Divisions sponsor special sessions

Presentations at ACA/CCA Convention put spotlight on five specific areas of interest

Compiled by Angela Kennedy

At the 2006 American Counseling Association/Canadian Counselling Association Convention in Montréal, attendees will be able to choose from approximately 550 Education Sessions, 57 Learning Institutes and numerous other special events. But some counselors may want to focus on a specific area of interest and enjoy one of five miniconferences within a conference. Four ACA divisions are sponsoring the following daylong education tracks at the convention.

C-AHEAD Wellness Center
The Counseling Association for Humanistic Education and Development Wellness Center was created five years ago to emphasize the importance of monitoring and ensuring the health of counselors over the course of their careers. "The day of activities was designed to encourage convention participants to take some time to focus on themselves and become more aware of their own personal care," said C-AHEAD President Lindi Leech. "The center itself serves as a gentle reminder that caring counselors also need care. Wellness Center activities are all experiential and are presented not so much as Education Sessions, but rather as a refreshment and reflection time that can help the counselor regain balance during the hubbub of a busy convention schedule. This year, the experiential activities selected employ the expressive

SAT in, MEA out in Maine
State makes decision to replace junior year achievement test with SAT

By Angela Kennedy

According to an old political adage, "As Maine goes, so goes the nation." School counselors should take note, because on Jan. 23, the Maine Legislature threw out two bills requiring legislative approval for any changes in the state’s educational assessments. That action signaled the end of a last ditch effort by the Maine Counseling Association (MeCA) and several other counselor and student advocacy groups to stop the state’s commissioner of education from replacing the Maine Educational Assessment with the SAT.

The American Counseling

Continued on page 28
Dear NCE Candidate,

IPGA is in its sixteenth (16th) year of successfully preparing candidates for Licensing Exams. Our full time business is to HELP YOU PASS, so it is our priority to give you extensive preparation for the NCE Exam.

Our materials are comprehensive, concise, and highly focused. They are designed to expose you to visual learning, via the Study Manual, and experiential learning via the Study Buddy testing program.

Our material covers all eight (8) Exam Content Areas (CACREP areas) as well as areas of emerging interest that are part of the body of knowledge in the counseling field.

To view a sample of the Study Manual or to download a FREE DEMO of the Study Buddy go to www.nceexam.com.

Thanks for considering IPGA!

Doug shrimp
President
MMFT, LMFT, LPC, NCC

IPGA's Study Manual

The NCE Study Manual contains more than 620 pages of comprehensive, concise, and highly focused material. It covers all eight Exam Content Areas (CACREP areas) as well as areas of emerging interest that are part of the body of knowledge in the counseling field. For ease of study, the Manual is divided into thirteen chapters. The chapter titles of the Study Manual are:

- Normal Human Growth & Development
- Research Methods & Statistical Studies
- Appraisal or Assessment Techniques
- Abnormal Human Behavior
- Counseling Theories, Methods, & Techniques
- Family Therapy
- Group Dynamics, Theories, & Techniques
- Professional Orientation & Ethics
- Ultra Style & Career Development
- Social, Cultural, & Family Issues
- Referral/Triage/Intake
- Consultation
- Supervision

IPGA's Computer Testing Program

The Study Buddy is a Windows Compatible program that allows you to take Simulated Exams and Chapter Tests. The Study Buddy has over 3,000 questions.

A Simulated Exam is a 4-hour, timed Exam with 200 items. A Chapter Test tests your knowledge of a specific Study Manual Chapter. While taking a Simulated Exam or Chapter Test, you can:

- Choose whether or not to immediately view the correct answers.
- Toggle between questions.
- Review only the questions you have missed for Review or review all questions.
- Review your scores for the ten most recent Simulated Exams or Chapter Tests.

Study Manual: $149.00

Study Buddy Packages: from $20.00

When taking a Simulated Exam you can review scores by:

- Overall Score
- The eight Exam Content Areas
- The thirteen Study Manual Chapters

You can purchase any combination of Simulated Exams and/or Chapter Tests. IPGA recommends 7 Simulated Exams and 84 Chapter Tests for $129.00. This package matches the IPGA Recommended Study Plan.

FREE DEMO! www.nceexam.com

To order call 888-929-0276 or order online at www.nceexam.com
Lewis, Gore to keynote convention

Stephen Lewis, one of Canada’s most influential speakers on social issues and human rights, and Tipper Gore, a former presidential mental health policy adviser, will be keynote speakers for the 2006 American Counseling Association/Canadian Counselling Association Convention in Montréal.

Lewis will kick off the convention at the Opening Session on Saturday, April 1, while Gore is scheduled to be the keynote on Sunday, April 2. Both are prominent commentators on children’s rights and humanitarian concerns, and their passionate views complement the convention’s theme of “Culture-Centered and Diversity Counseling Empowers All Families.”

Lewis served as the deputy executive director of the United Nations International Children’s Emergency Fund (UNICEF) from 1995-99. In that role, he had the opportunity to advocate for the rights and needs of children, especially in developing areas. In the mid-eighties, Lewis served as the Canadian ambassador to the United Nations, where he chaired the committee that drafted the Five-Year U.N. Program on the African Economic Recovery. Although serving as a Canadian politician, broadcaster and diplomat, Lewis is best known for personally spearheading a battle against HIV/AIDS in Africa in which he created a foundation to support orphaned children and the caregivers of those living with HIV/AIDS.

Mary Elizabeth “Tipper” Gore is the wife of former Vice President Al Gore, but she has made a name for herself apart from her famous husband by serving as an outspoken and dedicated advocate for the well-being of American families. As the former mental health policy adviser to President Bill Clinton, she committed herself to efforts to eradicate the stigma associated with mental illness. Today she continues to educate the public on the need for quality, affordable mental health care.

In 1990, Gore founded Tennessee Voices for Children, a coalition of agencies, individuals and organizations that promotes development of services for children and youth with serious behavioral, emotional, substance abuse or other mental health problems. In the late seventies, she chaired the Congressional Wives Task Force, a political group that raised opposition to the unnecessary exposure of children to violence in the media.

To register for the 2006 ACA/CCA Convention in Montréal, go to www.counseling.org/convention or call 800.347.6647, ext. 222.

The Last Word

“The SAT has never been a test of curriculum assessment. To use it as such is an inappropriate use of an assessment, which is our big issue as counselors.”

— Maine Counseling Association President Ben Milster

(See “SAT in, MEA out in Maine” on p. 1)

By the Numbers: Montréal’s population by language

Many people think of Montréal as a French-speaking city in North America. However, statistics show that a large portion of the population speaks both French and English. According to the Canadian government’s website (http://canada.gc.ca), the 2001 Census reported that A) 1,792,750 of Montréal’s citizens spoke both French and English, B) 1,283,145 spoke only French, C) 254,765 spoke only English and D) 49,975 spoke neither French nor English. For more on Montréal, host city of the 2006 ACA/CCA Convention, see “Montréal: Experiencing a multicultural mecca” on page 16.

Film festival debuts at convention

Is Cannes a little too far away? The Sundance Film Festival not quite your style? At the American Counseling Association/Canadian Counselling Association Convention, you can catch videos and DVDs starring some of the masters of the counseling field. The ACA Film Festival will feature 18 screenings over the course of two days — April 1-2, from 8 a.m.-6 p.m. in Room 512H of the Palais des congrès de Montréal — Montréal Convention Center.

View titles such as Professional Counseling’s Living Legends (featuring Albert Ellis, Patricia Arredondo, Jon Carlson, William Glasser and John Krumbolz), Carl Rogers on Counseling, Counseling With Choice Theory (Glasser), Uses of Metaphors and Poetry in Counseling (Samuel Gladding), Latino Worldviews in Counseling (ACA’s first Spanish-language offering, featuring Arredondo and Carlson) and many others. Each film screening lasts from 30 minutes to 90 minutes.

In addition, all the videos and DVDs featured at the ACA Film Festival will also be available for purchase at the ACA Bookshop in the Exposition Hall.

Get published in ACA journals

Aspiring writers can take advantage of a special workshop at the ACA/CCA Convention: “Publishing in ACA Refereed Journals: Suggestions From the Council of Editors.” The workshop is designed to promote writing, research and scholarship to increase the knowledge base of the counseling profession. It will provide the skills necessary for participants to get successfully published in refereed ACA journals and will clarify and demystify the publication process.

Members of the ACA Council of Journal Editors, as well as editors from related associations, will offer guidelines, insights and practical tips on publishing. A question-and-answer period will follow a formal overview of the publishing process. Participants will have the opportunity to ask questions, discuss possible topics and express concerns. The professional development of researchers and authors is enhanced by publication, and this session can provide the tools you need for publishing success.

The workshop will take place April 1 from 4:45-6:15 p.m. in Room 520A of the Palais des congrès de Montréal.

Train to be an expert witness

ACA/CCA Convention attendees can participate in a two-day training and credentialing process offered by the National Board of Forensic Evaluators. NBFE’s purpose is to enhance the skills of licensed mental health professionals who have not been recognized in the forensic arena by the public or private sector.

Convention participants will receive a 50 percent discount on registration for the credentialing workshop and can look forward to an experience that promises to offer a range of new courtroom and forensic career opportunities.

Participants must meet certain requirements to be eligible for the NBFE certification. For more information on the requirements, visit the NBFE website at www.nbfe.net/requirements.html.

The workshop, which will be held from 8 a.m.-5 p.m. on March 30-31 at the Palais des congrés de Montréal, will include a comprehensive training manual. At the end of the workshop, all participants will be required to pass a written examination. After passing the written exam, NBFE will subsequently require an oral exam via videoconferencing. Fifteen CEs will be offered for completing this training. To guarantee your spot in this workshop, register by March 20 at www.counseling.org/convention or by calling ACA at 800.347.6647, ext. 222.
Rehabilitation counseling also has a worldwide presence

I thought that the January 2006 “Counseling Around the World” issue represented a high point for Counseling Today. In order to round out the picture, however, I would note that there are a number of countries in which the training and practice of rehabilitation counseling exists. These include Australia, Britain, Ireland and New Zealand.

The American Rehabilitation Counseling Association has an affiliative relationship with the Australasian Association of Rehabilitation Counsellors, and a number of American Counseling Association/ARCA members, including myself, have lectured in Australian rehabilitation counselor education programs and/or given workshops to Australian state associations.

I don’t know if rehabilitation counselors from any of these countries were included in the sample contacted for the “Getting a global perspective” article, but it would be good for ACA members to realize that this area of counseling also has an international presence.

David Hershenson
ARCA Representative to ACA Governing Council

‘Parental guidance’: Article sheds light on overindulgence

I just had the opportunity to read Angela Kennedy’s article, “Enough is enough: Helping parents define boundaries and be OK with saying no,” in the December 2005 issue of Counseling Today, and she makes excellent points.

I have worked in an independent school for five-plus years now, and overindulgence is a major issue. The irony of it all is that adolescents want boundaries because boundaries carry with them the idea of love. Too many parents think that giving kids things is a substitute for parenting on those not so easy days.

I wish that the Counseling Today article could be published in Parents magazine or some other parenting magazine that extends beyond the audience of counselors. More parents need to be exposed to an article such as this that is clear and concise and does not take a lecture stance.

Mead Plozay
St. Louis

‘Rainbow dog’ raises pertinent questions about DSM diagnosis


I simply wanted to say that I was very moved by the article. As counselors, we need to keep the medical model in perspective as well as diagnostics and the realities of third-party billing. Thank you for bringing these issues to light in a very powerful and creative article.

Keith DeLancey
Sylva, N.C.

Debate vital to adoption of diversity perspective

I was curious to read the letter to the editor (November 2005) from Joy Whitman and the Board of the Association for Gay, Lesbian and Bisexual Issues in Counseling regarding our earlier Counseling Today article (September 2005), “Classroom Debate: Should the field of counseling support same-sex marriage?” as I was expecting criticism from conservative counseling groups. I would like to utilize this letter to the editor to clarify the context of the same-sex marriage class debate and explain my intentions in conducting and publishing the debate.

The same-sex marriage debate took place in a cultural foundation in counseling course during the week we focused on lesbian, gay and bisexual clients at Mississippi State University-Meridian Campus. I had taught this class for a few years and had noticed a significantly more spirited discussion surrounding lesbian, gay and bisexual clients than when other cultural groups were addressed in the course. The spirited class discussion was expected given that Mississippi State University-Meridian Campus is in the heart of the conservatively supportive South.

As a counselor educator and supporter of gay rights, I found it a significant challenge to encourage our counselor education students to support the needs and rights of lesbian, gay and bisexual clients. I began to observe during these spirited discussions a repetition of the same conservative arguments against same sex marriage by some of the counselor education students. I would then respond by articulating my argument in support of same-sex marriage.

Therefore, it was my counselor education students who invited me to utilize debate as a means to teach them about cultural diversity issues and culturally different groups. It is noteworthy that the last short answer question on my cultural foundations in counseling final exam asks “What cultural group do you most and least want to work with, and what will you do to develop your competency to work with both groups?”

Invariably, my counselor education students would identify “lesbian, gay and bisexual clients” as the group with which they least want to work. However, the summer class that incorporate the same-sex marriage class debate resulted in the counselor education students identifying lesbian, gay and bisexual clients as the group with which they most wanted to work. To me, this classroom experience highlighted the value of a same-sex marriage debate in facilitating the transition from a conservative to a broader, more encompassing, multicultural perspective.

Thus, my intention in conducting and publishing the same-sex marriage debate was indirectly to promote support for same-sex marriages. I have found that if I present a monolgogical (limited debate) in support of same-sex marriage to primarily conservative counselor education students, those students respond by defending their conservative viewpoints. Counselor educators cannot expect conservative students to arrive as same-sex marriage counselors.

Letters Policy
Counseling Today welcomes letters to the editor. Only letters from individuals will be published. Individuals may write as often as they like, but Counseling Today will print only one per person per topic in each 365-day period. Counseling Today will publish letters anticipated to be of interest to readers. Due to time and space limitations, letters cannot be acknowledged or returned, and Counseling Today reserves the right to edit letters.

Include your home and e-mail addresses for contact purposes. If you wish to have your e-mail address listed with your published letter, please specifically note that in the body of your letter. Opinions expressed in letters do not necessarily reflect the views of ACA or the Counseling Today staff. Send letters and comments to Counseling Today, 5999 Stevenson Ave., Alexandria, VA 22304-3300 at typewritten, double-spaced copy. Submissions will not be returned.

For more information, e-mail cr@counseling.org to request a copy of the writing guidelines.
During the past few weeks, friends and colleagues alike have asked me how I was feeling about our upcoming international conference in Montreal. Was I excited? What kind of attendance was I anticipating? When is our next international conference? Will I need a passport?

As the days pass, the e-mails increase, as does the excitement about the rich array of Education Sessions, ACA Academies, Learning Institutes and, of course, receptions and other social gatherings. ACA task forces focused on new opportunities in Latin America, mental health models in schools, working with immigrant families and other important work are communicating vigorously through their listservs to prepare poster sessions. The worldview of collectiveness, interdependence and practice to theory pervades their work. ¿Qué rico!

Yes, the American Counseling Association and the Canadian Counselling Association are truly sharing a vision and desire for cross-cultural engagements. Borrowing from the Rev. Martin Luther King Jr., we are bringing our "collective heartbeat" together.

Let's visualize

In counseling, we typically use visualization to help clients "see" things as they would like them to be and to foster creativity. Join me in visualizing some of the scenarios I anticipate at the ACA/CCA international convention:

- Hearing English, French and Spanish (ingsles, espanol y francés) being spoken at various sessions and in areas where we socialize
- Hearing other languages being spoken by international members and guests from China, Africa, Brazil, etc.
- An Opening Session celebrating Canada's indigenous peoples
- Participating in a "sugaring-off" event hosted by CCA. This is a tradition in the province of Quebec and a "must" if you have a sweet tooth.
- The energy of students attending our first Graduate Student Summit. Ten years from now, we can say, "We were there!"
- The melodious voices of a children's choir
- Attending the wedding celebration that is being sponsored by the Association for Gay, Lesbian and Bisexual Issues in Counseling
- Celebrating April Fools' Day in a special way at the Opening Reception
- Putting on our dancing shoes for the annual Association for Multicultural Counseling and Development mixer
- Conference participants buying products such as socks, caps and, of course, books at the ACA Bookshop

Culture-centered engagements enrich counseling profession

Continued on page 53
Executive Director’s Message – BY RICHARD YEP

It’s all about connecting

In this issue of Counseling Today, you’ll read about the many offerings and opportunities that await those attending our first international convention co-sponsored by the Canadian Counselling Association. For those of you who have somehow managed to avoid seeing a multitude of marketing and informational pieces during the past several months, the event begins on March 30 and continues through April 3 in Montréal.

As you read through this issue I hope that you’re saying to yourself, “I have to remember to get to that session” or “I need to visit the American Counseling Association bookshop and the 100 other booths in the expo” rather than “Oh, I sure wish I was going to the convention this year.” But if not, I have good news — you still have time to register for what will surely be one of the most important counseling events of the year.

This year’s convention will again provide opportunities to attend more than 500 educational offerings, including the “Counseling 20/20” town hall, which will bring together many experts to examine the future of counseling. There is also an even greater focus this year on what is being offered for counseling graduate students and emerging professionals. An enhanced Career Center, the ever-popular ACA Cyber Café and some terrific keynotes will also be featured.

I also want you to think about the fact that events represent скачать of all 19 ACA divisions, as well as our four regions, and more than 20 committees and task forces will occur during our time together in Montréal.

Take a moment to consider where else you can go to find all the great offerings of the ACA divisions in one place. The answer, of course, is nowhere else but the convention. Look at the Education Sessions, a good many of which were selected by experts from our ACA divisions. And when you need a release from learning, you’ll find that our divisions offer many social and networking opportunities such as brunches, lunches and receptions. There is also the chance to meet with their leadership in the ACA expo!

ACA’s divisions originally helped to form our association. Those four groups, along with a number of others that have followed during the past 50 years, are key to the cutting-edge practice, research and scholarly work that is so important in moving the counseling profession forward. I appreciate the dedication and commitment of our division leaders, and I hope that all of you will take the time to learn more about what these special groups offer. What better way than to see them in action at the ACA Convention?

In the event you cannot make it to Montréal, I hope you will check out the ACA website at www.counseling.org during the first week of April, as we will make both keynote speeches and informational pieces during the past several months, the event begins on March 30 and continues through April 3 in Montréal.

As you read through this issue I hope that you’re saying to yourself, “I have to remember to get to that session” or “I need to visit the American Counseling Association bookshop and the 100 other booths in the expo” rather than “Oh, I sure wish I was going to the convention this year.” But if not, I have good news — you still have time to register for what will surely be one of the most important counseling events of the year.

This year’s convention will again provide opportunities to attend more than 500 educational offerings, including the “Counseling 20/20” town hall, which will bring together many experts to examine the future of counseling. There is also an even greater focus this year on what is being offered for counseling graduate students and emerging professionals. An enhanced Career Center, the ever-popular ACA Cyber Café and some terrific keynotes will also be featured.

I also want you to think about the fact that events represent a cross-section of all 19 ACA divisions, as well as our four regions, and more than 20 committees and task forces will occur during our time together in Montréal.

Take a moment to consider where else you can go to find all the great offerings of the ACA divisions in one place. The answer, of course, is nowhere else but the convention. Look at the Education Sessions, a good many of which were selected by experts from our ACA divisions. And when you need a release from learning, you’ll find that our divisions offer many social and networking opportunities such as brunches, lunches and receptions. There is also the chance to meet with their leadership in the ACA expo!

ACA’s divisions originally helped to form our association. Those four groups, along with a number of others that have followed during the past 50 years, are key to the cutting-edge practice, research and scholarly work that is so important in moving the counseling profession forward. I appreciate the dedication and commitment of our division leaders, and I hope that all of you will take the time to learn more about what these special groups offer. What better way than to see them in action at the ACA Convention?

In the event you cannot make it to Montréal, I hope you will check out the ACA website at www.counseling.org during the first week of April, as we will make both keynote speeches from the convention available for your viewing pleasure. Tipper Gore and Stephen Lewis have both made an impact on the lives of countless people around the world. Gore’s advocacy of mental health services and Lewis’ efforts at addressing HIV/AIDS services in Africa are what make them exceptional human beings. So please “tune in” to the ACA website when we rebroadcast their remarks.

I also want to update you on ACA’s other new efforts in the digital world. We now have an online ethics course, “Building a Foundation for Ethical Practice.” (For more information, go to www.counseling.org/resources, click on “Professional Development” and then read the section on “Continuing Online Education.”) This course is part of our effort to provide you with the best information on ethical practice in counseling.

Last month we also began sending ACAeNews to our members for whom we have e-mail addresses so they can keep up on the latest trends, information and opportunities. If you didn’t get a copy in your e-mail inbox and would like to receive a free subscription (ACAeNews is published every two weeks), let me know by sending me your e-mail address. If you have colleagues (regardless of whether they are ACA members) who might be interested, have them contact me as well, and we’ll provide them with a trial subscription.

After 18 years with ACA, I can say that I am sensing a renewed energy in our association. The leadership of ACA, the commitment of our divisions and the hard work of our committees and task forces have combined to make this “new era” one in which ACA is thriving once again. I would be remiss if I did not specifically recognize our president, Patricia Arredondo, and also acknowledge the role of the ACA staff, who have been part of bringing us to this momentous point in our development. I am proud to work side by side with such dedicated professionals. I hope you also appreciate their efforts.

I trust you know how important it is for us to hear from you. As always, I hope you will contact me with any comments, questions or suggestions that you might have. Contact me via e-mail at rye@counseling.org or by phone at 800.347.6647 ext. 231.

