., Vice President of Academic Affairs, Adler School of Professional Psychology, 65 E. Wacker Pl., Suite 2100, Chicago, IL 60601. A particular commitment of the School, rooted in Adler’s emphasis on social interest, is training mental health practitioners to work with marginalized and underserved populations and who are committed to social justice. Applicants with demonstrated experience reflecting this commitment are particularly sought.

LYCEE FRANCAIS DE CHICAGO
Half-Time School Counselor Position
Reply to Carine Guieu, Director Secondary School at cguieu@lyceechicago.org. The Lycée Français is an independent school that prepares students to be responsible global citizens by providing a dynamic dual language education focused on excellence through the French National Curriculum and complemented by a strong English Language Arts and American Studies program. The candidate requires a minimum of a master’s degree in social work, counseling or psychology, experience in school settings and strong references. It would be an asset for this individual to be proficient in French and have experience working with adolescents. Responsibilities will include providing resources and support to students who are struggling academically, behaviorally, socially or emotionally, implementing social and developmental curriculum in the classroom, offering consultation and assistance to teachers in managing students positively in the classroom, and partnering with parents to provide support at home.

FORT HAYS STATE UNIVERSITY
Assistant Professor

Rank: Assistant Professor, Appointment date: August, 2008. Job description: Responsibilities include teaching core counseling courses, as well as courses in the school counseling and community counseling programs; advising of graduate students; supervision of practicum and internships; participating in scholarly activity; and providing service to the university, department, and community. Knowledge of web-based instruction is preferred. Education: An earned doctorate in Counseling Education is preferred. ABD candidates will be considered. Experience: A minimum of three years counseling experience and licensure as a professional counselor preferred. License eligibility will also be considered. Apply and send credentials: Review of applications will begin immediately and continue until search is complete. Apply through the university website http://www.fhsu.edu/positions/ or send a letter of application, curriculum vitae, copy of transcripts, and names, addresses, and phone numbers of three references to: Search Committee, Counseling c/o Dr. Carla J. Hattan, Fort Hays State University, Department of Educational Administration and Counseling, 711 Park Street, Hays, KS 67601. chattan@fhsu.edu Fort Hays State University is an Equal Opportunity/Affirmative Action Employer.

NEW JERSEY

RIDER UNIVERSITY
Assistant or Associate Professor in Counseling Services - School Rider University seeks an individual for a tenure-track position at the level of Assistant Professor or Associate Professor in the Department of Graduate Education, Leadership, and Counseling to begin on September 1, 2009. A doctorate in the area of counselor education or closely related field is required. It is highly preferred that the candidate is a graduate of a CACREP Counselor Education Program. Candidates must have a background in school counseling, group work, counseling psychology theories, and clinical skills. The successful candidate will have 18 teaching hours (six class sections) per academic year. In addition to skills in the teaching areas, the candidate will be involved in program development and will be expected to carry out a research agenda and disseminate results in scholarly publications and at professional conferences. Advising and supervising graduate students in the counseling services program and serving on Department, College, and University committees is also expected. Experience working with diverse and/or multicultural populations is also highly desirable. Support of the School of Education Mission of “fostering knowledgeable, committed, and reflective professionals” is expected. The program prides itself in a collaborative atmosphere and promotes a quality of teaching self-awareness for becoming a professional counselor.

Review of the applications will begin immediately. All applicants must complete an on-line application at www.rider.edu/hr. ‘Employment Opportunities’; ‘Create Application’; and attach letter of interest and curriculum vitae. Undergraduate and graduate transcripts and three letters of recommendation also are required and can be sent separately to: Manager of Employment, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099. Please reference position number 355101. Rider University is an equal opportunity/affirmative action employer dedicated to excellence through diversity and does not discriminate on the basis of age, race, sex, disability, sexual orientation, national origin, religion, or any other non-job related criteria.

KANSAS

FORT HAYS STATE UNIVERSITY
Assistant Professor

COMMUNITY COLLEGE OF PHILADELPHIA
Counselors
Community College of Philadelphia seeks 2 counselors for full-time, tenure track positions beginning Fall 2008: One at the main campus, one at a regional center. An earned Master’s degree in counseling or closely related field and 1-3 years of recent (within past five years) experience working in a college or university.
counseling setting required. Demonstrated ability to apply various counseling theories in the framework of the college educational setting. Application deadline is July 11, 2008. For a complete position description and to apply online, see employment link at http://jobs.ccp.edu. Letter of interest, CV and 3 professional references REQUIRED. Applicants must be legally eligible to work in the U.S. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE.