Thanks and be well.
Knowledge is
a degree that
incorporates
life’s curriculum.

Capella University
Convention caters to student members’ needs

BY ANGELA KENNEDY

ACA will offer several sessions, meetings, events and resources specifically for its student members at the American Counseling Association/Canadian Counseling Association Convention in Montréal from March 30-April 3. In addition, the ACA Foundation will sponsor the grand opening of the ACA Student Lounge, located inside the Exhibit Hall.

“One of my goals as ACA president this year is to expand our offerings to graduate student members in many areas, including the annual convention,” Patricia Arredondo said. “These sessions and activities were selected with their specific needs in mind.”

Graduate student featured sessions

The following is a brief selection of the Education Sessions that will focus on the needs and concerns of ACA’s student population.

Saturday, April 1
- Professional Counselor Development: Beyond Academia
- Surviving Comprehensive Exams: Doctoral Students’ Perspectives
- Building a Graduate Student Association: Leadership, Mentoring and Professional Development in ACA
- Publishing in ACA Refereed Journals: Suggestions From the Council of Editors

Sunday, April 2
- The Impact of Being a Counselor on One’s Personal Life
- Electronic Portfolios Are Replacing Resumes: Are You Ready?
- How Satisfied Are Graduate Students With Their Program Choice?
- Can Counselors-in-Training Learn to Accurately Self-Assess Their Own Skills? A Mixed-Method Examination
- Fundamentals of Leadership in Counseling

Monday, April 3
- Becoming a Counselor Educator: The Nuts and Bolts of Teaching and Training Counselors
- The Inaugural 2006 Graduate Student Summit: Safeguarding the Future of the American Counseling Association and the Counseling Profession (Part 1 and Part 2)
- Facilitating Success in Counselor Education: Empowering Female Students in Distance Education

ACA Student Lounge

While student attendees are in between sessions, they will have their very own hangout space in the Exhibit Hall — the ACA Student Lounge. The café-style atmosphere will be a perfect place for student members to network, relax, socialize and meet renowned counseling professionals and authors, including Courtland Lee, David Kapitan and many others.

Carrie Davidson, the graduate student activities coordinator for the 2006 convention, said the lounge would feature daily activities, contests, door prizes, giveaways, presentations and scheduled guest speakers.

The official grand opening and reception will take place Friday, March 31 from 5–7 p.m. Students can enter to participate in the “counselor hunt,” a trivia and scavenger hunt-like game. The winner will receive a basket full of ACA memorabilia and publications and a free one-year membership. “It’s going to be real fun for the students, and it gives them a chance to network with the ACA leaders and seasoned convention attendees,” Davidson said. “Leaders will be popping in and out for impromptu greetings and book signings.”

As a way to thank the ACA Foundation for sponsoring the Student Lounge, the graduate student coordinators will be hosting an ancillary meeting, “A Time to Network and Prepare for the Future,” on Sunday, April 2, from 12:30-1:30 p.m. in Le Centre Sheraton Hotel in Salons 6 and 7. This meeting will be a fund-raiser and is open to all convention attendees. A $2 donation to the ACA Foundation’s Counselors Care Fund is appreciated. Light refreshments will be served. “It will be a chance for students to network with all members,” Davidson said. “Since the lounge is sponsored by the ACA Foundation, I wanted to give something back to them.”

Also on Sunday, from 3–6 p.m., several ACA division leaders will be giving brief presentations about their organizations and answering any questions students have about the various divisions.

Davidson will also be producing the ACA Student Volunteers Luncheon, an excellent introduction for new professionals will meet leaders in the

ACA Career Center

Also located in the Exhibit Hall, student members can learn about position openings and internships, post resumes and interview for positions at the ACA Career Center. There will be presentations about insurance, risk management, private practice and managed care issues, as well as a new job seeker orientation. Students will have plenty of opportunities to network informally with employers.

“Given the success of the program in the recent years, I think we are on track to have a really great Career Center in Montréal,” said Amy Connelly, ACA’s manager of Career Services. To interview, attendees are encouraged to enroll in advance. Contact Connelly via e-mail at acacareers@counseling.org for more information.

The Career Center will have the same hours as the Exhibit Hall. For more on activities in the ACA Career Center, see page 36.

Grad student volunteers needed

ACA is still accepting student volunteer applications for the convention. The benefits of joining ACA’s graduate student volunteer staff include interacting with leading counseling professionals, learning about cutting-edge research and receiving information regarding future career choices.

“We are seeking 150 graduate student volunteers willing to work a minimum of 12 hours during the convention,” said ACA Director of Professional Services and Special Projects Janice Macdonald. “In exchange for your commitment, ACA will reimburse you for one-half of your registration fee. We are also pleased to offer graduate students who have previously volunteered in this program full reimbursement for their registration fee.”

Macdonald pointed out that first-year professionals are also eligible to volunteer for the convention. For more information about the volunteer program, call Macdonald at 800.347-6647 ext. 204 or visit the ACA website at www.counseling.org/convention.

For first-timers

The First-Timers Orientation and Mentor’s Luncheon is an excellent introduction to the ACA Convention. Students and new professionals will meet leaders in the
Efforts under way to establish graduate student association

ACA task force will conduct inaugural Graduate Student Summit at convention

BY BENGU ERGUNER-TEKINALP
AND AMNEY HARPER

In May 2005, American Counseling Association President Patricia Arredondo charged Renee A. Middleton and Hugh Crethar with providing leadership for an ACA task force designed to establish a graduate student association. Several graduate students and professionals from various universities were recruited to help with the effort. Our mission is to create a graduate student association within ACA that will foster the mentoring process between students and professionals. Additionally, as graduate students, we would be encouraged to become more involved in ACA, which in turn would provide opportunities for our professional development and leadership. This would also supply an opportunity for us to make significant contributions to the life of ACA.

One of the short-term goals of the task force is to have all graduate students automatically become members of the graduate student association when they sign up for ACA membership. The involvement would result in direct connection with other ACA committees, including the Inter-Professional Committee, to support and further the goals and mission of ACA. For graduate students, this would mean that the transition to professional membership and activities would become easier once we entered the field.

To jumpstart our work, a listserv was created connecting all members of the Graduate Student Association Task Force. In October 2005, task force members conducted their first conference call and made initial plans for the task force’s activities. Specifically, the following subcommittees were developed: Organizational Structure; Specialized Subcommittees; Membership; Benefits and Activities; Needs Assessment; Graduate Student Summit; and Poster Session.

At ACA’s 2006 Annual Convention in Montréal, the task force will conduct the inaugural Graduate Student Summit. President Arredondo will kick off the event by addressing the graduate students in attendance. The remainder of the two-part summit will focus on professional development, student leadership involvement and mentoring. Additionally, the task force will present its mission, goals, accomplishments and direction through a poster session. Through our activities at the 2006 convention, the task force also aims to raise awareness for recruitment purposes.

The task force has already made much headway toward creation and development of a graduate student association. Related professional organizations such as the American Psychological Association, the American Educational Research Association, the National Rehabilitation Counseling Association and the American Medical Association have each established national graduate student associations. Therefore, our work will result in helping ACA to match its practices with current practices of related professions. We are proud to be a part of this process but need your help to complete the work.

On behalf of the graduate student association, we invite all graduate students to join this effort. Our needs assessment survey has been posted on the ACA website at www.counseling.org. This survey will allow the task force to access input from graduate students everywhere. Another way students can become involved is by attending the inaugural Graduate Student Summit and our poster session presentation at this year’s convention. We are really excited about the work of the task force and the commitment ACA has to its graduate students. We believe that getting graduate students involved in ACA through our own division will benefit not only graduate students but also the profession through empowering future professionals. But to succeed in our mission, we will need the collaboration of professionals and graduate students. We look forward to working with you!
NEW EDITION BASED ON THE 2005 ACA CODE OF ETHICS!

ACA Ethical Standards Casebook, Sixth Edition
Barbara Harlily and Gerald Corey

"The masterful job Barbara Harlily and Gerald Corey have done in writing the sixth edition of the Casebook cannot be overemphasized. These authors have taken what could be bland concepts and given them an interesting life that makes ethics come alive. This book contains important material essential to the ethical practice of counselors regardless of their specialty. If there is any one resource that all counselors should own and use frequently, this is it."

—Samuel T. Glickling, PhD
Professor and Chair, Department of Counseling
Wake Forest University
ACA President 2004–2005

"This book is exquisite in responding to the ethical dilemmas facing professional counselors today, addressing key issues in counseling and bringing them to life. Students in training, practitioners, and faculty teaching ethics should not miss this excellent, state-of-the-art book."

—Paul Berek, EdD
George Mason University

A resource no counselor or counselor-in-training can afford to be without—the ACA Ethical Standards Casebook provides a detailed analysis of the 2005 ACA Code of Ethics and a foundation for ethical decision making in counseling practice. Through enlightening case studies and vignettes, the Casebook offers expert guidance in applying ethical standards in work with diverse clients. The sixth edition of this book reflects the latest changes in the Code, including modifications to thinking on dual relationships, online counseling, and the nuances of culturally sensitive counseling. 2006 250 pages

Contains detailed discussion and case studies on the following topics:
- Client Rights and Informed Consent
- Ethical Issues in Multicultural Counseling
- Confidentiality
- Competence
- Working With Multiple Clients
- Counseling Minor Clients
- Avoiding Detrimental Multiple Relationships
- Working With Clients Who May Harm Themselves
- Counselor Education and Supervision
- The Relationship Between Law and Ethics

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

To Order Call 800-422-2648 x222
Focused learning opportunities await counselors at ACA Academies

Four ACA Academies will debut at the American Counseling Association/Canadian Counselling Association Convention in Montréal from April 1-3. Counselors who attend at least six Education Sessions related to one of four designated "tracks" over the three-day period will be able to earn one of the following ACA Academy certificates:
- School Counseling
- Counselor Education and Supervision
- Mental Health/Private Practice
- Diversity/Multicultural Issues

The ACA Academy tracks provide ACA members with a structured opportunity to select Education Sessions that are focused on specific issues. The academy tracks will help attendees make the most of their time at the convention while providing the perk of receiving official recognition from ACA for their efforts in professional development.

"The ACA Academy tracks are something that came about from the number of people who wanted to seek special focus in various areas of our convention programming," said ACA Executive Director Richard Yep. "We are very excited and pleased to offer something that attendees have cited as a critical need."

ACA Academy applications will be available in the official ACA tote bag. Attendees simply need to complete, sign and mail the form to ACA headquarters to receive the certificate at no additional cost.

Each ACA Academy will offer several Education Sessions from which to choose. In addition to the Education Session requirements, attendees must visit the Exhibit Hall for a minimum of 30 minutes and attend the Opening Keynote Session on Saturday morning, April 1 at 9:30. Attendees should have plenty of chances to browse through the Exhibit Hall: It's open on Friday from 5-7 p.m., on Saturday from 11 a.m.-6 p.m. and on Sunday from 10:30 a.m.-6 p.m.

ACA President Patricia Arredondo said the academy sessions would give counselors a chance to focus on a specific area of the profession while also meeting and mingling with other counselors who share the same interests. She noted that the association will consider expanding the academy categories if the response is positive. "The evaluations from this year's conference will influence those decisions, but I am very optimistic," Arredondo said.

Yep added, "It's the best of both worlds. The academies give 2006 Montréal convention attendees the opportunity to be exposed to core issues within the widest perspective of specialty areas and at the same time be recognized for their continued pursuit of professional development."

Both the application form and the ACA/CCA Convention program guide will list all the designated Education Sessions for the ACA Academy specialty areas. For more information, contact Holly Clubb with the ACA Learning Resources Department at 800.347.6647 ext. 229 or via e-mail at hclubb@counseling.org. Session listings for the ACA Academies are available on the ACA website at www.counseling.org/convention and in a full-page ad on page 54 of the January 2006 issue of Counseling Today.

To register for the 2006 convention, call 800.347.6647 ext. 222 or go online to www.counseling.org/convention. Discounted registration rates are available until March 15.

The International Interdisciplinary Conference on Clinical Supervision

June 1st – June 3rd, 2006
Adam's Mark Hotel Buffalo, NY

This second annual interdisciplinary conference devoted to clinical supervision theory, practice and research is supported by the National Institute of Drug Abuse (National Institutes of Health) and The Clinical Supervisor journal published by Haworth Press. Both the conference and the journal focus on core issues in clinical supervision that cut across professional disciplines as well as issues specific to particular fields. The conference provides an opportunity for psychologists (school, counseling, clinical), social workers, nurses, marriage and family therapists, psychiatrists, substance abuse counselor educators, and other mental health professionals to meet and to learn from each other about current issues, practice and research findings related to clinical supervision of students and practitioners. The conference is appropriate for practitioners, clinical supervisors, counselor educators, doctoral students and researchers.

For more information on the conference view the University at Buffalo School of Social Work's Clinical Supervision Conference link on the web page (www.socialwork.buffalo.edu/csconference), or call Erin Bailey 716 829 3991 ext 140. Abstract due date April 30, 2006. Group discounts available.

One comprehensive biofeedback solution.

Only one biofeedback provider delivers such a breadth of professional training programs and equipment, as well as workshops in Chronic Pain/HRV, EEG, QEEG, Reiki Energy and NAC/CES. You'll learn from the most experienced instructors and train with the most sophisticated equipment. Our courses meet all the clinical requirements for BCI. It's easy to see why there's only one clear choice when it comes to Biofeedback.

Professional Biofeedback 5-Day Certificate Program
- San Ramon, CA - March 13-18, 2006
- Mississauga, ON - April 24-29, 2006
- Anaheim, CA - May 23-28, 2006
- San Ramon, CA - June 20-25, 2006
- Chicago, IL - July 19-24, 2006
- Cleveland, OH - August 17-22, 2006

Professional Biofeedback 4-Day EEG Certificate Program
- Mississauga, ON - April 27-30, 2006
- Anaheim, CA - May 26-29, 2006
- San Ramon, CA - June 25-28, 2006
- Chicago, IL - July 24-27, 2006
- Austin, TX - Oct 19-22, 2006

Application Workshops
- 2-day Advanced Biofeedback (Miami, FL & Boston, MA) Nov 9-12, 2006
- 1-day Pain Management (Miami, FL) Nov 10, 2006
- 3-day Family Program (Miami, FL) Nov 11-15, 2006
- 3-day ESP (Miami, FL) Nov 12-14, 2006

The University at Buffalo - The State University of New York
AASCB and ACA partner to develop licensing portability

BY J. BARRY MASCARI

The American Association of State Counseling Boards and the American Counseling Association are working closely together to move counselor license portability from dream to reality. AASCB’s 20th anniversary year began in January at its annual conference in Phoenix, which highlighted issues of portability, licensing standards and improving counselor adherence to ethical standards and licensing laws.

Portability is on the minds of both the counseling profession and its leadership. In my 2004 study as part of my dissertation, leaders of the profession (past presidents, executive directors, etc.) found that the three most important issues facing the counseling profession are counselor identity, licensing portability and the wide variance of state licensing requirements. Together, these issues represent the obstacles that AASCB’s leadership addressed in crafting the portability plan under the terms of four presidents: Jan McMillan, Judy Powell, Jim Wilson and Charlie Gagnon. Much work remains to address counselor identity and variations of licensing requirements. AASCB has partnered with ACA to present a counseling summit, “20/20: A Vision for the Future of Counseling,” to put greater focus on these issues.

The federal government is investigating uniformity of a variety of licenses. Since the September 11, 2001, terrorist attacks and the recent Gulf Coast hurricanes, portability issues have become increasingly critical in deploying counselors. It is in the interests of the states and the profession to develop a means of ensuring counselor movement — as the result of temporary relocation or deployment by a disaster response agency in addition to portability — before others outside the counseling profession create these mandates.

Although it is too early to count the actual number of states that have signed on to portability, a significant number of states are already in the process of addressing the necessary changes,” said Jan McMillan, chair of the National Credentials Registry and champion of the portability movement. “Licensing requirements differ greatly from state to state, often requiring counselors with years of valid experience to go back to school or find additional supervision in order to be licensed in another state. AASCB has recognized that not having a portability vehicle creates undue hardships on individuals seeking the ability to practice in a new state.”

Under the portability plan, states will have the ability and will be encouraged to substitute a counselor’s valid work experience for deficiencies between a registrant’s credentials and a state’s particular license requirements. Individuals with significant work experience would essentially be given “credit” for their experience instead of being required to return to school, take another examination or secure additional supervision. Use of the equivalency concept would be at the discretion of each state board, but the portability plan encourages states to be as flexible as possible in recognizing work experience as an important predictor of clinical competence.

AASCB and the National Credentials Registry Committee are committed to working with state boards to assist them in adopting the model. The model is respectful of the state boards’ right to maintain their own licensing regulations but also creates a second path for experienced licensed counselors to go to another state and be licensed without unreasonable additional requirements.

To qualify for inclusion in the credential bank, the licensee must:
- Have completed five years of post-license experience in counseling
- Possess a current active license or certification to practice counseling at the independent level in an AASCB member jurisdiction
- Be a licensee in good standing with the respective board
- Report all history of disciplinary action

In addition, applicants for the National Credential Registry must demonstrate their qualification for one of the two credentials groups at either 48 or 60 semester credit hours. Clock hours of experience and supervision vary in the two categories. In all cases, the licensee must not have been disciplined for any ethical or licensing violations. Counselors interested in reading the details of the portability plan can download a copy from the AASCB website at www.aascb.org.

Storing credentials

One of the keys to the portability plan is establishing a seamless process for state licensing boards to change their regulations and accept licenses from other states. This will be done through the National Credentials Registry, which often refers to as the credentials databank. For an initial fee plus a small annual maintenance fee, counselors can store documents in the registry, enabling them to supply verified copies of original documents to future boards.

Although not yet eligible for portability, new graduates will benefit most from storing their credentials. Documents such as supervisors’ recommendations are often unavailable later in a counselor’s career because the supervisor has died or cannot be located. The credentials bank ensures that these documents will be secure and ready if counselors wish to take their license with them to a new home.

Special savings opportunity

In recognition of the National Credentials Registry’s inaugural year, AASCB is offering a special NCR Charter Member application rate of $150 until May 31. After that time, the application fee will increase to $200. Individuals who submit a $50 prepayment will have until Dec. 31 to collect and submit their NCR application documents with the remaining $100 for the application fee. This allows applicants to commit to the NCR process now, while still providing them with a generous amount of time to collect the required documentation.

Attendees of the ACA/CCA Convention in Montréal may obtain an application by visiting the AASCB booth or by attending the AASCB Invited Presidential Session, “An Update on AASCB’s Licensing Portability Plan,” on Sunday, April 2, at 3:15 p.m.

Watch for future updates on the progress of the portability plan and AASCB’s 20 years of work on behalf of licensing boards in Counseling Today.

Barry Mascari is president-elect of AASCB and chair of the New Jersey licensing board. He is a faculty member at Kean University.
There's room in the Air National Guard for people who want to learn skills that can take them to the highest tech industries, like aerospace. If you believe that service to country and community is an honor, and if you're looking to earn money for college, space is available. Visit our web site now to get more information. GoANG.com.
When questions lead to more questions

From as early as I can remember, I drove my parents crazy with questions. “Why did you drive this way to grandma’s house?” “Why does the sky have so many clouds?” “Why is the police car black and white?” I wanted to understand how everything worked, why people were different, what made the world the way it was. And I wanted to understand my own personal world: Who am I? Why am I the way I am? What makes my family and friends act the way they do? I wondered what could be done to make things different, to make people different. I fantasized about having my place in the world as someone who was helpful and had meaning in others’ lives.

After being introduced to the world of counseling at age 12, I dreamed of becoming a counselor. For years I’d suffered a quiet depression, feeling isolated and alone as the “accidental” child of a workaholic mother. I spent many hours on my own putting together puzzles of beautiful places from different parts of the world. I dreamed of another life, wondering how it would be to live in a faraway place with a different family. My rich fantasy life provided an explanation about why I was treated so differently than my older siblings — I must have been secretly adopted as part of some grand experiment!

I developed a sad empathy for myself through my daydreams and learned to care for others by talking to and taking care of my cat and other stray animals. I developed a strong intuitive sense, which still exists today, of the animals’ feelings and needs. My few friends all seemed to have mothers who stayed home, and those mothers appeared excited to see me when I came over to play. They had conversations with me and let me help them with the chores around the house. When a construction worker abused me at my home, I ran to my friend’s mother for help, begging her not to tell my own parents. These mothers, as well as my sister, helped to build my resilience.

By the age of 12, I could no longer remain silent. I started acting out the pain and anger I’d held back for so long. Only through hurting myself, and others, could I make my parents realize there was a problem. My parents forced me into counseling — an act that helped save my life. It was there that I met my first counselor.

For the first time, someone asked me the questions. He was an older man who seemed to like me and liked hearing what I had to say. Through him, I learned to care more for myself. I also learned the power of that caring and how transforming that relationship could be. I wanted to provide that healing space for others, just as he had for me. But I still had so many questions. As in my younger years, I still wondered what it was like for individuals to be who they were instead of being me. I craved to understand the experiences of others, wishing I could crawl into their hearts and brains and under their skin. In doing so, perhaps I could be of some help.

I’ve always loved books about detectives and forensic experts because they get to dig around in real evidence to find clues and get answers. The process of uncovering the truth was the most exciting part, one question leading to another … and then another. The detective would seemingly muddle through the evidence, trying to connect the dots to tell the “true” story. Finally, the mind of the detective would shift slightly, then all the clues would fall together and the case would be solved!

I’ve often described my role as a counselor as being akin to that of a detective. I help people dig through the clues of their psyche and behavior to uncover what makes them who they are. We muddle around in the mess, sorting out confusing issues and frustrations that often become more complex over time. But that final, crucial piece of detective work rests with my mind. Do I hold my mind rigidly in place, fitting all ideas into it, or do I allow my mind to shift freely, seeing the clues from a variety of perspectives? It is usually with the latter method that I have the most success getting the clues to fall into place. It is then that both the client and I find the necessary insight to move forward.

After 20 years as a counselor (and suffering some burnout), I finally found a set of questions for which I couldn’t produce a good answer. It was while pursuing my doctoral research that I recently discovered the ultimate in detective work. Asking questions that have yet to be answered is a tremendous undertaking, but exciting nonetheless.

I remember Lisa, a 14-year-old construction worker abused me at my home, I ran to my friend’s mother for help, begging her not to tell my own parents. These mothers, as well as my sister, helped to build my resilience.
old who resided at the group home where I was the counselor. Lisa had lived in this agency for six years, ever since being removed from her mother, who chose to stay with other women and her two older brothers who each had molested her. Having also lived in a car for many of her younger years, Lisa had a range of emotional and behavioral problems. She was filled with rage that often got directed toward me and the other staff members. She was also quite sexual. She would sometimes sit too close to people, touch the other girls' private parts and often masturbated in public, especially after being reprimanded. As she got older, she became indiscriminately involved in sexual behavior with the boys at her school. While the sexualized behaviors had started in her childhood, she was no longer a child, and the potential consequences of her actions were much greater.

As a counselor working with Lisa and other teenagers who demonstrated sexualized behaviors, the only direction I could find came from experts treating sexually reactive children or juvenile sexual offenders. Yet the teens I saw weren't children, and they weren't aggressive abusers. They didn't quite fit either group. My literature review confirmed that this group of clients had no label and had so far been ignored. Perfect for me! As a doctoral student, I had legitimacy to ask questions and explore an area that not only interested me but was also important to the field and could potentially help many young people.

I borrowed the term “sexually reactive” from the child literature because it most closely described the teens I was seeing. I've been interviewing counselors both in North America and Australia, asking questions about treating sexually reactive teenagers. In this journey, I've found that for every question I ask, I uncover more questions. I had been warned this would happen; it is, after all, part of what good qualitative research is all about. But in undertaking the role of “researcher,” I found that I hadn’t asked the right questions. While many of those questions I had been asked of myself. And in the end, the quiet healer of animals to the inquisitive learner, each of my experiences has contributed to who I am as a counselor and researcher. As happens with my clients and informants, knowledge inside of me is being teased out as I learn a new role and find even more questions. While many of those questions are asked of my informants, many are also asked of myself. And in the end, more than the answers, it's the asking that matters most.

Linda Chassman is a family counselor, an adjunct faculty member at California State University-Fullerton and a doctoral student at the University of New England in Australia.

Jeffrey A. Kottler is the column coordinator for Finding Your Way. Submit columns for consideration to jkottler@fullerton.edu.

From the quiet healer of animals to the inquisitive learner, each of my experiences has contributed to who I am as a counselor and researcher. As happens with my clients and informants, knowledge inside of me is being teased out as I learn a new role and find even more questions. While many of those questions are asked of my informants, many are also asked of myself. And in the end, more than the answers, it's the asking that matters most.

Linda Chassman is a family counselor, an adjunct faculty member at California State University-Fullerton and a doctoral student at the University of New England in Australia.

Jeffrey A. Kottler is the column coordinator for Finding Your Way. Submit columns for consideration to jkottler@fullerton.edu.

AT ARGOSY UNIVERSITY THE POWER OF THE MIND IS LIMITLESS.

At Argosy University we offer Bachelor's Degree Completion Programs in Psychology, as well as associate degree and doctoral degree programs in a range of areas, including counseling, marriage and family therapy, and our PsyD in Clinical Psychology Program. Small classes taught by licensed professionals ensure quality and personalized attention.

Program delivery time and format can vary by program and location. Contact us today and see how we can help you reach your goals.

Linda Chassman is a family counselor, an adjunct faculty member at California State University-Fullerton and a doctoral student at the University of New England in Australia.

Jeffrey A. Kottler is the column coordinator for Finding Your Way. Submit columns for consideration to jkottler@fullerton.edu.

From the quiet healer of animals to the inquisitive learner, each of my experiences has contributed to who I am as a counselor and researcher. As happens with my clients and informants, knowledge inside of me is being teased out as I learn a new role and find even more questions. While many of those questions are asked of my informants, many are also asked of myself. And in the end, more than the answers, it's the asking that matters most.

Linda Chassman is a family counselor, an adjunct faculty member at California State University-Fullerton and a doctoral student at the University of New England in Australia.

Jeffrey A. Kottler is the column coordinator for Finding Your Way. Submit columns for consideration to jkottler@fullerton.edu.

From the quiet healer of animals to the inquisitive learner, each of my experiences has contributed to who I am as a counselor and researcher. As happens with my clients and informants, knowledge inside of me is being teased out as I learn a new role and find even more questions. While many of those questions are asked of my informants, many are also asked of myself. And in the end, more than the answers, it's the asking that matters most.

Linda Chassman is a family counselor, an adjunct faculty member at California State University-Fullerton and a doctoral student at the University of New England in Australia.

Jeffrey A. Kottler is the column coordinator for Finding Your Way. Submit columns for consideration to jkottler@fullerton.edu.

From the quiet healer of animals to the inquisitive learner, each of my experiences has contributed to who I am as a counselor and researcher. As happens with my clients and informants, knowledge inside of me is being teased out as I learn a new role and find even more questions. While many of those questions are asked of my informants, many are also asked of myself. And in the end, more than the answers, it's the asking that matters most.
Montréal: Experiencing a multicultural mecca

Often described as a city that mixes Old World charm with modern style and sensibility, Montréal is also a melting pot of cultures, traditions and life-styles. While Montréal famous-ly features the largest French-speaking community outside of France, it also has a substantial English-speaking population. And if you take the time to visit a few of Montréal’s distinctive neighborhoods, you’ll find that the makeup is neither French nor British in origin. That ethnic and cultural diversity can lead visitors to discover delightful surprises around every corner.

In fact, Montréal has many treasures waiting to be discovered. You just have to know where to look. That’s why Counseling Today turned to the most informed sources it could find — counselors who actually live and work in Montréal — to take you on a tour of one of the world’s great cities.

Your tour guide:
Maria De Cicco is the president-elect of the Canadian Counseling Association.

Montréal “must-see” list:
The Botanical Garden and Biodome, St. Denis Street for its one-of-a-kind boutiques, cafes and bistro, plus a variety of restaurants serving up French cuisine. Check out Chinatown. Browse through the Downtown shops, both over ground and underground. The different geographical quarters offer a rich and diverse cultural flavour. Crescent and Mountain Streets are filled with cafes, bars and restaurants. Go for a walk and see what you are in the mood for!
Saunter through Old Montréal. Take a stroll or a horse and buggy ride and admire the old architecture, Notre Dame Basilica, the Old Port, art galleries, restaurants and boutiques. In the summer, be entertained by the buskers or have your portrait painted by our local artists in the artists’ quarter.

Favorite places to eat, drink and be merry:
Although a short cab ride away from the convention, these places are worth the ride.

■ In the heart of Little Italy, visit Casa Napoli (6728 St-Laurent Blvd.) and sit back and enjoy a mouth-watering gastronomical feast to please even the most discerning palate. Leave room for a cup of their rich but smooth cappuccino and dessert of course. This family owned and operated restaurant has been pleasing locals and Hollywood stars for many years. Give my warm regards to Mr. Napolitano.

■ Marven’s (880 Ball Ave. at the corner of Wiseman) is in what we fondly refer to as the Park Ex quarter. Here you have a family-run business that serves the best Greek food in all of North America. I should know — I have been going there for nearly 30 years. Patrons queue to have a meal in this small and busy restaurant. The food is delicious. Try their calamari special — simply the best! The prices are very reasonable, the portions huge and satisfying to even the biggest appetites. Doggy bags are very common to see at the end of the meal. If you are lucky, the always-charming Jimmy will wait on you. Tell him Maria sent you, and enjoy.

■ Chao Phraya (50 Laurier Ave. West), located in the Plateau Montréal. Come enjoy some of the finest and most authentic Thai dishes that Bangkok could offer. You will also be charmed by the ambiance as well as the courtesy and expertise of the staff. You can ask that your preferred dishes be flavoured more or less spicy than indicated on the menu. Let your taste buds delight in this culinary treat! Doggy bags are very common to see at the end of the meal. If you are lucky, the always-charming Jimmy will wait on you. Tell him Maria sent you, and enjoy.

■ Queen Elizabeth Hotel (900 Boulevard Rene Levesque West, which was formerly Dorchester Boulevard). If you are in the mood for afternoon tea, you must treat yourself to tea in the hotel’s Tea Lounge, served Wednesday through Sunday from 2:30-6 p.m. Tea is served on Royal Doulton fine bone china and comes complete with sandwiches, scones, jam and, of course, Devonshire cream. You can choose from 18 varieties. My favorite blend and the most popular is the Buckingham Palace tea. Tammy, your hostess and tea sommelier, will help you with your selection. Visit the hotel boutique to pick up some preserves for the trip home.

■ Bu (5245 St-Laurent) is in the Mile-End district. If you want to savour an experience inspired by the great wine bars of Europe and find yourself amidst a decor that mixes contemporary and classic, then a visit to Bu is a must. Their highly trained staff can guide you through a daily selection of some 30 wines offered by the glass, as well as a wine list comprising approximately 300 entries. To accompany the wines, try some of their simple and flavorful cuisine — antipasti created according to the certified art of two purebred Italian mamas!

■ Hotel Le St-James (355 St-Jacques Street) is a landmark of history and tradition in Old Montréal. The exceptional architecture from 1870 includes sculptures and mouldings that have been completely restored. The Grand Salon, formerly known as the Bankers Hall, features two mezzanines fit for an opera and offers a relaxing atmosphere. Smaller alcoves are clustered around the room for an intimate tête-à-tête. Try out their restaurant XO. It offers a definitely French, inventive, contemporary cuisine prepared with from-the-market products by Chef Frédéric Houtin. An exceptional wine selection, presented by two world-class sommeliers, and the personal, attentive and highly competent service of the XO staff will complement your fine dining experience. They also serve afternoon tea!

■ For jazz lovers, there is the House of Jazz (3505 Aylmer, near President Kennedy Avenue). Since 1981, it has been serving a scrumptious selection of Southern style favorites accompanied by daily live jazz entertainment. It also features a museum of exquisite antiques collected by founder Georges Durst.
During the Jazz Festival, it is not uncommon to find some of the biggest stars offering impromptu jam sessions.

Known for its lifestyle, nightlife and attractive people, Montréal has always been at the forefront of dance music and club culture. 1234 is a premiere nightclub in the heart of downtown Montréal for the over-21 crowd. Surround yourself with beautiful people and a vibrant ambiance, and celebrate in high style. During the height of the disco craze, 1234 was open seven nights a week entertaining every celebrity visiting Montréal. “Disco Fever” is here to stay, and I still have my disco shoes. Get ready to boogie!

What first-time visitors will be surprised to know:

Smoking is still allowed in many public places, thus you must specify your preference for a seating environment in restaurants and when selecting hotel rooms.

When people think of Montréal they think of a French-speaking city in North America. Somewhat true, but Montréal has hundreds of years of British and Irish influence as well as French. There is still a large and thriving English-speaking community. In addition, many of the French families of today have English ancestry or are married to someone of English heritage. Although in recent years the street names and storefront names have been translated to French, you can still feel the presence of English. Look at the architecture at McGill University, Royal Victoria Hospital and the St. James Hotel to name but a few, as well as some of our remaining street names. Yes, many of us speak English, French and often a third language. This is especially true for some quarters more than others. People of different cultures, although born and raised here, still refer to themselves as being Italian, Greek, Lebanese, Polish and so on.

Finally, Montréalers in particular and Quebecers in general are notorious for their fast and carefree driving habits. Please note that right turns at a red light are not permitted in Montréal. Pedestrians beware: Crosswalks are not respected, andjaywalkers put their lives in danger!

What makes Montréal unique:

We have a multitude of restaurants representing the different cultures that make up the rich fabric of our vibrant city. It is like taking a culinary trip around the world in a few days. We also blend an old European city with the beauty and comforts of a modern, thriving cosmopolitan city.

Montréal’s most overlooked treasure:

These include our beautiful Mont-Royal (a mountain in the middle of the city). It’s worth a walk all the way up to get a view of the city or to skate around Beaver Lake. Weather permitting, perhaps even a romantic picnic! Another way to get a view of the city is to have a continental style meal at the restaurant Tour de Ville, located in the Hotel Delta Centre-Ville (located near the Palais des congrès).

Place that best sums up Montréal’s spirit:

Different geographical quarters (quarters) contribute to Montréal’s rich mosaic of cultures, flavours, rhythms and, of course, joie de vivre! Thus, make it a point to visit the different quarters, meet the shopkeepers, eat authentic local cuisine, swing to the beat and overhear some effervescent exchanges as the patrons reconvene with old friends and family.

Your tour guide:

Lorne Flavell is the past president of the Canadian Counselling Association.

Favorite local spots:

Our mountain in the middle of the city, Mont-Royal, where we get our city name, has a lookout, chalet and a lake to see all over the scenic area. The Old Port has restaurants, boutiques and art displays, as does Old Montréal. City Hall and the Bonsecours Market have much historical and cultural value, as does the church of the same name in Montréal.

Cultural spots:

Montréal’s strong a cultural base with many museums, including the McCord Museum of Canadian History just across from McGill University. It features a First Nations display and historical costumes and artifacts covering several centuries. Just a 10-minute walk along Sherbrooke Street will bring you to the Museum of Fine Arts and the Museum Quarter. Place des Arts is the home of the Montréal Symphony Orchestra. There is also the Molson Centre (now Centre Bell) for hockey and entertainment, while the Pepsi Forum Entertainment Centre has high-tech games and numerous theatres.

For nature lovers:

Besides the natural areas outside, there is the Insectarium, where you can have a close-up encounter with all types of creepy-crawly insects and butterflies. The Biodome has amazing flora and fauna and highlights our planet’s ecosystems. The Planetarium will give a view to the universe and recent discoveries. The Biosphere highlights our precious water resources, while the Science Centre has interactive exhibits and games.

Spiritual sites:

Montréal is sometimes called the City of Churches. Some of the highlights include the downtown St. Patrick’s Cathedral, with strong Irish roots. The Notre-Dame Cathedral features neogothic architecture as in Paris. Saint Joseph’s Oratory was founded by Brother Andre on the side of Mon-Royal. It draws millions of pilgrims each year, along with the Marguerite Bourgeois Church and the Bonsecours Chapel at the Old Port. Christ Church Cathedral is in the centre of the city and is not to be missed. Another must-see is Mary Queen of the World Cathedral.

The Underground City:

Montréal contains another city within itself — the Underground City — a subway system that offers weatherproof strolling and riding year-round. It covers roughly 20 miles and features hundreds of stores, restaurants and entertainment centres and connects you to museums, sports complexes and hotels. You can browse at a bookstore, visit the National Library, eat all kinds of multicultural or American food, visit shops for clothes, furs, jewelry and art, or have a glass of

Continued on page 18
Your tour guide: Susie Wileman, a “sixth-generation Montréalois,” is a counselor and coordinator of the Counselling and Career Development Service of Dawson College.

Montréal “must-see” list:
- Le Musée de Pointe à Callière in old Montréal is devoted to the archeology of the city. It offers a terrific multimedia presentation and a guided tour through the foundations of the old city. Fun, fascinating, and always on my “to do” list for out of town visitors.
- A nighttime visit to one of the music venues! Crescent Street for great world of fashion go by. Above downtown are La Colombe (fab cups. True connoisseurs never order True connoisseurs never order “lean.”

What first-time visitors will be surprised to learn:
- People talk to each other here and, for the most part, there isn’t a language barrier. In other words, it’s a big city with a small town atmosphere. Montréalois are generally happy to offer visitors advice and directions.

What makes Montréal unique:
- The influence of the two founding cultures and the diversity of the cultures present today that make up the fabric of our city. We are more “European” than the rest of Canada, yet we are also very North American. Outside staircases showcase a unique bit of Montréal’s architectural heritage.

Montréal’s most overlooked treasure:
- The William Blake collection housed in McGill University’s Rare Book Room — a truly superior collection of original lithographs, some of them print-ed by the man himself.

Place that best sums up Montréal’s spirit:
- The cross on Mont-Royal. It’s not just a landmark but a beacon. It must be seen from Avenue du Parc at night in the wintertime. Magic!

Your tour guide: Nisha Sajnani, director of Creative Alternatives, a non-profit creative arts therapies center in Montréal.

Montréal’s most overlooked treasure:
- The walking trails on Isle St. Helene. It’s just a Metro stop away to a nature lover’s winter wonderland.
- Montréal’s Playback Theatre Company. There are monthly community performances of this radical form of improvisation that transforms anecdotes gathered from audience members into live theatre on the spot. Performances are in French, Spanish and English. Building community one story at a time.

Place that best sums up Montréal’s spirit:
- Diversity in age, ethnicity, religion and sexuality, plus edgy politics, are all to be found on the streets of Montréal. Take a walk on St-Laurent, a busy Montréal boulevard, at night and you’ll get a sense of this firsthand.

Working up an appetite

Canadian Counselling Association member Victor Levant also served as a restaurant critic in Montréal for six years. He provided the following list of fine-dining options in the area:

Cream of the crop (4 stars)
- Toqué (900 Place Jean-Paul Riopelle, 499-2084): The top of the top
- Lucca (12 Dante, 278-6502): Italian
- Kaizen Sushi Restaurant (4075 Ste-Catherine West, 707-8744)
- Rosalie (1232 de la Montagne, 392-1970): French-fusion
- Les Caprices de Nicolas (2072 Drummond, 822-9790)
- Les Remparts (93 De La Commune, 392-1649): French
- Milos (5355 Parc Ave., 272-3522): Greek
- Les Chevres (1201 Avenue Van Horne, 270-1119): Vegetarian and meat
- La Chronique (99 Laurier West, 271-3095)

Excellent kitchens (3 stars)
- Anise (104 Laurier West, 276-6999): Fusion
- Holder (407 McGill College, 849-0333): European bistro
- Ferreira Café (1446 Peel, 848-0988): Portuguese
- Le Montiat du Lait (371 Villeneuve East, 289-9921): Out of this world
- Le Chou (1205 Avenue Van Horne, 270-2468)
- Le G (2050 Mansfield, 859-2050)
- Bo. Chinese (5163 St-Laurent, 272-8886)
- Bonaparte (447 St-Francois Xavier, 844-1448): French

Note: Victor Levant assigned star ratings to the restaurants mentioned above based on his personal opinion. The area code for all restaurants listed is 514.
Counseling Today
March 2006

Your tour guide:
Catherine Tremblay, a career counselor with HEC Montréal.

Montreal “must-see” list:
- Mont-Royal itself. Wonderful for a walk and to admire the view.

Favorite restaurants in the area:
- On the Plateau Mon-Royal, Bleu Caramel (sushi) and Apres le Jour (French bistro; B.Y.O.B).

What makes Montreal unique:
- The fact that it is a big multicultural city and that there is not much violence.

Place that best sums up Montreal’s spirit:
For me it is two streets: St-Denis and Mont-Royal. Visiting the shops and cafés really gives you a good feeling of what Montreal is about.

Your tour guide:
Lindsay Chipman, a drama therapist who provides individual and group therapy for children and adolescents at CCS Community Services Organization.

Montreal “must-see” list:
- Contemporary Art Museum, La Central art gallery, shopping on the Plateau Mon-Royal.

Favorite restaurants in the area:
- For sushi I prefer the Kaisen on Ste-Catherine Street and Wood Street. Excellent sushi and service. The best of the best.

What first-time visitors will be surprised to learn:
- We have a mountain and park right in the middle of the city with a small lake. You can also skate on the lake in the winter. There is a beautiful belvedere where you can have a lovely view of the city.

What makes Montreal unique:
- It has a wonderful mix of the new and old worlds. Old Montreal with its European architecture and flavour contrasts with the new high-rises and their Underground City that goes on for miles.

Montreal’s most overlooked treasure:
- Notre Dame de Bonsecours Church, Chateau Ramezay and the Ritz-Carlton garden.

Place that best sums up Montreal’s spirit:
The Old Montréal area.

Your tour guide:
Carol Mayr, a career counselor for the NOVA Career Education Centre and the Chateauguay Career Education Centre.

Montreal “must-see” list:
- The Biodome, St. Joseph Oratory, the Old Port, the Casino, the Hippodrome, Mont-Royal and the Bell Centre for indoor skating. There is great shopping downtown. You don’t even need to walk outside if it is too cold because it is all underground.

Favorite restaurants in the area:
- On the Plateau Mon-Royal, Bleu Caramel (sushi) and Apres le Jour (French bistro; B.Y.O.B).

What makes Montreal unique:
- The diverse cultures all living in one city. Not only do we all live together, we also have many festivals and celebrations honoring all the different and unique cultures here in Montréal.

Montréal’s most overlooked treasure:
- I think the overlooked treasure of Montréal would be the unique, creative, artistic design of all the various Metro stations. It would be interesting for people to visit them and to appreciate the artistry and contributions of local artists/architects.

What first-time visitors will be surprised to learn:
- A lot of English is spoken downtown.