TExAS

ART INSTITUTE OF DALLAS

Student Counselor
The Art Institute of Dallas is searching for a student counselor. This position will provide counseling services to meet the needs of students as related to personal issues, disabilities and the school environment through individual counseling sessions, crisis intervention, referrals, workshops and other methods. The qualified candidate must have an LPC-S and/or a Ph.D. in Psychology (counseling or clinical). In addition, the qualified person will meet the following requirements: 1. Two years of post-degree counseling experience providing personal counseling, crisis intervention, assessment and referral, consultation and workshops preferred. One year in a post-secondary setting preferred (internship acceptable); knowledge of disability issues preferred. 2. Excellent counseling, crisis intervention and communication skills required; must have good organizational and computer skills. 3. Maintain APA professional ethics in all areas. 4. Ability to communicate and effectively act as a member of a team. Join a great organization! Education Management LLC (EDMC), the parent company of the Art Institute, is one of the world’s largest dynamic leaders in providing premier quality private, for-profit post-secondary education and currently operates 70+
colleges and universities located across the U.S. and Canada. Interested candidates are asked to send their resumes and cover letter with salary history and expectations to: aidjobs@aii.edu. Education Management embraces diversity as a critical step in ensuring employee, student and graduate success. We are committed to building and developing a diverse environment where a variety of ideas, cultures and perspectives can thrive.

BAYLOR ALL SAINTS MEDICAL CENTER AT FORT WORTH

Program Counselor
Baylor All Saints Medical Center at Fort Worth's Behavioral Health Services provides treatment of psychiatric, chemical dependency, and occurring disorders for voluntary adults, ages 18 and over. We are currently seeking an experienced therapist for the position of Program Counselor. The Program Counselor's duties include: Interviews patients and family members to develop a complete psychosocial assessment. Obtains information about patient history, health and level of functioning. Provides direct-care services to patients and family members through individual, family and group psychotherapy sessions. Serves as a primary therapist to assigned patients. Conducts support groups and aftercare groups for patients/families. Serves as a member of the interdisciplinary team. Participates in the planning, implementation and evaluation of treatment plans for patients. Responds to inquiries and provides crisis intervention as needed. Acts as a resource regarding behavioral healthcare. Documents problem identification, interventions, treatment goals/plans, and patient progress/outcomes in medical record. Works with patients and families to prepare aftercare plans, including referrals to community agencies and other professionals. Follows-up with patients after discharge to assess and document compliance with aftercare plans. Participates in outcome studies. Position requires one of the following licenses: LCSW, LMSW, LPC, LMFT or Licensed Psychologist. Requires experience working with adult Behavior Health patients. To apply for this position please forward your resume to James.Smyda@BaylorHealth.edu or call 214-820-8303.

TEXAS TECH UNIVERSITY, COLLEGE OF EDUCATION

Counselor Education, Fall Semester 2009
Counselor Education: Assistant/Associate Professor, College of Education, Texas Tech University. Qualifications: An earned doctorate in Counselor Education or equivalent, preferable from a CACREP accredited program. Experience as a school counselor and Texas LPC and School Counselor Certification eligible are preferred. Responsibilities: Measurably competent as effective teacher and advisor for students enrolled in a CACREP accredited program. Teaching Counselor Education classes as well as school counseling classes and assessment courses. The position will require a successful research agenda and service on committees. Deadline: Applications are now being accepted and will continue to be accepted until the position is filled. Interested candidates should send a curriculum vita, graduate transcripts, a list of three references with complete addresses and phone numbers, and a letter of application describing their research agenda and teaching experience. Please submit your application materials for the position requisition number 76703 on-line at the TTU Personnel Employment website: http://jobs.texastech.edu. For more information about this position, please contact Dr. Loretta Bradley at Loretta.bradley@ttu.edu or Dr. Charles Crews at Charles.crews@ttu.edu. For more details about TTU or the College of Education, visit http://www.ttu.edu and http://www.educ.ttu.edu. Texas Tech University, a member of the Big 12 Conference, is located in Lubbock, Texas (population 225,000). Texas Tech University is a comprehensive university with an enrollment of over 28,000 and is the only campus in Texas where both the law school and medical school are housed at the same location. The University has a wide range of undergraduate and graduate NCATE accredited programs. TexasTech is an Equal Employment Opportunity/Affirmative Action Employer where minorities and
women are strongly encouraged to apply. Texas Tech is sensitive to the needs of dual career couples.