Place that best sums up Montréal’s spirit:
St-Denis Street definitely best sums up Montréal’s spirit.

Your tour guide:
Janice Tester, a career development counselor with McGill Career & Placement Service.

Favorite restaurant in the area:
- For sushi I prefer the Kaisen on Ste-Catherine Street and Wood Street. Excellent sushi and service. The best of the best.

What makes Montreal unique:
- It has a wonderful mix of the new and old worlds. Old Montreal with its European architecture and flavour contrasts with the new high-rises and their Underground City that goes on for miles.

Montreal’s most overlooked treasure:
- Notre Dame de Bonsecours Church, Chateau Ramezay and the Ritz-Carlton garden.

Place that best sums up Montreal’s spirit:
The Old Montréal area.

Your tour guide:
Carol Mayr, a career counselor for the NOVA Career Education Centre and the Chateauguay Career Education Centre.

Montreal “must-see” list:
- The Biodome, St. Joseph Oratory, the Old Port, the Casino, the Hippodrome, Mont-Royal and the Bell Centre for indoor skating. There is great shopping downtown. You don’t even need to walk outside if it is too cold because it is all underground.

Favorite restaurants in the area:
- On the Plateau Mon-Royal, Bleu Caramel (sushi) and Apres le Jour (French bistro; B.Y.O.B).

What makes Montreal unique:
- The diverse cultures all living in one city. Not only do we all live together, we also have many festivals and celebrations honoring all the different and unique cultures here in Montréal.

Montréal’s most overlooked treasure:
- I think the overlooked treasure of Montréal would be the unique, creative, artistic design of all the various Metro stations. It would be interesting for people to visit them and to appreciate the artistry and contributions of local artists/architects.

What first-time visitors will be surprised to learn:
- A lot of English is spoken downtown.

Place that best sums up Montréal’s spirit:
St-Denis Street definitely best sums up Montréal’s spirit.

Your tour guide:
Janice Tester, a career development counselor with McGill Career & Placement Service.

Favorite restaurant in the area:
- For sushi I prefer the Kaisen on Ste-Catherine Street and Wood Street. Excellent sushi and service. The best of the best.

What makes Montreal unique:
- It has a wonderful mix of the new and old worlds. Old Montreal with its European architecture and flavour contrasts with the new high-rises and their Underground City that goes on for miles.

Montreal’s most overlooked treasure:
- Notre Dame de Bonsecours Church, Chateau Ramezay and the Ritz-Carlton garden.

Place that best sums up Montreal’s spirit:
The Old Montréal area.

Your tour guide:
Carol Mayr, a career counselor for the NOVA Career Education Centre and the Chateauguay Career Education Centre.

Montreal “must-see” list:
- The Biodome, St. Joseph Oratory, the Old Port, the Casino, the Hippodrome, Mont-Royal and the Bell Centre for indoor skating. There is great shopping downtown. You don’t even need to walk outside if it is too cold because it is all underground.

Favorite restaurants in the area:
- On the Plateau Mon-Royal, Bleu Caramel (sushi) and Apres le Jour (French bistro; B.Y.O.B).

What makes Montreal unique:
- The diverse cultures all living in one city. Not only do we all live together, we also have many festivals and celebrations honoring all the different and unique cultures here in Montréal.

Montréal’s most overlooked treasure:
- I think the overlooked treasure of Montréal would be the unique, creative, artistic design of all the various Metro stations. It would be interesting for people to visit them and to appreciate the artistry and contributions of local artists/architects.

What first-time visitors will be surprised to learn:
- A lot of English is spoken downtown.

Place that best sums up Montréal’s spirit:
St-Denis Street definitely best sums up Montréal’s spirit.

Your tour guide:
Janice Tester, a career development counselor with McGill Career & Placement Service.

Favorite restaurant in the area:
- For sushi I prefer the Kaisen on Ste-Catherine Street and Wood Street. Excellent sushi and service. The best of the best.

What makes Montreal unique:
- It has a wonderful mix of the new and old worlds. Old Montreal with its European architecture and flavour contrasts with the new high-rises and their Underground City that goes on for miles.

Montreal’s most overlooked treasure:
- Notre Dame de Bonsecours Church, Chateau Ramezay and the Ritz-Carlton garden.

Place that best sums up Montreal’s spirit:
The Old Montréal area.

Your tour guide:
Carol Mayr, a career counselor for the NOVA Career Education Centre and the Chateauguay Career Education Centre.

Montreal “must-see” list:
- The Biodome, St. Joseph Oratory, the Old Port, the Casino, the Hippodrome, Mont-Royal and the Bell Centre for indoor skating. There is great shopping downtown. You don’t even need to walk outside if it is too cold because it is all underground.

Favorite restaurants in the area:
- On the Plateau Mon-Royal, Bleu Caramel (sushi) and Apres le Jour (French bistro; B.Y.O.B).

What makes Montreal unique:
- The diverse cultures all living in one city. Not only do we all live together, we also have many festivals and celebrations honoring all the different and unique cultures here in Montréal.

Montréal’s most overlooked treasure:
- I think the overlooked treasure of Montréal would be the unique, creative, artistic design of all the various Metro stations. It would be interesting for people to visit them and to appreciate the artistry and contributions of local artists/architects.

What first-time visitors will be surprised to learn:
- A lot of English is spoken downtown.

Place that best sums up Montréal’s spirit:
St-Denis Street definitely best sums up Montréal’s spirit.

Your tour guide:
Janice Tester, a career development counselor with McGill Career & Placement Service.

Favorite restaurant in the area:
- For sushi I prefer the Kaisen on Ste-Catherine Street and Wood Street. Excellent sushi and service. The best of the best.

What makes Montreal unique:
- It has a wonderful mix of the new and old worlds. Old Montreal with its European architecture and flavour contrasts with the new high-rises and their Underground City that goes on for miles.

Montreal’s most overlooked treasure:
- Notre Dame de Bonsecours Church, Chateau Ramezay and the Ritz-Carlton garden.

Place that best sums up Montreal’s spirit:
The Old Montréal area.

Your tour guide:
Carol Mayr, a career counselor for the NOVA Career Education Centre and the Chateauguay Career Education Centre.
Montréal

Continued from page 19

What first-time visitors will be surprised to learn:
There are a lot of English-speaking people.

What makes Montréal unique:
How multicultural we are (Little Italy, Chinatown).

Montréal’s most overlooked treasure:
The strip of bars on either Crescent Street or St. Laurent.

Your tour guide:
Leanne D. Rondeau, a professional guidance counselor in private practice

Montréal “must-see” list:
The mountain (Mont-Royal):
Do a “Trudeau” (walk up the mountain from bottom to top and around the cross during a snowstorm). You don’t know Montréal if you don’t know the mountain. The tam-tam jam at Montréal if you don’t know the private practice.

Montréal’s most overlooked treasure:
Overlooked treasure: The strip of bars on either Crescent Street or St. Laurent.

Favorite restaurants in the area:
- Santropol: A seventies icon at the corner of Duluth and St. Urbain. It features huge sandwiches, millet pie and great soups. You can sit and talk for hours at the table and no one will shove you out of the restaurant. Super décor.
- Les Vives: A vegan treasure and cooperative restaurant run by idealistic environmentalists. Tons of food that is all organic, served on Indian stainless steel plates with no frills. On the east side of St. Laurent, a little north of Mont-Royal.
- L’avenue: On Mont-Royal east of Mont Royal Metro station. Great meals, french fries fried in peanut oil, breakfasts, desserts, wild decor, eccentric staff.

Favorite restaurants in the area:
- Place that best sums up Montréal: Le Centre Sheraton Hotel.
- Your tour guides:
  - Lise Simard, a career counselor with CIBLE in the Lower Laurentians, works with seniors 50 to 65 who wish to reintegrate into the job market. Erick Beaulieu counsels members of several of the Université du Québec à Montréal’s socioprofessional networks and has a vocational guidance counseling private practice.

Montréal “must-see” list:
For only $39 (Canadian) you can take your pick and have access for three days to 30 major Montréal museums and attractions, along with public transit (www.museesMontréal.org/site/museumpass.htm). Or you can take a short walk to one of the downtown shopping promenades such as Place Ville-Marie or 1000 de la Gauchetière, which has an indoor skating rink. In addition, the Montréal Casino is open day and night.

FAQs about the 2006 ACA/CCA Convention

Can I register for the convention onsite?
Yes, you may register for the convention onsite, but the cost will be slightly higher. After March 15, the rate will increase to $365 for professional/regular members and $240 for student/new professional/retiree members.

Can I register for the convention for one or two days?
Yes, the cost for a one-day registration is $175. The cost for a two-day registration is $320.

Can I submit my registration by a purchase order?
Yes. Please send in the purchase order, along with your registration form, to the attention of the ACA Member Services Department, 5999 Stevenson Ave., Alexandria, VA 22304-3300.

Where will the ACA/CCA Convention activities be held?
All ancillary programs (such as the division meetings and functions), ACA meetings and functions, and the Opening Party will be held at Le Centre Sheraton Hotel. The Opening Session Keynote, all General Sessions, Education Sessions, exhibits and registration will be held at the Palais des congrès de Montréal (Montréal Convention Center).

What are the other ACA hotels?
ACA has contracted sleeping rooms with the Marriott Chateau Champlain, Hyatt Regency, Hilton Montréal Bonaventure and the Holiday Inn Select.

Will ACA provide a shuttle bus?
Yes. ACA will provide a shuttle bus to and from the hotels and the Montréal Convention Center. Please check the signage in the hotel lobby for the scheduled times.

I see ACA is offering tours this year. Will tours be available onsite?
We strongly encourage you to purchase your tickets in advance. All tours are based on minimum participation and on availability.

What is the difference between the Learning Institutes and the Education Sessions?
Learning Institutes are the preconvention workshops and take place two days before the start of the convention. The dates are Thursday, March 30 and Friday, March 31. The Learning Institutes are six-hour (daytime) and three-hour (evening) sessions that offer practical knowledge, strategies and intervention techniques. Learning Institute registration is not included in the convention registration. Education Sessions are included in the convention registration and will be held Saturday, April 1 through Monday, April 3.

How do I get continuing education credit for attending the ACA Convention?
CE report forms will be included in the tote bags given to all attendees. Additional forms can be found at registration counters. Attendees simply check off the Education Sessions that they have attended, including the session number. The process is the same for the Learning Institutes. At the end of the convention, mail the form along with a check for $15, which is the cost for processing. A certificate will be generated and mailed within two weeks.

One CE contact hour is earned for each hour of attendance at the Opening Session, Keynote Speaker, IAMFC Distinguished Speaker Session and Education Sessions. Learning Institute participants earn six CE contact hours for daytime sessions and three CE contact hours for evening sessions.

Do I need to sign up for Education Sessions?
No. You do not need to sign up for the Education Sessions. They are included in the registration fee and are on a first-come first-serve basis.

Where is the Message Center located?
The Message Center will be located near the ACA registration area at the Montréal Convention Center to help locate friends and colleagues.

Can you provide me with travel information to and from the airport to the hotels?
Montréal-Canada International Airport (airport code: YUL) is located 20 minutes from the heart of downtown Montréal. After processing your baggage through Customs, you will exit into the public area. Signs are posted in this area for taxi or limo service on the right, and shuttle service is identified on the left at Post #8.

Do I need a passport?
ACA is aware of the State Department’s notice, but all that really guarantees is that you will get out of the country — not necessarily back in! ACA strongly encourages convention attendees to obtain a passport. For more information on passports, visit the State Department website at http://travel.state.gov/.

Where can I find other travel information?
- Attractions, shopping, restaurants and more: www.tourisme-Montréal.org
- Metro (subway) information: www.stcvm.qc.ca

How about the weather in Montréal?
The average high temperature for Montréal in March is 34, and the average low is 23; in April the average high is 52, and the low is 37. If the weather happens to be on the chilly side, take advantage of Montréal’s climate-controlled (and expansive) Underground City, which features seemingly limitless shopping and dining opportunities.
What first-time visitors will be surprised to learn:
Montreal has 33 kilometers of underground malls and corridors that connect to its Metro (subway), which is also entirely underground. (For more information on Montreal's subway system, visit www.stcum.qc.ca/english/metro/a-index.htm.)

What makes Montreal unique:
Its French flavor, unique mix of old and modern, Victorian row houses, winding outside staircases and ornate wrought-iron balconies, cuisine from all over the world, vibrant nightlife, cultural activities that cater to so many different clienteles and the fact that you can walk the city’s streets safely at night.

Montreal’s most overlooked treasure:
Montreal is an island. Many of its large parks reach out to its shoreline, while others are in the heart of the city. Montreal’s tree-lined streets change their appearance each season, marking time in leafy greens and bright reds and yellows.

Place that best sums up Montreal’s spirit:
Old Montreal with its cobblestone roads, its port and its museums, attractions and public spaces, where activities and exhibitions are held all year long.

Your tour guide:
Chris Cooper is a management consultant and counselor with more than 20 years of consulting and coaching experience. He is the president of both Cooper Johri Management Consulting Corporation and Orgpax Publications Inc.

Montreal “must-see” list:
The Old Port (Old Montreal) and the Mountain (Mont-Royal).

Favorite restaurant in the area:
Pizzella (2080 St-Mathieu St.), Casual, Italian. Ask for Rocco.

What first-time visitors will be surprised to learn:
Montreal has roughly the same demographics as San Antonio: one-third English, one-third French (instead of Spanish-speaking), one-third other (Italian, Portuguese, Haitian, Asiatic, etc.).

What makes Montreal unique:
The richness of its cultural mosaic.

Place that best sums up Montreal’s spirit:
St-Hubert Street for shopping, especially for clothes and shoes. (Ladies, try Semy Store at 6683 St-Hubert Street: Exclusive Italian imports at very competitive prices; ask for Pierre.)

Your tour guide:
Cindy Mancuso is a career counselor and diversity adviser for the Career and Placement Service at McGill University.

Montreal “must-see” list:
The Mountain (Mont-Royal). Visit the lookout via the walking path that you pick up on Parc Avenue.

Favorite restaurant in the area:
My favorite fun/hip casual restaurant is L’Avenue on Mont-Royal Street, east of St-Denis.

What first-time visitors will be surprised to learn:
That Anglos and Francos live here in wonderful harmony.

What makes Montreal unique:
Its European feel and French culture.

Montreal’s most overlooked treasure:
Its architecture.

Place that best sums up Montreal’s spirit:
Mont-Royal on a weekend afternoon (vibrant, fun, warm and diverse).
American Counseling Association & Canadian Counselling Association

2006 ANNUAL CONVENTION
Montréal Convention Centre – Palais de congrès

Pre-convention Learning Institutes March 30 – 31

Sign Up Now for ACA/CAC Pre-convention Learning Institutes

Seats Are Filling Fast!

Top 10 most popular pre-convention LIs.

0601 Comprehensive
Crisis Counseling 101: Strategic Systematic Approaches to Assessment and Interventions
Amy A. Branto, PhD; Carrie L. Wachter, MS; and Julie B. Stephenson, PhD

0602 Intermediate
Challenges Facing Group Leaders: Understanding and Working With Resistance and Diversity Issues
Gerald Corp, PhD

0604 Comprehensive
Assisting Families in Helping Children and Adolescents Who Have Experienced Loss
Joel Ann Matters, PhD; and Judy J. Norini, PhD

0602 Intermediate
Play Therapy: A Universal Language for Understanding and Helping Children From Diverse Cultures With Diverse Needs
Sue C. Brotton, PhD

0620 Comprehensive
Reaching the Tough Adolescent through Expressive Arts Therapy: George Poppky, Nightshade, LTD; and Fred Winter, 285

3 Ways to Register

1. Online
www.counseling.org

2. Fax
Download registration form and fax to 800-473-2329 or 703-461-9260

3. Phone
800-347-6542 x222 or 703-522-5800 x222 (8:00 a.m. – 7:00 p.m., M–F, ET)

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

Register by March 15 and save $50!

Visit our website at www.counseling.org/convention for full descriptions and a list of 57 additional titles to choose from!

Learning Institute Rates

<table>
<thead>
<tr>
<th>Learning Institute Rates</th>
<th>Advance by March 15</th>
<th>General &amp; Discount After March 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA Members Professional/Regular</td>
<td>$150/$110</td>
<td>$100/$110</td>
</tr>
<tr>
<td>New Professional/Student/Recent</td>
<td>$110/$85</td>
<td>$100/$110</td>
</tr>
<tr>
<td>Non-Members General/Attendants</td>
<td>$200/$150</td>
<td>$120/$120</td>
</tr>
<tr>
<td>Student</td>
<td>$100/$85</td>
<td>$200/$175</td>
</tr>
</tbody>
</table>

Honoring Now Open www.tourisme-montreal.org/housing/AC2006
Allowing dual relationships

Editor’s note: American Counseling Association members received the 2005 ACA Code of Ethics bundled with the December 2005 issue of Counseling Today. Completed over a three-year period, this revision of the ethical code is the first in a decade and includes major updates in areas such as confidentiality, dual relationships, end of life, and cultural sensitivity. All ACA members are required to abide by the ACA Code of Ethics, and 21 state licensing boards use it as the basis for adjudicating complaints of ethical violations. As a service to members, Counseling Today includes a monthly column focusing on new or updated aspects of the ACA Code of Ethics (the ethics code is also available online at www.acacodeofethics.org). ACA Chief Professional Officer David Kaplan conducted the following interview with Rocco Cottone and Michael Kocet, two members of the ACA Code of Ethics Revision Task Force.

David Kaplan: Two months ago we discussed a major change in the recent revision of the ACA Code of Ethics — changing the criterion for breaking confidentiality from “clear and imminent danger” to “serious and foreseeable harm.” This month we will be talking about another critical change in a core area of counseling ethics: allowing a dual relationship when it is beneficial to the client, supervisee, student or research participant. [Editor’s note: See Standards A.5.d., F.3.e., F.10.f and G.3.d.) It is interesting to note that the new 2005 Code of Ethics does not even mention the term “dual relationship.”

Rocco Cottone: The dual relationship term is really nondescript and does not give good guidance to the profession or to clients who have an ethical concern or complaint.

Michael Kocet: And over time our professional culture had developed the notion that you had to back away from any circumstance that might present a dual relationship, even if there was a potential for benefit to the client.

RC: When you sit down and analyze the concept of dual relationships, you will find that there are three different types of relationships: sexual/romantic relationships, nonprofessional relationships and professional role change. The first category, sexual and romantic relationships with current clients, is banned by the code of ethics because we have evidence of the damage that results. The second type of relationship, nonprofessional relationships, encompasses those activities where you might have contact or active involvement with a client outside of the counseling context. The third type of relationship that the old dual relationship term encompassed is a professional role change. An example is when you shift from individual counseling to couples counseling. Moving from one type of counseling to another with one client can be really confusing and ethically compromising.

So, in the end, moving away from the concept of dual relationships was really about the analysis of what the dual relationship term meant and the confusion it caused because of multiple meanings. The new ethics code addresses all three types of roles and relationships with clients.

DK: So instead of banning dual relationships across the board, the board’s recent revision of the ethical code now allows professional counselors to interact with clients outside of a counseling session under certain conditions.

RC: Counselors may now interact with a client in a nonprofessional activity as long as the interaction is potentially beneficial and is not of a romantic or sexual nature. Even if it is a potentially beneficial relationship, counselors must use caution, forethought and proceed with client consent whenever feasible.

MK: Focusing on assessing beneficial versus harmful interaction allows the counselor to really partner with the client to determine whether a potential relationship will help or hurt.

DK: Can you give some examples of potentially beneficial interactions that may now be allowed?

MK: One example is a wedding. Let’s say a long-term client announces that he or she is getting married. The counselor is then asked to attend the wedding because the client feels that the counseling was instrumental in working through issues that blocked the client from considering new relationships. From the client’s perspective, the counselor’s attendance at the wedding would be very meaningful.

A second example involves a counselor who lives in an extremely rural area and needs to get her car fixed and has a client who is the only mechanic in town. A discussion with the client may lead to the clear conclusion that it is appropriate for the client to service the counselor’s car.

RC: Other examples include attending a graduation ceremony to honor a client’s academic accomplishment or attending a funeral to show respect to a client. It could be as simple as buying cookies from a Girl Scout or as complex as being actively involved in a shared community (e.g., a political party or a disability community) where you are working hand-in-hand with clients, students, supervisees or research participants. Counselors should not feel guilty for engaging in more than one role as long as it is potentially beneficial to the client.

DK: How does bartering fit into this new concept? What if a client would like to do yard work, carpentry, home repair, etc., in return for your services?

RC: Well, the standard we are talking about (A.5.g., “Potentially Beneficial Interactions”) doesn’t in any way supercede the longstanding standard on bartering (A.10.d).

DK: One of the impressive things about Standard A.5.g., “Potentially Beneficial Interactions,” is that it gives a very nice road map for how to ensure that the focus is on the client’s best interest when the issue of an interaction outside of counseling, supervision, teaching or research arises.

MK: Right. The counselor needs to have a thorough discussion with the client, supervisee, student or research participant about both the potential benefits and the potential harms that could occur. It is then critical that the counselor document this discussion in case records along with the rationale for engaging in the interaction.

DK: As we have pointed out in previous columns, a major theme through the new ACA Code of Ethics is consult, consult, consult! Is the issue of a potentially beneficial interaction with a client, student, supervisee or research participant an area that comes under this theme?

MK: Absolutely. If the counselor has any reservations, it is very useful to consult with a supervisor or colleague, search the literature, etc. There are many ways to consult.

DK: Dr. Cottone, you were the member of the Code of Ethics Revision Task Force who spearheaded the change from banning dual relationships to evaluating beneficial versus harmful interactions. Why was this important to you?

RC: From a personal perspective, I have a son who has muscular dystrophy. I am very active in the community here in St. Louis, and at the same time I have a practice that focuses on counseling individuals affected by muscular dystrophy. So the people I counsel are the people in the same community where I am an active volunteer. I sit side by side with my clients at the MDA telethons trying to raise money to save people’s lives. I go to parties with my son where my clients are present and we socialize. I began to realize there was nothing wrong with that. In fact, if I hadn’t been involved in that kind of activity, my clients would have looked at me as if I really was not sincerely interested in helping people with their condition.

I want to thank my colleagues on the task force because they were very receptive to the idea of evaluating beneficial versus harmful interactions rather than an across the board ban on dual relationships. The ideas I brought to the ethics task force were significantly different than those in the prior code, so I applaud my colleagues for letting me express my view and improve on some of the ideas I had.

DK: Thanks for giving a very human touch to the new ethical code.

Next month: New ethical code statements about end-of-life issues

Letters to the editor: cti@counseling.org

Grow spiritually and help others to do so.

One Spirit Interfaith Seminary is a two-year part-time professional training ideal for counselors.

• Integrate the world’s religions with cutting edge developments in psychology, science and integral philosophy.

• Expand your spiritual understanding and gain the skills to support others in cultivating an authentic spiritual life.

• Training culminates in ordination as an Interfaith Minister.

Other programs in Spiritual Counseling, Conscious Relationships, The Essence of Prayer, and more.

On site NYG & distance learning

CLASSES START SEPT 10

For info: (212) 931-6640 X24 or info@onespiritseminary.org

One Spirit

INTERFAITH SEMINARY

A division of One Spirit Learning Alliance
COUNSELING around the world.
in the community.
is one of the most important human services.

We want to take care of you, just as you take care of others

You need tools that will help you in your practice, your research, and your teaching.

Visit the new ACA website at www.counseling.org
Meet the staff at ACA

Several new faces have joined the staff at American Counseling Association headquarters in the past six months. Join us in welcoming them.

Brian Altman
Brian is a legislative representative working in the Public Policy and Legislation Office. He advocates on behalf of licensed professional counselors by meeting with appropriate personnel in the Bush administration and on Capitol Hill. Brian handles issues involving Medicare reimbursement, inclusion in the Veterans Health Administration and independent practice authority in TRICARE. He also is a staff liaison to two ACA committees. Brian earned a law degree from the Georgetown University Law School and a B.A. from Duke University.

Brandt Heatherington
Brandt, ACA's director of marketing, was president of New Vision Communications from 1992-2005 and brings nearly 20 years of experience as a marketing and design professional. He started his career in marketing communications for Fortune 500 management consultant A.T. Kearney and has also served as the art director at Federal Computer Week. Brandt has won several awards, including the Award for Excellence in design and printing from the Virginia Printing Association. He holds a B.F.A. in communications and graphic design from George Mason University and completed graduate study programs in visual communications at George Washington University. Brandt was one of the first official beta testers for Adobe software in 1989.

Brendon MacBryde
Brendon is the newest member of the Publications Department at ACA. As a production editor in ACA's journals program, he edits and proofreads manuscripts for publication. A graduate of the University of Denver Publishing Institute, he has worked for a variety of publishers, including Westview Press (Boulder, Colo.), the Frontline Group Technology Center (Boulder, Colo.) and the American Psychological Association (Washington, D.C.). He has an M.F.A. in poetry from the University of Arizona. Brendon enjoys hiking, World Cup soccer, contemporary folk music and tarmisul.

Martha McIntosh
Martha is ACA's professional projects coordinator. She is involved in developing and coordinating professional projects consistent with the association's strategic plans, responding to member needs across the spectrum of professional issues and providing consultation to ACA on counseling matters. She has been an ACA member, a licensed professional counselor and a nationally certified counselor for 12 years. Martha worked for Fairfax County (Va.) for 15 years full time, maintaining a part-time private practice for seven of those years. Her personal interests include staying fit and healthy and gardening.

Sandi Morris
Sandi is the senior conference coordinator with ACA's Convention and Meetings Department. She has more than six years of experience coordinating meetings and conferences in the government contracting and health care areas, both locally and nationally. This included planning meetings for attendees with disabilities, as well as high-level events for the Department of Homeland Security. Sandi has a bachelor of science degree in marketing from George Mason University and lives with her favorite pet—a mini-Rex rabbit named Slipper. Be sure to ask Sandi about Slipper the next time you see her!

Carlos J. Soto
Carlos is the graphic designer for Counseling Today. He received his master of arts and humanities in graphic design and early childhood education from SUNY Buffalo and has worked as a freelance graphic designer for the past 10 years. He is married to his high school sweetheart, Theresa, and has two children: Brandon, 13, and Kaityn, 9. In addition to coaching his daughter's softball team and his son's baseball team, Carlos also plays in an adult baseball league and is a black belt in tae kwon do.

Emily Wisniewski
Emily is an intern in the Public Policy and Legislation Office. She is working on various projects, including compiling research information on grants and other funding for school counseling programs. She will be graduating from Binghamton University in May with a bachelor of science degree in human development. Emily is from Muttontown, Long Island, and has applied to various graduate schools for the upcoming fall semester to receive her master's degree in school counseling. In her free time, she exercises her love of art through drawing—especially frogs!
Multicultural Issues in Counseling: New Approaches to Diversity, 3rd edition

The wait is over. Courntland Lee and an accomplished group of chapter authors have published a substantial revision of a seminal multicultural counseling book. This major revision was worth the wait. The highlight of this 25-chapter book is the infusion of six new chapters that provide more information and clinical support for counselors working with multicultural populations. The major distinction between the second and third editions emerges immediately in the introduction, as Lee makes a strong case for multiculturalism as the new paradigm for counseling. In the first chapter, he presents domestic, sociopolitical, hot button issues germane to counselors in the United States; however, these issues confront counselors worldwide. Issues related to changing demographics, race and ethnicity, sexual orientation, disability and socioeconomic disadvantage are topics every counselor must be prepared to address both as service providers and advocates. The paradigm shift places a potentially larger group of clients needing services before the profession and an expanded responsibility to value multicultural uniqueness before the professional.

Four new sections with six new chapters evidence this paradigm shift. The new sections cover the multicultural individual and family experience, the gay/lesbian/transgendered experience, the experience of people with disabilities and the experience of socioeconomic disadvantage. The authors include up-to-date census and statistical data, introductions to the client groups being discussed, subtitles germane to the topic and practical case studies that crystallize the counseling issues. Seeing the census and statistical data in print powerfully verifies the existence of these important, if frequently overlooked, groups.

As is the case when some authors make changes from edition to edition, subtitles exist, yet this third edition is different and better in substantial ways. In the

Resource Reviews

Professional Counseling 101: Building a Strong Professional Identity

Author Mark Pope notes that writing the 17 essays for this book was a labor of love. Besides being an engaging and personal introduction, it covers all aspects of professional life as a counselor: professional identity development, contextual and cultural development, and organizational development.

Writing in response to the question “Why are we here?” Pope explores the essential role of the counselor. Moreover, he offers a sobering view of mental health issues in the United States. In the chapter on professional responsibility, he motivates readers to support the profession and get involved. While humorously referring to counseling as the best-kept little secret in the world, he urges readers to market the profession and provides sound advice on how exactly to do so. He finishes his professional identity development theme by paying homage to his deceased colleague and leading counselor educator, Mary Arnold, reminding us that caring and humanity are essential to making a counselor.

The author also invites us to embark on a multicultural journey with him by explaining the definitions of culture and encouraging us to look at our own issues of prejudice. He speaks about the counseling profession’s place in honoring gay, lesbian, bisexual and transgendered persons. His story about conversing with strangers whom we meet on the road is a charming example of the importance and extent of multicultural issues in our lives.

A strong and concise history of professional counseling opens the section on organizational development. As Pope recaps the profession’s changes and growth, he also emphasizes its values and goals. He stresses the importance of developing professional relationships and meeting professional as well as personal development needs through the American Counseling Association. In addition, Pope makes it a matter of importance to invite readers to assume leadership roles. He also discusses the standards for the profession and the role that ACA plays in ensuring the rights of counselors. The final chapter is both an inspirational and touching account of Pope’s life, one leaves the reader with an open invitation to join him on the road to professional awareness and responsibility. This book ensures that no counselor in training falls through the cracks and misses out on having Mark Pope as a personal guide to our profession.

Reviewed by Gerta Bardhosi, a master’s student of counseling at Northern State University.

Privilege, Power and Difference, 2nd edition

What is privilege? What are tangible examples of the unearned advantages it bestows on people who are white, male, heterosexual and/or nondisabled? How are privilege and its accompanying power related to capitalism and social systems? What forms does oppression take? How can individuals promote change in social systems? Allan Johnson explores these questions in an engaging and thought-provoking manner in this second edition of his book. The inclusion of issues of disability is a significant revision to the first edition and reflects the author’s ongoing commitment to both acknowledging and understanding the complexities of privilege in the United States.

Those familiar with the groundbreaking work of Peggy McIntosh will appreciate how Johnson also provides tangible examples of what privilege looks like in everyday life. The author’s conceptual and theoretical framework reflects his background as a sociologist. For example, in one chapter, readers learn how capitalism provides an economic context for privilege and fuels modern racism in direct and indirect ways. In addition, Johnson explains privilege not as a feature of individuals but of social systems that are dominated by, centered on and identified with privileged groups. A self-identified white, male, heterosexual, nondisabled, middle class professional, Johnson anticipates that many readers will resist the idea of privilege and react defensively. In response, he distinguishes between participating in the social realities of oppression and dominance and being an oppressive or dominating person.

Moreover, Johnson addresses the paradox of having privilege but not knowing it or feeling it. Readers are urged to move beyond an individualistic model and to recognize that individuals are socialized not only to have a personal identity but also a sense of their position in relation to other people. In addition, Johnson asserts that paths of least resistance often shape individual choices in our social systems. Such choices may lead to avoidance, exclusion, rejection, unequal access to resources and rewards, violence and other forms of oppression.

Having convincingly argued that each person partakes in the problem of privilege, Johnson concludes with a discussion about viable solutions. He offers a number of specific ideas and underscores how changes must shift the pattern of individual participation in systems of privilege. Johnson includes a helpful and extensive resources section that is categorized as follows: privilege and oppression across two or more dimensions; gender privilege and oppression; race privilege and oppression; privilege and oppression; sexual orientation; social class privilege and oppression; and disability status and oppression.

Counseling students, professional counselors in a variety of settings and counselor educators will benefit from this resource. Given its content, relative brevity and the author’s conversational style, this book is an excellent complement to multicultural counseling textbooks. It’s a very promising vehicle for increasing counselors’ self-awareness while also facilitating change in personal beliefs and attitudes toward clients who differ from the counselor in terms of privileged status.

Reviewed by Stephanie San Miquel Bauman, associate professor of counseling psychology at Washington State University Tri-Cities.

Submit reviews for consideration to column coordinator James S. Korkcska at jkorkcska@isu.edu.

Submit reviews for consideration to column coordinator James S. Korkcska at jkorkcska@isu.edu.
Career cybercounseling nuts and bolts

A new way to enhance services to clients

BY SALLY GELARDIN
AND PETE HUBBARD

Editor’s note: It is incumbent upon all counselors practicing cybercounseling to ensure that they are not violating any license regulations (including permission to practice without a license) in the jurisdiction in which the client resides. Links to licensing requirements are available through the ACA website at www.counseling.org/counselors.

With modern technology that is improving every day, counselors have new options for supporting clients in their personal and career development. One of these options is distance counseling, otherwise known as cybercounseling.

The American Counseling Association has taken the lead in providing continuing education on cybercounseling, including offering a three-hour online course, “Cybercounseling: Going the Distance for Your Clients,” composed by John Bloom, Garry Walz and Donna Ford. (From the ACA homepage at www.counseling.org, click on “Resources,” then “Professional Development,” then “Online Courses.”) In addition, ReadyMinds offers in-person distance counseling training for counselors.

Most recently, a group of counselors under the auspices of the Career Cybercounseling Project (CCC) began exploring the nuts and bolts of delivering career counseling through distance modalities. CCC is an open source project. Counselors can learn technology skills to support their clients in the development of ePortfolios and weblogs (blogs), while receiving support from the CCC community on a free Web platform. You can create a free account and join the Career Cybercounseling Project to explore this exciting new frontier. View the National Career Development Association online forum at www.ncda-forums.org and click on the “CCC Project” hot button at the top of every forum webpage.

It is well worth your time to explore emerging electronic tools in an effort to keep up with your clients and to enhance your delivery of services. Distance career counseling was among the 10 topics most preferred by respondents to NCDA’s 2004 Professional Development Survey. In the 2006 edition of What Color Is Your Parachute: A Practical Manual for Job-Hunters and Career-Changers, Richard Bolles wrote, “The most dramatic change in the past year has consisted in the various new forms that information has taken: blogs, podcasts, Websites, RSS feeds, TiVo, satellite radio, Webcasts, etc., supplementing the older and more familiar forms.”

If you have used the telephone or e-mail to counsel a client, then you have performed cybercounseling. Career cybercounseling gives clients the ability to invite a career counselor into their personal, partitioned e-space — their weblog — to keep the interaction integrated with their blog musings. As more applications and features are integrated into a person’s virtual lifework space, personal learning, reflection and work become more natural, spontaneous and transformational.

To learn about upcoming events that address these powerful communication and collaboration tools and skills, link to www.ncda-forums.org and do a search for “NFT0297.” Several professional development institutes and workshops are scheduled at the ACA/Canadian Counseling Association and NCDAs’ conferences to demonstrate the use of ePortfolios, blogs and other distance tools in the career counseling process. If you’re interested in participating in this new and evolving counseling delivery system, attend one or more of the following convention sessions:

- March 30, 9 a.m.-5 p.m. and March 31, 9 a.m.-3:30 p.m.: ReadyMinds will present an ACA Education Session on the distance credentialed counselor at the ACA/CCA Convention in Montréal.
- March 31, 5:30 p.m.: Sally Gelardin and Marilyn Harryman will present an ACA Learning Institute on “EPortfolios Are Replacing Resumes: Are You Ready?” at the ACA/CCA Convention in Montréal.
- April 2, 3:15 p.m.: Sally Gelardin and Marilyn Harryman will present an ACA Education Session on “EPortfolios Are Replacing Resumes: Are You Ready?” at the ACA/CCA Convention in Montréal.
- July 6, 7:30 a.m.: Virginia Chomiak, Donna Ford, Sally Gelardin and Pete Hubbard will present a Professional Development Institute, “Career Cybercounseling: A Secure Weblog, ePortfolio-Based Model Based on a No-Fee Platform,” at the NCDA Global Conference in Chicago.

July 7, 4:50 p.m.: Pete Hubbard and Virginia Chomiak will present “Enhance Your E-Connecting and E-Collaboration Skills: Learn Basic and Advanced Features of NCDA Forums and a No-Fee Cybercounseling Blog” at the NCDA Global Conference.

Sally Gelardin is principal of the Job Juggler online employability skills program (www.jobjuggler.net) and the NCDA Programs Chair, Pete Hubbard is the administrator of NCDA Forums, chair of the NCDA Forums Committee and creator of the CCC project.

Prevention in action!

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

The counselor at his school learned about his situation when she was contacted by Shawn’s concerned mother. Together they decided to intervene.

By using evidence-based information gained from The Prevention Researcher, a quarterly journal, they were quickly able to come up with a plan of action to help Shawn back on track.

This example is just one of the many ways The Prevention Researcher can help you in your everyday work with youth. Call us at 800-929-2953 ext. 19 or visit us online for a free sample issue.

Sally Gelardin is principal of the Job Juggler online employability skills program (www.jobjuggler.net) and the NCDA Programs Chair, Pete Hubbard is the administrator of NCDA Forums, chair of the NCDA Forums Committee and creator of the CCC project.
Association, the National Association for College Admission Counseling (NACAC) and the Association for Assessment in Counseling and Education (AACE) each wrote letters expressing concerns about Maine’s proposed use of the SAT. Despite those efforts, beginning in April, all juniors in Maine will take the SAT and all sophomores will take the PSAT instead of the state assessment. Although Maine Commissioner of Education Susan Gendron stated that the new policy was an initiative aimed at increasing college readiness, MeCA, a state branch of ACA, believes that the decision to replace the state assessment test with the SAT is not in the best interest of students. MeCA’s Executive Board wanted implementation of the policy to be delayed until further study and public input could be considered.

“[This is a tremendous change which affects a significant number of Maine students, teachers, staff and parents, and we believe that concerns about the switch have not been adequately addressed in order for the April 1, 2006, implementation.]” MeCA President Ben Milster said in his position statement to the Maine Department of Education.

MeCA first heard in July 2005 that Gendron was planning on the controversial change but believed the rumors were far-fetched. “We were kind of incredulous,” Milster said. “We thought, ‘This doesn’t make any sense and can’t possibly go through.’ We didn’t know all the groundwork that had apparently gone on behind the scenes.”

Unbeknownst to most counselors in Maine, Gendron had approached the state’s Education Committee in spring 2005 about her intentions to replace the Maine Educational Assessment, and she was subsequently approved to make the change. Last September, she announced the switch to the SAT and stated that student testing would begin in April.

“In October is when we, as a board, took a position against that decision,” Milster said, noting that he quickly contacted ACA and the other organizations for guidance and support. In her letter to Gendron, ACA President Patricia Arredondo explained that “The SAT is not a measure of achievement and was never intended to function as an achievement test. Assessing a student’s current grasp of a specific body of facts and concepts is a fundamentally different endeavor than attempting to quickly generate a rough, general prediction of preparedness for college.” Arredondo, a widely known leader in multicultural issues, went on to point out that the SAT has also been criticized for being racially and culturally biased.

NACAC Executive Director Joyce Smith wrote: “As an administrator of the test, the College Board has repeatedly indicated that its use had been only validated as an admission entrance exam. … Even as an admission entrance exam, the College Board notes that the SAT is only useful in conjunction with other indicators.”

However, the letters imploring Maine to reconsider its decision and Milster’s testimony before state legislators fell on deaf ears. “It’s very interesting that the professional consumers of this test — the college admission counselors and high school guidance counselors — were saying this is not a good idea,” Milster said. “I find it ironic that the people who know most about the test weren’t listened to.”

Ethical concerns
In her letter to Gendron, Arredondo clearly explained the ethical dilemma that Maine’s counselors would face if the state implemented the SAT. The ACA Code of Ethics states:

■ Standard E.6.a: “Counselors carefully consider the validity, reliability, psychometric limitations and appropriate-ness of instruments when selecting assessments.”

■ Standard E.9.a: “In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to the circumstances of the assessment or the inappropriateness of the norms for the person tested.”

In testifying before the Education Committee, Milster stated, “When our ethics responsibilities conflicted with laws, regulations or other governing legal authority, we need to make known our commitment to the ACA Code of Ethics and take steps to resolve the conflict. Subsequently, we have communicated our ethical concerns in our position statement and are supporting this legislation (requiring legislative approval for any changes in the state’s educational assessments) in an attempt to make a resolution possible.”

Again, Gendron and the state officials dismissed counselors’ concerns about ethical violations associated with the SAT.

Facts fall by the wayside
Milster believes the education commissioner’s campaign to replace the Maine Educational Assessment was built on a platform of factual errors. “It contained some pretty key misinformation,” he said. The most egregiously inaccurate statement was that 75 percent of Maine’s students already take the SAT, he said. According to Milster, Gendron also claimed repeatedly that other states were moving toward replacing state assessment tests with the SAT.

“How true,” Milster said firmly of both claims. “It’s not 75 percent. That is not a correct or accurate count. The actual number using hard data is about 55 percent of our 2005 seniors took the SAT. She also kept saying that most colleges use the SAT, and that is just not true. In Maine, the second highest [of what you could call traditional two- and four-year public and private colleges. Of those 28, only 14 — half — require the SAT. And they (the Maine Department of Education) keep cutting out the fact that many of our students go to community colleges first and don’t need the SAT scores.”

Milster reiterated the statements of NACAC and ACA. “No, 1,” he said, “this is not an achievement test. The SAT has never been a test of curriculum assessment. To use it as such is an inappropriate use of an assessment, which is our big issue as counselors.”

Another issue he raised concerned the SAT being administered on a Saturday morning. “For us to be in compliance with No Child Left Behind,” Milster said, “we have to have 95 percent of our kids participate in this assessment or we get put on the ‘bad list.’ Just from a student advocacy point of view, it’s just not fair for them — for kids who don’t need this test. It’s great for a student who wants to go into a four-year college—they get a freebie. They don’t have to pay for the first SAT.”

However, he said, for many students in rural Maine, a four-year college is not necessarily the best or most feasible option for their higher education. “My school is a prime example,” Milster said. “We live in a mill town, and our percentage of college admissions for the last three years of our graduating classes is 80 percent, 80 percent and 79 percent. That’s pretty good, but over half of those kids are going to two-year junior colleges or technical schools—they don’t need the SAT. Some kids in rural Maine are going to be sitting on a Saturday with a test that they have no interest in while they want to be somewhere else. They aren’t going to do well on it because they don’t care.”

Looking past the attendance problem, student apathy toward the test may cause the school district to slip below the No Child Left Behind standards. “Maine’s school principals and superintendents could be in for a lot of headaches if their schools don’t meet AYP (adequate yearly progress) requirements under the No Child Left Behind Act, and obviously that would translate into headaches for their school counselors and teachers,” said ACA Director of Public Policy and Legislation Scott Barstow. “If a school fails to achieve AYP for two consecutive years, under NCLB it would have to give students the option of transferring to another school, and after three years, it would have to start offering supplemental services. Maine has put decades of work into making the MEA a comprehensive assessment of where their students are, and the SAT doesn’t even come close to being an adequate substitute.”