UNIVERSITY OF MARY HARDIN-BAYLOR

Graduate Counseling and Psychology Assistant/Associate Professor
Chartered in 1845 by the Republic of Texas and affiliated with the Baptist General Convention of Texas, UMHB seeks applications and nominations for a nine-month, tenure-track faculty member, rank of Assistant or Associate Professor, in Graduate Counseling & Psychology beginning Fall, 2008. The Graduate Counseling & Psychology Department employs 5 FT and 3 PT faculty and enrolls 70 students in its four licensure tracks. As an institution of the Baptist General Convention of Texas, UMHB seeks faculty who are active and committed Christians. UMHB is situated in Belton, Texas, which is located in the heart of Central Texas, just 55 miles north of Austin and 40 miles south of Waco. Dallas/Fort Worth, Austin, San Antonio, and Houston are within a 180 miles radius of Belton. Belton boasts a downtown historic district with over 160 historical markers and is located along the Chisholm Trail. Belton is small-town friendly with excellent public schools. It also has a picturesque deep-water lake with excellent boating and fishing opportunities. Faculty Responsibilities: Activities required of all faculty include curriculum development; applied research; student recruitment and advising; professional/instruction development; and service to department, college, university and the community. UMHB places emphasis upon teaching and academic research. Applicant should show a desire to work with the current department faculty to reach the vision and mission of this growing counseling education department. Specific Responsibilities: Teaching on-campus practicum courses and supervising practicum students. Must demonstrate outstanding skills in processing client cases with students and systematically teaching of the counseling process. Will teach graduate courses in addition to practicum class and student supervision to include, but not limited to, Personality Assessment, Statistics, Supervision and Consultation, and Research. Qualifications: Ph.D. or Ed.D. in Counselor Education and Supervision from a CACREP accredited program and licensure as a Licensed Professional Counselor (LPC) or National Board Certified Counselor (NBCC) are required. This individual must be active in professional counseling organizations and have outstanding interpersonal skills in working with students. Salaries & Benefits: Competitive salary commensurate with experience, excellent benefits including free medical and dental insurance for employees, retirement plan with match and free tuition to UMHB for employees and their dependents. TO APPLY: Please submit a completed UMHB employment application along with CV, transcript copies and evidence of quality teaching performance to www.umhb.edu (Resources and Services, Employment) or by mail to Human Resources Department, UMHB, 900 College Street, Belton, TX 76513

LIBERTY POINT HEALTH CARE, LLC

Therapist
Liberty Point Health Care LLC is a residential treatment facility for dually-diagnosed 13 – 17 year old males. We are currently recruiting for the following position: therapist. Provide psychotherapy services for residents and their families. Includes providing intensive individual, family, and group therapy, and facilitation of treatment team reviews every thirty days. The candidate must be able to demonstrate the ability to multi-task and work in a fast paced environment. The ability to write clear and concise documentation that meets Medicaid and JCAHO criteria is a plus. Required skills, knowledge, and abilities must be clearly evident in the resume. The ability to work independently as well as working with a multi-disciplinary Team approach is essential. Position requires a Master’s degree in Human Services field and a minimum of one year experience with current population. Licensed Professional Counselor and LCSW preferred, or the equivalent of being an approved Medicaid provider. Only serious inquiries need apply. Mail resume to 1110 Montgomery Ave., Staunton, VA 24401, Attn: HR or fax to 540/213-0457. EOE

WISCONSIN

UNIVERSITY OF WISCONSIN–STOUT

Assistant Professor/Academic Year
A tenure track, full-time, 9-month Mental Health Counseling faculty position is available in the Department of Rehabilitation and Counseling at the University of Wisconsin-Stout to begin January 9, 2009. A doctorate in counselor education, preferably from a CACREP accredited program, is desired. Consideration will be given to candidates who are ABD, although degree must be completed within one year of the contract date. Two years of employment experience in the mental health counseling field is required. Preference is given to candidates with graduate coursework and clinical experience in social and cultural issues in counseling, group counseling, counseling theories and counselor skill development. Successful teaching experience at the graduate or undergraduate level and a record of professional and scholarly productivity are desired. Full position description available. Submit a letter of application summarizing your qualifications, copies of graduate transcripts, a vita and five listed references to Search Committee, Attn: Julie Larson, Department of Rehabilitation and Counseling, University of Wisconsin-Stout, Menomonie, WI 54751. Phone 715-232-2125; E-mail larsonj@uwstout.edu; Fax 715-232-2356. Applications must be postmarked by September 8, 2008. A doctorate in counselor education, preferably from a CACREP accredited program, is desired. Consideration will be given to candidates who are ABD, although degree must be completed within one year of the contract date. Two years of employment experience in the mental health counseling field is required. Preference is given to candidates with graduate coursework and clinical experience in social and cultural issues in counseling, group counseling, counseling theories and counselor skill development. Successful teaching experience at the graduate or undergraduate level and a record of professional and scholarly productivity are desired. Full position description available. Submit a letter of application summarizing your qualifications, copies of graduate transcripts, a vita and five listed references to Search Committee, Attn: Julie Larson, Department of Rehabilitation and Counseling, University of Wisconsin-Stout, Menomonie, WI 54751. Phone 715-232-2125; E-mail larsonj@uwstout.edu; Fax 715-232-2356. Applications must be postmarked by September 8, 2008. EEO/AA Employer. Employment contingent upon passing a criminal background check. The University reserves the right to contact additional references with notice given to the candidates.
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