Milster acknowledged that serious faults exist with the Maine Educational Assessment test. For example, he said, the test was designed and the standards set based on the review of only a single year of data. Consequently, the standards were set too high. However, he said, altering or redesigning the test would have been a better solution than replacing it with the SAT.

“A lot of schools weren’t making the grade with the MEAs,” Milster said. “The MEAs were hated by just about everybody in the educational system in Maine. Almost no one liked them, so that’s what made this a pretty easy slide for a lot of people who weren’t aware of all the relevant issues. They thought, ‘Why not?’”

The Maine Education Committee’s next obstacle is to address how to score and grade the SAT exams. The committee is currently deciding how the SAT scores can be interpreted into a scale that measures students’ knowledge of specific subject standards. The MEA was based on the “Maine Learning Results,” a...
document that reported specific standards in all subjects. The assessment was designed to measure students' knowledge of those standards. Students were given a raw score in addition to general “exceeded the standard, met the standard, partially met the standard, working toward meeting the standard or did not meet the standard annotations,” Milster said. “What they are going to do is take the SAT and create a standard similar to that structure, according to SAT scores. But they haven’t done it yet. They are dancing real fast here. We keep asking questions, but there is nothing definite. The educational picture in Maine is pretty confusing at this time. The College Board guidelines clearly state that you should not use the SAT as a rating for schools, and that is exactly what we are doing.”

The Maine Education Association, the Maine Principals Association and the Maine School Management Association all came out against the MeCA-supported bills that would have required legislative approval for any changes in the state’s educational assessments. Milster said he understood why two of the associations didn’t support the legislative action. “I can’t fault the MPA and the MSMA too much for speaking out because they both said this was a strategy issue and not a policy issue, and the Legislature ought to be doing policy. They didn’t want the precedent to be set for the Legislature to be dictating strategic solutions to education problems.”

Hindsight is 20/20

Milster urges counselors in other states to be vigilant about this issue and to take action at the first mention of replacing state assessment tests. “In retrospect,” he said, “at the first whiff when we first heard about the possibility, I wish we wouldn’t have thought that this could never happen. I wish I would have said that we have to start probing and researching and find out what exactly is going on. I wish I would have contacted ACA and tapped into their resources and guidance from the get-go. By the time we really jumped on this, it was really too late to do anything about it. On a positive note, we stirred the pot a little bit and we brought some issues about this to the forefront.”

Gendron recently contacted MeCA Board members, and both sides agreed to meet to further discuss concerns. Milster was initially reluctant to accept the meeting, especially knowing that the decision to switch to the SAT had been finalized, but in the end he reconsidered.

He added that he was told Gendron had chastised the counselors who were against the SAT implementation, saying they were hindering progress and limiting students’ goals. “That just makes me want to cry,” Milster said. “I know my colleagues throughout the state — throughout the country — are knocking themselves out working with kids, encouraging them and helping them see all their options. To have people say that we are blocking aspirations and getting in the way of kids, it’s ludicrous. I still firmly believe this is an inappropriate use of the test. But the ‘I told you so’ won’t be sweet at the demise of our students.”

Angela Kennedy is a senior writer at Counseling Today. E-mail comments about this article to akennedy@counseling.org.

Accelerate Your Career

Earn a Master’s Degree ONLINE in:
- Counseling
- School Counseling

- Learn new skills and intervention models that make a difference in a variety of communities and workplace settings.

- Gain a solid general knowledge base with clinical preparation for advanced work in the mental health field.

- Achieve advanced standing, leading to licensure as a professional counselor.

Both programs meet the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

To learn more, call (973) 313-6239, e-mail maiorero@shu.edu or visit our Web site at www.SetonWorldWide.net

SETON WORLDWIDE
SETON HALL UNIVERSITY

400 South Orange Avenue • South Orange, New Jersey 07079 • www.shu.edu
Larry K. Hill
Former ACA Governing Council member and past president of AMHCA

Larry K. Hill passed away on Jan. 20, 2006, at the age of 68 after a courageous fight with cancer. During the course of his career, he served as president of the American Mental Health Counselors Association in 1989-90 and as a member of the American Counseling Association Governing Council. He was the author of more than 150 articles and also co-edited a book, Innovations in Rational-Emotive Therapy. Hill trained directly under the legendary developer of REBT, Albert Ellis, in New York City while pursuing his postdoctoral work and later served on the board of advisers for the Albert Ellis Institute.

Hill, born May 30, 1937, in Duncan, Okla., earned his bachelor and master of science degrees in clinical psychology from Oklahoma State University and received his doctorate from the University of Sarasota in Florida. He was commissioned as a lieutenant in the U.S. Air Force, where he served as a clinical psychologist.

Hill founded and served as the executive director of the Institute for Rational Living in Dallas. At other points in his career he worked as a clinical psychologist at Scott and White Clinic in Temple, Texas, and as a clinical professor at the Texas A&M School of Medicine. He also served as the clinical director of the Oklahoma Juvenile Treatment Center and as the clinical administrator at Fort Logan Mental Health Hospital in Denver.

Hill married Bernadine Craft in 1967 and moved to Rock Springs, Wyo., where he maintained a private psychotherapy practice until he retired. Craft and Hill met at an ACA Western Region assembly in 1983 and soon became inseparable. "We served together on (ACA) Governing Council — me from Western Region and Larry from AMHCA," said Craft, a past president of the Counseling Association for Humanistic Education Services. During that time, they attended a past Western Region chair. "People joked that our wedding reception resembled a conference banquet, as it was attended by so many close ACA friends and colleagues. We would never have met if not for ACA, and would have missed what were, for both of us, the happiest years of our lives."

Sonya Vassos, a past president of C-AHEAD and a former North Atlantic Region chair, met Hill shortly after his marriage to Craft. "I thought very highly of Bernadine, and upon my first meeting with Larry, I intended to tell him how lucky he was to have gained such a wonderful companion," she said. "However, after my first introduction to Larry, I was so impressed with the stories of his training program with Albert Ellis, (and) his intelligence, humor and honesty that I reversed my original intention and, instead, I had to tell Bernadine how fortunate she was to have married Larry."

"What made Larry unique," Vassos continued, "was his novel and creative way of analyzing issues. He approached problems in an out-of-the-box manner. Larry was probably one of the few ACA leaders who had completed a training program with Albert Ellis. Larry and Albert Ellis were lifetime friends and colleagues. Rational emotive behavioral therapy and the techniques of this theory were a foundation of Larry's professional and personal life. He was clear, direct and comfortable in stating his observations and ideas in an honest and forthright manner. He was highly ethical and maintained high standards for himself."

Hill earned awards for outstanding professional service from both ACA and AMHCA. In addition, the Colorado Counseling Association presented him with its Distinguished Professional Service Award and the Houston Award for Extraordinary Service. As an individual, Larry was also a fighter. Last summer in New York, he told me that although he was taking as many steps as possible to beat his cancer, he knew that he was not going to survive this battle in the long run. He said he regretted having to leave Bernadine — the love of his life — in the near future but that he was going to enjoy as much of life as was left. Indeed, later that week they both went off to Europe and took a cruise, and Bernadine had a hard time keeping up with them!"

A memorial service was conducted at the Episcopal Church of the Holy Communion in Rock Springs on Jan. 26. Hill is survived by his wife, Bernadine Craft; two children, Adam Hill and Cindy Hill-Rundle; a grand- son, Ethan Rundle; and a brother, C.A. Hill Jr.

Donald Grant Hays
Futurist, ICC supporter and past president of ASCA

Embedded in the cold of winter lie the fertile seeds that emblazon the colors and newness of spring!

Don Hays (Aug. 29, 1928 – Jan. 23, 2006) had two final wishes as he faced his winter of life; to say goodbye to his children and grandchildren, and to go to sleep and not wake up. He got those wishes. After battling cancer for eight long years, he died in his home in Palm Springs, Calif., with family members present. Marty, Don’s wife of almost 55 years, sent out word the next day.

Don learned to adapt to a changing world at an early age. In an e-mail dated Oct. 14, 2005, he wrote: “Upon entering the Aviation Cadet program of the USAF (U.S. Air Force), I had to list all of the residences I had lived in since birth. The purpose was to obtain access to classified material. Between my mom and I, we listed 42 residences in 21 years. I attended 10 different elementary schools in eight years. Not counting various stations I was assigned to in the military, Marty and I have lived in 17 locations. I can’t begin to count the number of different jobs I have held, but it has got to be 20-plus. It certainly was a function in all that change we managed. We looked ahead — not back.”

Don served in the U.S. Navy from 1946-1948 as an electronics technician and in the U.S. Air Force from 1949-1953 as a jet fighter pilot, including a tour of duty in Korea. On Nov. 7, 2005, I received an e-mail from Don that spoke to his years of military service: “In May 1950 I received my wings in the USAF. I was all of 21 years of age. I was given the responsibility of flying a multimillion-dollar fighter plane, the North Ameri- can F-86 Sabre Jet. One month later, the North Koreans drove south and a forgotten war began. One year later, Korea was there. While I came home to a tent and slept on a bed unlike many of the Army and Marines up front, I still experienced the fear of being shot down over enemy territory. My roommate during flight training was shot down and spent over a year as a POW, most of it in solitary confinement. That was a war that no one liked, yet when most of us returned to the States, we dropped back into the life we once led … no parades … no thank yous … just get on with your life.”

Don earned his bachelor’s and master’s at Arizona State University and his doctorate at the University of Colorado at Boulder. He was a counselor in Mesa, Ariz., public schools for two years, was an administrator of pupil services in the Fullerton (Calif.) Union High School District for 26 years and was a professor of education and organizational leadership at the University of La Verne (Calif.) from 1988 until his death. He wrote 39 articles in seven professional journals and was the author of chapters in four books. In addition he wrote two memoirs.

Don held a number of professional offices at both the state and national levels, including serving as president of the American School Counselor Association. Among his many honors were the California Association of School Counselors Lifetime Achievement Award. The Donald G. Hays Professional Recognition Award, awarded annually to the outstanding school counselor in California, was created in his honor.
As a futurist, Don was constantly seeking ways to bring more innovation into his chosen profession. His many articles on the topic included “Resident Futurist: The School Counselor,” which was published in the NASSP Bulletin, the peer-reviewed journal of the National Association of Secondary School Principals, in May 1987. He was also asked to write the foreword to a book edited by Cynthia Johnson in 1983, Microcomputers and the School Counselor.

Faced with the option of retirement, Don chose to keep working. He didn’t retire; he changed jobs. He used to say, “I haven’t retired. I’ve just repositioned myself.” Some of his most creative work was in the development of new programs in organizational leadership for doctoral students.

Don and several of his professional colleagues envisioned the possibility of taking counseling to Pacific Rim countries. The result was the International Counseling Conference and professor emeritus at the University of San Diego, “Don was so dedicated to ICC that he, from his sickbed and between therapy sessions, and Marty (his wife) completed the proceedings for our 10th ICC in Alaska. It is my humble opinion that there is no greater giant in our profession than Dr. Don Hays.”

Writing about Don, Yoshiya Kurato, who teaches at Kansai University in Osaka, Japan, said: “He has been like an old wise man to me and Yukiko (my wife).”

Julia Yang, counseling coordinator for the Division of Psychology and Counseling at Governors State University, commented that “his genuineness and other-directedness transcended our conventional concepts of time, space and culture. He left us quite a legacy of love of counseling and helping those who have benefited from his writing, his teaching and his life. The seeds planted throughout Don’s lifetime truly have come alive in the counselors of tomorrow. Don is survived by his wife, four children and five grandchildren. A celebration of his life was scheduled for Feb. 25 at Forest Lawn Cathedral City in California.

Gordon McMinn was asked by Don Hays to serve on the ASCA Governing Board in 1969, which led to a number of leadership opportunities in ASCA and the American Counseling Association. McMinn is now retired and resides on the Oregon coast.

Virginia Bica
Life member of ACA

Virginia Bica, a charter member of the American Personnel and Guidance Association (now the American Counseling Association), died Dec. 13, 2005 in Ohio. She was also a life member of the American School Counselor Association and the National Vocational Guidance Association, which evolved into the National Career Development Association.

Bica was born in Alliance, Ohio, and received her degree in secondary education and social studies from Kent State University. She later earned her master’s degree in guidance counseling. Bica taught group guidance in the Orrville School System from 1950-54, served as a counselor at Parma Senior High School from 1954-1957 and served as a counselor at Heights High School from 1957-1980. She also did advance studies with the University of Louisville, the University of Southern California and Pacific University in Oregon.

Bica, whose specialty was college admissions, served on both state and national boards. She was a recipient of the Ohio Association for College Admission Counseling’s highest honor, the Jack Scott Award, for her service and dedication to the association, her contributions to the profession of high school guidance and college admissions, and for exhibiting qualities such as humility, professionalism, dedication, fairness and unselfishness.

Survivors include a sister, Violet Bica Ross, a retired school psychologist from Shaker Heights, Ohio, and also a life member of ACA.

Funeral services were held Dec. 19 at the Dewald Chapel on the campus of Mount Union College.

Counseling Today • March 2006
Morning Meditation to Foster Wellness
7:15 - 8:45 a.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Mark Stauffer, Oregon State University

The Wellness Center welcomes participants to begin the day with a program that will set the tone for a relaxing and productive convention. Meditation is a practice that enhances a person’s quality of life. This presentation welcomes newcomers and advanced participants alike. Basic meditation techniques will be demonstrated, followed by meditation and exploration of the effects of this practice.

Music as Metaphor
10:30 a.m. - 12 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Lindi Leech, University of South Carolina

This experiential session is designed to allow convention participants to reflect and explore with the aid of a musical presentation and a self-expression period. Participants will use music to enhance relaxation, self-awareness and understanding of their unique lifestyles. Comfortable clothes may enhance program participants in listening, singing and moving easily.

Yoga for Everyone
12:15 - 1:45 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Bernadine L. Craft, BOCES

Yoga is for everyone regardless of age or physical condition. This program will experimentally introduce participants to the basic principles of Hatha yoga, which can easily be incorporated into everyday life to reduce stress and enhance wellness. Participants will experience a variety of breathing and relaxation techniques, stretching and limbering exercises, as well as some basic yoga postures, all of which are designed to develop flexibility and promote both physical and mental health. Come dressed comfortably and prepare to have fun while learning to stretch, flex and relax.

Art: A Pathway to Wellness
2 - 3:15 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Cathy Matchiodi

Professionals from Canada and the United States will present an experiential workshop in Mandala making with the goal of promoting stress reduction and relaxation. Making a Mandala is an easy and rewarding creative activity for everyone regardless of artistic talent or previous experience. Participants will be introduced to mandala meditation as preparation for making a Mandala, which is a circle and motif that has been an important part of human culture since ancient times. Carl Jung adopted the term Mandala to describe drawings that both he and his patients employed in self-exploration. Come dressed comfortably and enjoy the process.

Wellness Through Creative Connections
2:30 – 5 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Bath Venart and Anita Engstrom

This experiential workshop highlights the importance of nonverbal learning modalities. Meditation, guided visualization and music will be employed, allowing participants to connect with themselves and with one another, and to experience joy and reduce stress. Another focus will be strengthening inner resources to return to our professions relaxed and refreshed.

CSJ Day of Action
The Counselors for Social Justice Day of Action began four years ago as a Day of Learning, but the name was changed because CSJ leaders wanted the sessions to serve as catalysts for action for those who attended. “The sessions were chosen because they help members and interested parties to check the pulse of what’s happening in counseling and related areas as it relates to advocacy and social justice issues,” said CSJ President Vivian McCollum. “The topics are not limited to CSJ members and may appeal to anyone concerned about the course of social justice in the community.”

The Day of Action started three years ago, McCollum noted, combining social justice and advocacy topics in one place so attendees could experience an intimate environment in which they could feel safe to ask questions, voice opinions and gather information. “The CSJ Day of Action is for any and everyone interested in what others are doing or how they can become activists,” she said. “The environment promotes engagement and audience participation. All are welcome.”

The CSJ Day of Action will take place on Sunday, April 2.

Social Justice, Action Words: Where Are We Now?
11 a.m. - 12:30 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518E
Vivian J. McCollum, Moderator, Stuart Chen-Hayes, Michael Hutchins, Sandra Lopez-Baez, Edith Torres-Rivera and Tod Sloan

The structure will include individual presentations discussing the state of social justice and advocacy from the perspective of the counseling profession, ACA, CSJ and the community. The presentations will culminate in an interactive discussion with the general audience. The collective expertise of the presenters includes scholarship and research in the areas of social justice, advocacy and multiculturalism.

HIV/AIDS and the African American Community
How Can Counseling Be Used to Address This Issue?
An Update From the Field
1 - 2:30 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 516E
Vivian J. McCollum, Moderator, Angela D. Coker, Lee Covington-Rush, S. Kent Butler, Rhonda Bryant, Yolanda Edwards and Julia Bryan

The purpose of this Education Session is to convene counselor educators to discuss how counseling can be used in the prevention of HIV/AIDS in the African American community. Participants in this interactive discussion will offer brief individual presentations and then collectively examine creative and culturally appropriate ways to raise community consciousness and awareness about HIV/AIDS.

Second Generation: How Young Professionals View Social Justice and Advocacy
3 - 4:30 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 516E
Hugh Crethar, Moderator, Eric Green, Danica Hays, Malik Hendfield and Vong Ratt

The purpose of this Education Session is to discuss how students and young counseling professionals can get involved in social justice work. Participants in this interactive discussion will offer brief individual presentations and then collectively examine creative methods of advocacy, including identifying areas of need in the community, the profession and the academy.

AGLBIC Day of Learning
The Association for Gay, Lesbian and Bisexual Issues in Counseling Day of Learning began at the 2004 ACA Convention in Kansas City and continues to offer a specially focused opportunity to learn about topics of concern to sexual minority clients and their families.

“It’s a full day for people to have a concentrated learning experience on GLBT issues,” said AGLBIC President Joy Whitman. “I’ve tried to include topics that are often in need of continual conversation — for instance, religion and sexual orientation and something that we haven’t addressed in awhile, like the issues concerning the aging population of GLBT.”

Whitman hopes the Day of Learning reflects AGLBIC’s dedication to providing quality information about current counseling issues to the membership. “We select these sessions so we have the opportunity to say that these are areas that need some attention,” she said. The AGLBIC Day of Learning will take place Saturday, April 1.

Practicing Gay Affirmative Counseling: Viewing and Discussing a Training Video on Working With Gay and Lesbian Youth
8 - 9 p.m.
60-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Garrett J. McAuliffe, Old Dominion University, and Angela R. Jones

Counseling lesbian and gay youth is a life-and-death issue. All counselors must be ready to reach this population in all settings. In this session, a new video, Gay Affirmative Counseling: Working With Gay and Lesbian Youth, will be introduced by its creator and producer. The persons who performed in the video will also be present to share in the discussion. In the video, five counseling sessions are modeled and four life stories are told in vivid and engaging fashion. Discussion about practical applications will precede and follow the showing of the video. Par-
The intersection of aging and sexuality for LGBT seniors is an issue of cultural competence for counselors and counselor educators. This presentation will provide a forum both to discuss the present state of research and to showcase clinical vignettes from LGBT elders breaking ground on this topic. Share your ideas and be inspired to further the field in this vital topic.

**Ladies and Gentlemen:**

**Serving the Transgender Population**

1:30 p.m. - 3 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 518A
Mary M. Read, California State University-Fullerton, and David Hart

This presentation is geared toward those working with gender-variant clients and those who love them. Attendees will take from this seminar an increased understanding of and compassion for those who are managing to balance a gender identity issue. Similarly, participants will participate in a forum both to discuss the present state of research and to showcase clinical vignettes from LGBT elders breaking ground on this topic. Share your ideas and be inspired to further the field in this vital topic.

**AMCD Latino Town Hall**

The Latino Town Hall first gathered five years ago at the ACA Convention in San Antonio. "It grew out of the issues we perceived counselors should be more aware of when working with Latinos," said G. Miguel Arciniega, facilitator of the Association for Multicultural Counseling and Development's Latino Town Hall. "People were asking for more specific interventions, so we felt we needed to expand and focus our sessions to meet those needs."

Arciniega noted that this year's Latino Town Hall will include additional best practices pertaining to community counseling and family counseling. "We want to look at what to do with the community as a whole and what we need to do to adapt the model we have to Latino clients and also the different ethnic groups within the Latino community," he said. "We will
be discussing how we can empower our clients and provide hope and information to these populations.”

The AMCD Latino Town Hall will take place Saturday, April 1.

Empowering Latino Families: Instilling Hope Along With Cultural Identity
2:15 - 2:35 p.m.
60-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 523A
Roberto Clemente, Roosevelt University

‘In spite of the substantial growth of the Latino population in the United States, the structure and dynamics of La Familia Latina have suffered as a result of acculturation and economic and ethnic disparities. The lack of hope and cultural identity the younger generation experiences tends to create friction within the family system. This presentation provides concrete and operational tools of empowerment for practitioners to implement when working with Latino families, children and parents. Attendees will be encouraged to participate, and handouts will be provided.

Developing Competencies for Multigenerational Latino Family Research
3:30 - 4:30 p.m.
60-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 523A
Veronica Bordes, Arizona State University, and Veronica Rodriguez

This presentation will focus on the unique aspects of conducting community-based research with different generations of family members. The goal is to develop competencies to guide research and disseminate results. Case examples will be discussed in terms of ongoing research. Additionally, current areas of inquiry, such as education and health care practices, will be addressed.

4:45 - 6:15 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 523A
Hugh C. Crethar, Governors State University, Edil Torres Rivera, Sandy Lopez-Baes, Carmen Salazar, Diane Estrada and Laurie Vargas

This session will be a continuation of the dialogue regarding social justice issues in serving Latino families. The structured panel discussion will be centered on a definition of social justice that is based on the integrative application of the principals of equity, access, participation and harmony. The panel will also interact with the audience on these themes and their interface with competencies and best practices with Latino families and immigrant families.

Asian American and Pacific Islander Day of Learning

AMCD will also debut the Asian American/Pacific Islander Day of Learning at the 2006 ACA/CCA Convention. “Given the increase in the AAPI population, it seems prudent to develop specific counselor competencies for working with AAPI.” said Arpana Inman, coordinator of the Asian American and Pacific Islander Day of Learning at the 2006 ACA/CCA Convention. “The purpose of this Day of Learning is to present initial AAPI competencies for the counseling profession, provide a general look at multicultural competencies. Given the increase in the AAPI population, it seems prudent to develop specific counselor competencies for working with AAPI. The purpose of this session is to present the initial AAPI competencies for open discussion. Participants are encouraged to provide their feedback and suggestions for the final AAPI competencies.

Translating Competencies to Practice: Live Training in Multicultural Competencies — Interview With an Asian Client
4 - 5:30 p.m.
90-Minute Program, Palais des congrès de Montréal – Montreal Convention Center, Room 523B
Arpana G. Inman, Lehigh University, Gargi Royaizcar and Catherine Y. Chang

Attendees will view counseling with an Asian individual. This individual will have prepared a presentation on acculturation, identity, class and family difficulties. The counselor will be a volunteer from the audience. In addition, attendees will observe procedures for client and outcome assessment. They will also listen to a reflecting team composed of participants from the audience who will observe and discuss the interview in fish bowl style. The co-presenters will provide supervisory feedback on the interview, the reflecting team’s discussion and assessment findings. A question-and-answer session will follow. Attendees will understand methods to implement AMCD’s multicultural counseling competencies with an Asian interviewee.
Each of the following has been designated a Presidential Featured Session by American Counseling Association President Patricia Arredondo.

Counseling Immigrant Families and Individuals: Issues, Intervention Strategies and Resources
Saturday, April 1, 12:45 - 1:15 p.m.
30-Minute Project/Research Poster Session, Palais des congrès de Montréal – Montreal Convention Center, Exhibit Hall, Booth: PS1
Niloufer Merchant, Jesus (Jess) Aros, Rita Chi Ying Chung, Diana Estrada, Jayamala Madathil, Bogusia Molina and Bea Wetley
Immigrant communities face a multitude of issues related to acculturation, psychosocial adjustment, trauma, inter- generational conflict, racism and discrimination. This poster session, presented by the ACA Task Force on Exemplary Practices for Working With Immigrant Clients and Families, will highlight current issues facing diverse immigrant communities in the United States and ways in which counselors can assist. Culturally responsive counseling practices, interventions and models that aid in improving the quality of life for immigrants will be presented. Handouts will be distributed on best practices and available resources.

A Culture and Family-Centered Approach to Best Practices With Sexual Minority Youth in Schools
Saturday, April 1, 1:45 - 2:15 p.m.
30-Minute Project/Research Poster Session, Palais des congrès de Montréal – Montreal Convention Center, Exhibit Hall, Booth: PS1
Michael M. Kocet, Bridgewater State College, and Laurie A. Carlson
This session will be presented by the ACA Task Force on Exemplary Practices With Sexual Minority Youth in Schools. It will offer best practices that can help practitioners identify interventions, models and other critical approaches that can help create a safe learning environment for all students and promote the self-efficacy and well-being of sexual minority youth and young adults in a school counseling context. These beginning findings will be used toward the creation of a national dialogue on these important issues through a future summit sponsored by ACA and the Task Force on Sexual Minority Youth in Schools.

Walk Up Wellness — Quick Wellness Strategies on the Task Force on Exemplary Practices for Promoting Wellness for Counselors
Saturday, April 1, 3:45 - 4:15 p.m.
30-Minute Project/Research Poster Session, Palais des congrès de Montréal – Montreal Convention Center, Exhibit Hall, Booth: PS2
Gerard Lawson, Virginia Tech, Beth Venart, Anita Jones, Paige Cummins, Zoiia G. Tovar-Gamero, Craig S. Cashwell, Geoffrey Vager and Paul Hard
Counselors often underestimate the impact that helping has on our personal wellness and the importance of practicing wellness in our own lives. ACA has charged a task force especially to help meet the wellness needs of counselors. Walk up and explore strategies for assessing and maintaining your wellness as a counselor. Share a favorite wellness strategy, and we may add it to the Task Force Wellness Website. Good client care begins with good self-care!

Building a Graduate Student Association: Leadership, Mentoring and Professional Development in ACA
Saturday, April 1, 3:45 - 4:15 p.m.
30-Minute Project/Research Poster Session, Palais des congrès de Montréal – Montreal Convention Center, Exhibit Hall, Booth: PS2
Annette Harper, Auburn University, Kevin Beatty, Belinda Colon, Bengu Erguner, Sherlon Brown, Nadya Fouad, Allen Ivey, Thomas Parham, Daniel Shulte, Rebecca Toporek, Tony Tosada and Patricia Perez-Viera
This poster session is designed to report on the work of the ACA Task Force on Exemplary Practices for Implementation of the Multicultural Counseling and Advocacy Competencies. It will focus on three areas:
- Models and best practices related to recruiting and retaining diverse counseling faculty
- Effective training models that promote multicultural and advocacy competencies
- Competency models in professional practice and delivery of services

Get Specialized Training in Reality Therapy & Choice Theory from a William Glasser Institute Certified Instructor
Chicago, IL
This is the first step necessary in becoming certified in Reality Therapy through the William Glasser Institute. NBCCC and IL SW and LPC CEUs available.

Borderline Personality Disorder
- Dysthymia and depressions
- Borderline case history
- Caring for someone with BPD
- Turn Box Office Meetings EUC Home Study opportunities

www.Beneficialフィsher.com
Approved Online Exam for Provider/NBCCC and NBCCC Continuing education for professionals in NASHC

Call 866-391-3354 for more information.

35
Career Center in Montréal has something for everyone

Q: Our small counseling center expects to hire a new staff member if the budget is approved. How can ACA help us find the right candidate?

A: The American Counseling Association will once again host a Career Center in the Exhibit Hall during our convention in Montréal. Small institutions have found this to be a cost-effective way of meeting dedicated and talented professionals.

Employers can review resumes and curriculum vitae of participating candidates and interview them onsite. We also have a seminar area in which certain employers have opted to hold a question-and-answer group presentation for interested candidates. Advertising your position in Counseling Today is also a great way to target counselors. Kathy Maguire (317.873.1800) will be happy to help you place your ad.

Q: I’m finishing my degree, and I need to find a job. How much will it cost me to participate in the Career Center? And will it be worth it?

A: We consider the Career Center to be a benefit of membership. All convention registrants are welcome to participate (either as a job candidate or an employer) without additional fees. The largest incidental cost most participants incur is for making multiple copies of their resume/vita.

The feedback we have received from candidate participants has been very positive. Past candidates have welcomed the opportunity to make professional connections through informal networking and interviews. While we certainly can’t promise that you’ll receive a job offer, we are aware of several job offers that were extended and accepted last year as a direct result of participation in the ACA Career Center.

Another indication of the Career Center’s value is that candidates are now contacting us as employers to reserve interview space.

Q: I have a job, but I’m ready to move on. I’m attending the convention with colleagues, but I don’t want to share my interest in leaving. Can the Career Center help with a confidential search?

A: Clearly, this is a profession that understands the ethics of maintaining confidences. Each year we assist individuals with confidentiality concerns, and we have options to support both candidate and employer participants who need to keep a low profile. Please e-mail me at acacareers@counseling.org or call me at 317.403.0269 to share your situation. I am the only person who checks the e-mail and voice mail.

Q: But if my colleagues see me hanging out in the Career Center, won’t they know I’m looking for a new job?

A: They might think you’re pretty smart to attend a seminar on counselor liability. Or maybe they’ll think you’re investigating ways to improve your private practice. Maybe you’re seeking colleagues from other institutions to collaborate on a special research project. Our Career Center strives to have something for counselors at all stages of their careers. Seminars and informal networking opportunities provide valuable information and have the added bonus of “providing cover” to employed job seekers. (See the accompanying sidebar for specifics on special programming.)

Q: How do I sign up? Can I just show up at the convention?

A: Preregistration for the interviewing program is recommended and provides all involved with greater planning capabilities. Many candidates who preregister for the event will arrive with several interviews already scheduled. In addition, preregistered candidates will receive preconvention e-mails that include lists of employers and job listings to help them prepare for interviews.

Employers who preregister will have better opportunities to promote their openings and, like their candidate counterparts, will arrive in Montréal with several interviews already scheduled.

Registration information for employers and candidates is available on the ACA website at both the Career Center and Convention pages. (Visit www.counseling.org, then choose either “Career Center” or “Convention”)

If you have any questions about the events in the Career Center, please e-mail me at acacareers@counseling.org.

Amy Reece Connelly is ACA’s manager of Career Services. Contact her at acacareers@counseling.org.

Career Center seminars

In addition to interviewing opportunities, the ACA Career Center will offer a number of seminar presentations in its workshop area. Following is a complete schedule as of press time; other additions are likely:

Friday, March 31
5-7 p.m. — Networking opportunity during Opening Reception in Exhibit Hall

Saturday, April 1
12:30 p.m. — Old Dominion University Ph.D. Program
1 p.m. — “Risk Management Strategies and Liability Issues for Counselors” (Paul Nelson, ACA Insurance Trust)
2 p.m. — “Starting a Private Practice” (Bob Walsh and Norm Dasenbrook, ACA Private Practice Initiative)
3 p.m. — Bob Walsh and Norm Dasenbrook will answer questions about ACA’s Private Practice Initiative during the Exhibit Hall refreshment break
4 p.m. — “New Job Seeker Orientation” (Sally Gelardin)

Sunday, April 2
10:30-11:30 a.m. — AASCBP update on licensure portability (during Exhibit Hall coffee break)
11:30 a.m.-12:30 p.m. — “Everything You Ever Wanted to Know About Managed Care but Were Afraid to Ask” (Bob Walsh and Norm Dasenbrook)
12:30-1:30 p.m. — “Mid- and Late-Career Transition Issues” (Sally Gelardin)
3-4 p.m. — “Maintaining and Expanding a Private Practice” (Bob Walsh and Norm Dasenbrook)
4-5:30 p.m. — Networking opportunity during Farewell Reception in Exhibit Hall
Dealing with institutional racism: The call of conscience

Authors' note: This column is the first in a four-part series focusing on the need for culturally competent counselors to address the ongoing and complex problem of institutional racism in our work. We hope to stimulate thinking about your level of competence in two specific areas: multicultural counseling competence No. 14 (“Culturally competent counselors are knowledgeable of sociopolitical influences that impinge upon the life of racial and ethnic minorities”), and multicultural counseling competence No. 27 (“Culturally competent counselors are able to exercise institutional intervention skills on behalf of their clients”). We encourage readers to submit their reflections to this series by e-mailing Counseling Today at ctt@counseling.org.

The multicultural movement represents a revolutionary and paradigm-shifting force that is transforming the fields of counseling, education, and psychology. One aspect of the wondrous and multifaceted potential of this force is that it provides a means for professional counselors and educators to realize new and untapped dimensions of their own psychological liberation. This aspect of the multicultural counseling movement is often underdiscussed in the professional literature, so we will briefly describe how the psychological liberation of counselors is enhanced as they strive to become more culturally competent.

The sort of psychological liberation we are referring to is grounded in an increasing awareness that all educational and counseling theories and practices are based on a certain set of culturally and racially biased assumptions, values and preferences. These are not accidental artifacts of our profession. As Ignacio Martin-Baro and other liberation psychology theorists have pointed out, the assumptions, values and preferences that underlie most of our counseling theories emerge from a cultural-historical context and are designed to complement and maintain the broader social-economic-political system of which we are all a part. This system is commonly referred to as “free market capitalism.”

The second point that relates to the psychological liberation of culturally competent counselors involves an awareness that all counseling theories and practices are value driven instead of, as many counselor educators might suggest, value neutral. A lack of awareness about the cultural assumptions, values and preferences that underlie counseling theories and practices commonly results in uncritical support and maintenance of the free market capitalist system and the perpetuation of various forms of racism, sexism, classism and other manifestations of cultural oppression in the United States.

A third aspect of psychological liberation engendered by becoming a culturally competent counselor involves an increased awareness of the hierarchy of power arrangements that continue to exist in contemporary society. By increasing their awareness and knowledge of this power hierarchy, counselors better understand the myth of meritocracy that many supporters of free market capitalism continue to laud. Counselors also recognize that our nation’s hierarchy of power continues to be impoverished based on gender and other factors.

Fourth, culturally competent counselors understand how the hierarchy of power arrangements that exist in the United States help to perpetuate various forms of racism, sexism and other manifestations of cultural oppression. The multicultural movement has done much to foster negative views of overt and intentional acts of individual racism, sexism and cultural oppression in our nation. However, these counselors are also aware that this movement has been less successful in effectively dealing with the more harmful and insidious injustices that underlie institutional forms of racism in the United States.

Dealing with the hierarchies of White power

Culturally competent counselors are knowledgeable of the evolution of the multicultural counseling movement. This includes being cognizant of the fact that this movement’s origin is rooted in the civil rights movement of the 1960s, when thousands of African Americans worked to dismantle the state of apartheid that existed in the United States at that time. Civil rights advocates understood the negative physical, economic, social-psychological and spiritual consequences linked to the maintenance of a racially segregat- ed nation supported by Jim Crow laws. They sacrificed much to overturn these forms of White racism and superiority.

The focus of the civil rights movement was primarily directed at eliminating institutional forms of racism and injustice that prevented Black people and other persons of color from exercising their full legal rights as U.S. citizens. This included challenging formal legal statutes and informal organizational practices that maintained a certain hierarchy of power in our society. Recognizing that the unjust hierarchy of power adversely impacted the psychological development and well-being of millions of people of color, the pioneers of the multicultural counseling movement directed much energy to addressing the negative effects of an unjust and oppressive social order. While some corrective changes have been made, the power imbalance that emerged from that unjust social-economic-political order continues to be perpetuated today.

As Peggy McIntosh, bell hooks and other multicultural-social justice advocates have pointed out, the current hierarchy of power continues to place White males at the top of our societal power structure. At the same time, people of color, women, gay/lesbian/bisexual/transgendered individuals, poor people and elderly persons continue to be situated at lower and less valued positions in this hierarchical arrangement.

Culturally competent counselors are cognizant of the ways in which the power hierarchy adversely affects the psychological and spiritual health of millions of people in our nation today. With this knowledge in mind, the culturally competent counselor feels compelled to help eliminate the various forms of institutional racism still present in the organizations and institutions to which they belong.

Moving beyond denial

Clearly, progress has been made in dismantling much of the legal segregation that existed in our nation’s past. Further progress was previously mentioned regarding rejection of intentional acts of racism and sexism. However, the actual progress that has been made in effectively dismantling more harmful and insidious forms of institutional racism is open to debate.

Many multicultural counseling researchers and theorists suggest that we have not been particularly successful in dealing with the complex problem of institutional racism in our society during the past three decades. Charles Ridley, a longtime leader in the American Counseling Association, provides an excellent analysis of our failure in this area in his book Overcoming Unintentional Racism in Counseling and Therapy: A Practitioner’s Guide to Intentional Intervention (2nd edition). One of the key points Ridley makes involves the need for counselors and educators to stop denying the extent to which institutional racism continues to exist in our society and profession. There is much evidence to support the claims that many counselors simply deny the extent to which institutional racism continues to be manifested.

For instance, newspapers have reported the increasing levels of racial segregation in our nation’s public school system. This problem has been articulated in much greater detail by such respected scholars as Jonathan Kozol, whose research in this
Examining an organization’s racial makeup is just one way to begin looking at the issue of institutional racism and how it can be manifested in an organization. In next month’s column we will discuss factors that can help assess the degree to which institutional racism may exist in an organization in which you are working. In addition to addressing ways that organizations can more effectively recruit and retain persons from diverse groups and backgrounds, we will outline intervention strategies to confront other dimensions of institutional racism.

We hope the information in this column will stimulate your thinking about the pervasive and complex ways in which institutional racism continues to be perpetuated in our contemporary society as well as in the mental health and education professions.

Michael D’Andrea (michael@hawaii.edu) and Judy Daniels (jdaniels@hawaii.edu) are faculty members in the Department of Counselor Education at the University of Hawaii.
**Division, Region & Branch News**

**AADA, UNM co-sponsor panel presentation**
Submitted by Vonda Long
VOLong@aol.com

The Association for Adult Development and Aging co-sponsored a panel presentation, “Creative Approaches to Transitions Across the Life Span,” with the Counselor Education program at the University of New Mexico on Feb. 3. Panelists included local professionals such as Judith Kitzes of the University of New Mexico School of Medicine, who spoke on “Quality of Life and End-of-Life Issues,” Joanne Williams of Women’s Health Concepts presented on “Holistic Health and Aging: The Role of Lifestyle Management,” Babette Dawson focused on “Alternative Approaches to Education and Home Schooling,” while Florence Hendrickson spoke on “The Inner Life: Spirituality Across the Life Span.” In addition, AADA Board members David Capuzzi and Carolyn Greer addressed “Perspectives on Retirement” and “Baby Boomers Bringing a New Perspective on Aging,” respectively.

The Highland Pharmacy in Albuquerque, N.M., also sponsored the panel, which was very well received. The panelists were applauded for sharing their unique knowledge, skills and experiences.

At the same time, a special task force to address the development of counseling competencies for transitions across the life span met in Albuquerque with the AADA Executive Committee. The task force was scheduled to meet again at Montclair State University on Feb. 17. Preliminary results of the task force’s work will be shared at the board meeting scheduled for April 1 in conjunction with the American Counseling Association/Canadian Counselling Association/Convention in Montréal. For more information on the task force or to contact the AADA President Vonda Long via e-mail at VOLong@aol.com.

AADA’s schedule in Montréal includes the following highlights:

**Friday, March 31**
9 a.m.-4:30 p.m.: Board Meeting, AADA Suite

**Saturday, April 1**
1-2:30 p.m.: Competencies Task Force Meeting, Salon Musset

2:30-3 p.m.: Committee Meetings
3-4 p.m.: Leadership Training, Salon Musset
4:30-6 p.m.: Graduate Student Reception, AADA Suite

**Sunday, April 2**
11 a.m.-12 p.m.: AADA 20th Anniversary Brunch
1:30-3 p.m.: A New Age of Aging Panel Presentation (see Education Session schedule for location)
4-5 p.m.: New Board Meeting, Salon Musset
6-8 p.m.: AADA Reception and Silent Auction, Salon Musset

Joint reception with the Counselors for Social Justice and the Association for Specialists in Group Work)

**Monday, April 3**
10-4:45 a.m.: Adult Development Research Presentation (see Education Session schedule for location)

Please come join us at our booth and ancillary activities as AADA celebrates its 20th anniversary!

**AGLBIC schedules events for Montréal convention**
Submitted by John Marszalek
john.marszalek@gmail.com

**The Association for Gay, Lesbian and Bisexual Issues in Counseling** is preparing for a full schedule of meetings and events at the ACA/CCA Convention in Montréal. Montréal. Events include the annual AGLBIC Day of Learning, brunch and business meeting. A complete schedule of AGLBIC events is as follows:

Friday, March 31 — Board Meeting, 9 a.m.-5 p.m.
Saturday, April 1 — Day of Learning, 8 a.m.-5:30 p.m.
Saturday, April 1 — Same-sex wedding, 6:30-7 p.m.
Saturday, April 1 — Reception, 7-8:30 p.m.
Sunday, April 2 — Brunch, 11 a.m.-1 p.m.
Sunday, April 2 — Business meeting open to all, 1-2 p.m.
Sunday, April 2 — Graduate student/New professional meeting, 2-3 p.m.

The highlight of this year’s ACA/CCA Convention for AGLBIC is the same-sex wedding ceremony and reception. The event will be the first same-sex wedding ceremony to take place within the convention. The ceremony will be attended by the entire convention community, including the AGLBIC, AACES and CSJ divisions. AGLBIC is encouraging all members to come together to support the rights of LGBT couples and communities.

**AGLBIC President Joy Whitman** states, “Our purpose in sponsoring this public wedding for same-sex couples at this conference is to highlight the inequity same-sex couples experience and to raise awareness of this inequity for counseling professionals. One of our goals is to identify conditions that create barriers to the human growth and development of GLBT clients and communities. All counseling professionals are charged with the goal of advocating for clients and to change oppressive systems — systems that serve as barriers toward mental health. I see this event as joining our mission with that of ACA and in doing so, highlighting that same-sex couples are facing discrimination when it comes to the option to marry. It is our hope that all counseling professionals, LGBT and heterosexual, will join together to fight for this right and therefore improve the mental health of LGBT clients.”

The ceremony is being co-sponsored by the Association for Counseling Supervision and the American Association of Counseling Education and Supervision and the American Counseling Association and is being supported by Counselors for Social Justice. AGLBIC, AACES and CSJ are all divisions of ACA. The organizations are sponsoring the event to demonstrate support for lesbian, gay and bisexual individuals and to bring the same-sex marriage right to the forefront ACA’s stance for social justice.

**C-AHEAD encourages counselor donations to Empty Plate Project**
Submitted by Linda Leech
leeche@gwmp.sc.edu

Each year, counselors attending the ACA Convention have an opportunity to thank the host community by contributing to the Empty Plate Project at the beginning of meal functions and other convention events. Donations in total are given directly to the recipients following the event. ACA identifies recipient organizations in the host city to ensure their legitimacy and quality of services.

The Sun Youth Organization will be the recipient of this year’s Empty Plate Event at the convention in Montréal. This organization is a nonprofit community center that works in conjunction with schools, police officers, firefighters, medical professionals, corporations and volunteers to provide emergency services to the citizens of Montréal. Sun Youth receives referrals from more than 170 social service agencies. Founded in 1954, the organization depends on donations from individuals, corporations and government sources, but it has been generous in showing its support for the citizens of Montréal and the many caring individuals who serve its citizens through the efforts of Sun Youth.

**Make a Difference Grants**

The Counseling Association for Humanistic Education and Development is requesting applications for the annual Make a Difference Grant, which will be awarded in Montréal at the C-AHEAD Membership Breakfast on Sunday, April 2. This year, the award will be given to students planning a dissertation or other research project focusing on counselor wellness. Details regarding eligibility, the application process, requirements and award amount can be obtained by sending an e-mail to leech@gwmp.sc.edu. Deadline for receiving applications is March 15. All applications will be reviewed upon receipt. Announcement of the award recipient will be made in March. Attendance at the 2006 ACA/CCA Convention is encouraged but not required to receive the award.

**C-AHEAD Wellness Corner**

(The following excerpt is taken from an article by Beth Venart published in the January edition of InfoChange. Venart is a licensed professional counselor with a private counseling practice in Flourtown, Pa. She is also a member of the ACA Task Force on Counselor Wellness.)

“Sometimes our work as counselors resembles entering a storm. In order to be effective in weathering the storm and helping others who are swept up in it, we need to make sure we have a strong footing — that we are grounded and have a clear sense of who we are and what we do. We can stay grounded by surrounding ourselves with stimuli that nurture all five senses, then making a conscious effort to connect with these things throughout the day.

“Another helpful grounding strategy is walking meditation. As Thich Nhat Hanh (1991) writes in *Peace Is Every Step*: Continued on page 46
Send your clients to college.

(Better yet, bring the college to them.)

You can do that with Excelsior College—distance education that empowers busy working adults to study on their own schedule, in their own space. As a result, they successfully balance work, school and family—while unlocking their potential.

As an accredited leader in distance learning, we've helped over 110,000 graduates earn associate, bachelor's, and master's degrees. Our students find balance through programs in nursing, health sciences, liberal arts, criminal justice, business and technology.

We offer efficient degree paths by accepting previously earned credits from a vast range of sources: Excelsior College Courses, for-credit exams (such as Excelsior College Examinations and CLEP), courses from other approved colleges and universities, portfolio assessment, even workplace and military training evaluated for credit.

And like you, our dedicated Academic Advisors support our students every step of the way.

Call today.
888-647-2388
(press 2-7 at the prompt).

excelsior@excelsior.edu
www.excelsior.edu

Visit us at our ACA Conference booth #415.
NEW RELEASES!

- ACA Ethical Standards Casebook, Sixth Edition
- The Accountable School Counselor
- Assessment and Intervention With Children and Adolescents, Second Edition
- Career Education: History and Future
- Contemporary Mental Health Issues Among African Americans
- Counseling as an Art: The Creative Arts in Counseling, Third Edition
- Counseling for Wellness
- Crisis Intervention
- Critical Incidents in Addictions Counseling
- Developing & Managing Your School Guidance and Counseling Program, Fourth Edition
- The Emerging Professional Counselor, Second Edition
- Ethical, Legal, and Professional Issues in Counseling, Second Edition
- Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups, Volume Two
- Ideas and Tools for Brief Counseling
- Integrating Spirituality and Religion into Counseling
- Journeys to Professional Excellence
- Latino Worldviews in Counseling, DVD
- Licensure Requirements for Professional Counselors, 2006 Edition
- Mastering the Art of Solution-Focused Counseling
- Multicultural Issues in Counseling, Third Edition
- The New Handbook of Counseling Supervision
- Professional Counseling 101: Building a Strong Professional Identity
- Promoting Student Resiliency
- Role Induction in Counseling Supervision, DVD/Video
- Substance Abuse Counseling, Third Edition
- Terrorism, Trauma, and Tragedies, Second Edition
- VISTAS: Compelling Perspectives on Counseling 2006
- The Written Supervision Contract DVD/Video
Go Google yourself: Maintaining professional boundaries in cyberspace

I was fortunate to have an opportunity both to complete a clinical counseling placement in a community hospital outpatient clinic and to assist in teaching two counseling courses in my department. It was just what I wanted. Both fulfilled internship requirements, but I did not anticipate these professional responsibilities coming into contact with each other.

They were separate entities in completely disconnected settings, taking place on different days of the week and involving two distinct populations. But a collision was about to occur.

Getting Googled

During the second week of the semester, I received an urgent message from the hospital on-call staff indicating that a client (I’ll call her “Ruth”) needed to speak with me right away. Quickly returning Ruth’s call to assess and respond to the lethality of her emergency was standard hospital procedure. It was evident over the phone that she was upset and experiencing substantial anxiety, but she denied any suicidal ideation or intent to harm herself. I wondered what it was that needed my immediate attention.

Ruth explained that following an incident of familial conflict, she was surfing the Internet in hopes of distracting herself and calming herself down. Her description of the next series of events was vague and the details seemed out of sequence, but it all came down to the fact that she had Googled me by typing my name into the search engine on her computer. Ruth explained that, although she hadn’t meant to, she came across very personal information about me. She was very fearful that something awful might happen to me if the wrong person got hold of this information. Her anxiety and panic levels concerning this possibility were so high that she had felt compelled to let me know.

I was pretty confused myself. My mind raced to comprehend what this Googling was and what she could have found out about me. What kind of personal information about me could possibly be available on the Internet? Ruth’s history provided some reason to believe that she might be exhibiting distorted thinking or manifesting some form of delusional beliefs. But a series of direct questions minimized those possibilities and gave me a better grasp on the reality of the situation.

It turns out Ruth had quite easily located a number of university-related online references by Googling my name. Simply clicking on various items from the search results granted her access to Web documents. These documents were fine for some purposes, but they were not ones I would have provided to clients. The documents resided on my program’s home page, which I had willingly, and perhaps naïvely, consented to. They included several sample materials that I had authored, abundant information about my recent scholarly pursuits and the syllabus for one of the courses in which I was assisting. Information contained in the syllabus was particularly troublesome because it listed my name and program titles as well as street addresses, phone numbers and e-mail contacts for both home and work.

Googling myself

Ruth and I explored her reactions, processed the events and reaffirmed the date and time of our next scheduled counseling appointment. I thanked her for alerting me to this situation and assured her that I would look into it. Immediately after hanging up, I raced upstairs to my own computer and looked up “Google.” According to Wordsay.com, a website dedicated to tracking various aspects of the English language, the verb “Google” was the second most searched for definition during the first week of December 2005. Apparently lots of people are trying to grasp the relatively widespread contemporary practice of “Googling” other people.

My next step, of course, was to Google myself to see just what dirt was available about me on the Web. Much to my surprise, this personal Google search produced more than 2 million results in .14 seconds! How could that be? I’d have to lead multiple lives to do that much. I took a deep breath and settled down when it became evident that the majority of the results referencing me were linked to my department home page. The trouble seemed to originate with one syllabus in particular, so I e-mailed the course professor to alert him to the discovery. He immediately recognized the professional boundary concerns. Using his computer access and expertise, he had deleted all my personal contact information from the online syllabus by the next morning. I was relieved that this unusual learning experience was finished. However, it wasn’t over yet.

Consequences of Googling

Ruth showed up on time to her counseling session the following week carrying a manila folder. I knew something was up. She immediately opened the folder and produced computer-printed photographs of me, my professors and various classmates, all downloaded from various pages of the department website. To further complicate matters, Ruth was delighted to explain how several years earlier she had worked in another setting with one of my pictured classmates and was “glad to have been able to catch up on the details of his career.” Seeing his photo had encouraged Ruth to Google my classmate and consequently obtain considerable information about him, including his home phone number, which of course she called. Apparently his online professional disclosure statement was linked to a different course syllabus as a sample assignment for other students. I was really struggling at the time in the counseling session to distinguish the pertinent ethical issues involved while also remaining present to respond to Ruth in authentic and constructive ways. This proved extremely difficult, and I’m sure that my counseling that day was far less successful than normal.

The following week I sought clinical supervision on this case from my site supervisor. I also consulted with three university faculty members. The issues involved how to conceptualize a course of action with Ruth while also dealing with my classmate. Clinically, I elected to use this sequence of events as an authentic learning opportunity to concretely discuss boundaries with Ruth. It became a valuable vehicle for exploring the ways in which she did and did not recognize, respond to and enact relational borders.

Deciding how to navigate the professional quagmire of having a client who had obtained personal information about my classmate was more difficult. Ruth hadn’t made any imminent threat toward him, and I didn’t deem him to be in any danger. Would it be possible to let him know about the issues and yet not break client confidentiality? Were he and my other classmates even aware of the potential for clients to easily gain access to personal information via a Google search?

Encouraged by department faculty, I shared cursory information regarding the scenario with my cohort during class. We even discussed the idea of needing to evaluate ourselves on the Web as another part of our self-exploration as counselors. How might people see us on the Web? It worked well, opening a few eyes and moving many to explore this new idea on their computers. What they found was often surprising and only confirmed the need for counseling students to Google themselves.

Perils and protection

Advances in technology in the last decade have made it common practice for university instructors to maintain profiles on the Internet in hopes of distracting themselves and calming themselves down. Her description of the next series of events was vague and the details seemed out of sequence, but it all came down to the fact that she had Googled me by typing my name into the search engine on her computer. Ruth explained that, although she hadn’t meant to, she came across very personal information about me. She was very fearful that something awful might happen to me if the wrong person got hold of this information. Her anxiety and panic levels concerning this possibility were so high that she had felt compelled to let me know.

I was pretty confused myself. My mind raced to comprehend what this Googling was and what she could have found out about me. What kind of personal information about me could possibly be available on the Internet? Ruth’s history provided some reason to believe that she might be exhibiting distorted thinking or manifesting some form of delusional beliefs. But a series of direct questions minimized those possibilities and gave me a better grasp on the reality of the situation.

It turns out Ruth had quite easily located a number of university-related online references by Googling my name. Simply clicking on various items from the search results granted her access to Web documents. These documents were fine for some purposes, but they were not ones I would have provided to clients. The documents resided on my program’s home page, which I had willingly, and perhaps naïvely, consented to. They included several
ment-backed student loan programs, the largest cuts in the programs’ history, by reducing subsidies to private lenders, raising interest rates for students and parents, and requiring most borrowers to pay a 1 percent fee to loan guarantee agencies. The bill allocates $3.75 billion over the next five years to a new program providing additional aid to high-achieving Pell Grant recipients and to those majoring in mathematics, the sciences or certain foreign languages. Under the program, freshmen and sophomores receiving Pell Grants will get additional aid if they have completed “a rigorous secondary-school program of study” recognized by the U.S. Department of Education.

Under the budget proposal, federal education spending would be trimmed from $55.9 billion in Fiscal Year 2006 to $54.4 billion in Fiscal Year 2007. Forty-two U.S. Department of Education programs would be eliminated outright, including the Elementary and Secondary School Counseling Program ($34.65 million), the Safe and Drug Free Schools and Communities state grants program ($346.5 million), the Mental Health Integration in Schools Grant ($4.9 million), GEAR-UP ($380.1 million) and the Perkins career and technical education state grants program ($1.182 billion). In addition, the TRIO programs would be reduced from $828.2 million in funding to $380.1 million by eliminating the Upward Bound and Talent Search programs. The budget proposal also includes $36 billion in Medicare spending reductions over five years. While the president’s budget does not attempt to cut Medicaid, it does propose a reduction in federal reimbursement for services provided by certain Medicaid case managers that would provide an estimated savings of $12.1 billion. Funds for the Substance Abuse and Mental Health Services Administration would decrease by $67 million from FY 2006, including a $35.1 million cut for the Center for Mental Health Services.

It is unclear how closely Congress will follow the president’s lead with elections looming later this year. Congressional leaders want to adopt a budget resolution in March.

ACA is working in several coalitions to push Congress to adopt a more responsible budget framework. Counselors are encouraged to contact their members of Congress to reject the president’s proposal to cut education, health care and social services programs, and more specifically to ask them to maintain funding for the Elementary and Secondary School Counseling Program. For more information, visit the ACA website at www.counseling.org or contact Chris Campbell with ACA’s Public Policy and Legislation staff at 800.347.6647 ext. 241.

See the accompanying chart for proposed funding levels of selected Education and Health and Human Services programs.
Exciting Conference Features

Keynote Speaker
David Satcher, MD, PhD, former U.S. Surgeon General

Four Invited 1-Day and 2-Day Tracks
- Complex Trauma: A Developmental Framework for Understanding the Intervention
  Margaret E. Blaustein, PhD, LCP
- Diagnosis and Treatment of Substance Abuse and Co-Occurring Disorders: A CBT Approach
  Michele A. Packard, PhD
- Conflict Resolution for the Mental Health Practitioner
  Terri Clinton Dichiser, JD, LCPC, NCC
- Through Supervision and Beyond
  Linda K. Barclay, PhD, and Debbie K. Wells, MD, LPC, NCC

Numerous educational workshops

An awards ceremony and luncheon included in the registration fee!

A welcome reception

Poster session and business-partner exhibits

Earn up to 18 CEs through NBCC and others

Invited Tracks Speakers

Blaustein
Packard
Dichiser
Barclay
Wells

SAVE MONEY—REGISTER BY MAY 15th!

<table>
<thead>
<tr>
<th>PROFESSIONAL STATUS</th>
<th>AMHCA member # (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Student</td>
</tr>
<tr>
<td>AMHCA</td>
<td>Retiree</td>
</tr>
</tbody>
</table>

FEES

The registration fee covers all onsite events for the conference.

The full conference registration fee must accompany all registration forms.

- Early Bird member fee (postmarked by May 15) $395
- Regular member fee (postmarked by June 15) $490
- Non-member fee $425
- Late/Onsite registration fee $450
- Student or retiree fee $175
- Spouse/Guest fee $105

REGISTER ONLINE at www.amhca.org

or mail or fax your registration form and payment to:
AMHCA/ c/o Wachovia Bank
P.O. Box 758717 • Baltimore, MD 21275

800/ 226-2642 or 703/548-6002; fax: 703/548-4775

AMHCA is licensed to practice psychology in the State of Maryland. Continuing education credits are approved by Maryland. The renewal deadline is June 30. The registration deadline is June 15. Early bird fees are available for mail in registration only. Registrants must postmark their registration by May 15. Late/Onsite registration fee is $450. Registration deadline is June 15. AMHCA is licensed to practice psychology in the State of Maryland. Continuing education credits are approved by Maryland. The renewal deadline is June 30. The registration deadline is June 15. Early bird fees are available for mail in registration only. Registrants must postmark their registration by May 15. Late/Onsite registration fee is $450. Registration deadline is June 15.
Walking meditation can be very enjoyable. Walking with others or alone in some beautiful place allows us to be in the present moment, aware of our breathing and walking.

"Therefore we have to shake off all worries and anxieties, not thinking of the future, not thinking of the past, just enjoying the present moment."

EB-ACA learns to put creative humor to work
Submitted by Laura Cobb
laura.cobb@us.army.mil

On Nov. 5-6, 2005, Sandra Meggert presented a lively Learning Institute on humor and its usefulness in a variety of situations at the European Branch of the American Counseling Association’s Annual Fall Conference in Mannheim, Germany. Meggert, a counselor educator, consultant, writer, workshop presenter and assessment coordinator for learning disabled adults, offered numerous anecdotes, stories and techniques for incorporating humor in a variety of professional contexts, including with clients, in corporate environments and in academia. The session focused on the use of humor in client work, humor skills and techniques, creativity and group discussion to create an atmosphere for participants to personally experience some of the benefits of humor and to create their own unique “humor plan.” Meggert articulated that humor has a personal style. Once individuals find their own means of using humor in their personal life, it becomes easier to incorporate humor into the professional realm.

Research documents the many benefits of humor. For example, it lowers blood pressure and heart rate; relieves stress and tension; energizes the brain; releases endorphins; stimulates the body’s immune system; sets people at ease; decreases the level of stress hormones, depression and anxiety; de-escalates and diffuses negative emotions; and enhances the learning process. In relationships, humor helps to “break the ice” and allows individuals to get acquainted by sharing experiences and telling stories about their backgrounds. Humor also helps to promote openness and creativity in relationships. Unfortunately, individuals often find barriers to using humor, especially during the development process. Meggert encourages the use of humor in all its forms on an individual basis and also in dyadic interactions.

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

IAAOC encourages use of updated website
Submitted by Laura Veach
veach@uiowa.edu

Please note the International Association of Addictions and Offender Counselors’ updated website at www.iaaoc.org when you get a chance. We have the IAAOC member login functional. You may log in by using your e-mail address (as registered in the ACA database) for your user name. The password is “iaaoc,” and this will allow you access to our newsletters and other archived information. Please also note the awards and nomination updates and extensions on the IAAOC website and send in your nominations. Thanks to those who have provided wonderful recommendations and nominations to date.

As we look forward to our time in Montréal, I hope I get to see all of you there. I want to let you know of priority items of interest for IAAOC meetings in Montréal.

First, we have our Awards Breakfast on Saturday, April 1 at 8 a.m. Kathleen Salyers is our guest speaker and will also begin the day in a thoughtful and informative way with her keynote address — initiating and following up — is one of the hardest parts of the mentoring relationship. Multiple demands can push mentoring down one’s priority list. In retrospect, the No. 1 change respondents to the NCDA survey would make in their mentoring relationships would be more frequent contact.

Finally, effective mentors and mentees also work hard in determining what they will discuss, plus the how, when, by what means and, most important, the why of the dialogue. Several respondents to the NCDA survey wished they had been more goal-directed in the mentoring process right from the beginning.

Visit www.ncda.org or contact NCDA Mentoring Program Coordinator Nedra Klee Hartzell at NKHartzell@verizon.net if you have questions.

Registration now online for NECA Workshops
Submitted by Kay Brawley
kbrawley@mindspring.com

Bienvenue, bienvenues and welcome to the National Employment Counseling Association’s first international workshop in collaboration with RqoODE, the Quebec employment organization that represents 60 One-Stop Community-Based Employability Centers in the province. The workshop will be held at Le Centre Sheraton in Montréal March 30-31 prior to the ACA/CCA Convention. NECA is fortunate to have the best of the best, creme de la creme speakers addressing the many facets of our theme: “Facing the Challenges of Workforce Issues in the Global Economy.”

Keynoters include Phil Jarvis, well known on the international scene for his latest research, “From Vocational Choice to Career Management: Shifting Paradigms”; Maurice Boisvert, Canadian Department of Employment assistant deputy minister, addressing “Challenges of Workforce Development in the Canadian as well as Global Economy”; Robert Chope, professor of counseling at San Francisco State University speaking on “Enhancing Employment Counseling with a Social Justice Perspective”; and Norr Amundson of the University of British Columbia on “Workplace Attractions’ Impact on Decision-Making, Recruitment and Retention.”

Special events scheduled during the workshop include the Taste of Quebec Awards Luncheon on Friday. The popular Local Practitioner Award will be presented to one of the RqoODE Employability Centers. The NECA Past Presidents’ Reception will be Friday from 6-7:30 p.m. on the 37th floor of Le Centre Sheraton Hotel, site of the best panoramic view of Montréal. The reception is part of NECA’s 40th year celebration. Members of sister divisions, the American School Counselor Association, the Association for Counselors and Educators in Government and the National Career Development Association, will join along with Canadian partners RqoODE and Le Ordre des Conseillers en Orientation in the festivities.

Other high caliber presenters who are well-respected in the workforce development field are detailed on the NECA website. With a variety of keynote and reception topics and events, they are designed to energize by seeing the best of what’s happening elsewhere and having the chance to develop or rekindle relationships with colleagues. Members can register online at www.employmentcounseling.org or download the form and submit it to NECA Treasurer Lisa Fulton.

Members also have the alternative of attending an intensive two-day training, offered by NECA in partnership with ReadyMinds Inc., leading to the distance counseling credential. The training opportunity, being offered by Harvey Schmelter-Davis, will show participants how to adapt traditional counseling best practices for delivery to clients via distance/online means. The distance counseling credential permits counselors in a variety of venues (career, school, clinical, etc.) to reach a greater number of clients who need help. Registration is only available online via ReadyMinds.com for the distance counseling credential training.

In addition, participants will have the opportunity to experience the very best of the charming city of Montréal. The second largest city in Canada, Montréal is known for its dining, world-class entertainment and dynamic multicultural mix.

Questions regarding the NECA workshop and sponsors for events are welcome. Contact Professional Development Coordinator Kay Brawley via e-mail at kbrawley@mindspring.com.
le might become available over the Internet through CTOnline, making it possible that clients, supervisees or students might read it. This realization made me even more cautious about upholding professional boundaries and confidentiality in the article — I changed the details of people and events. I had neither read about nor given thought to this type of situation previously based on my educational and personal experiences. But these Googling experiences have taught me that I'm not as "private" a person as I previously had thought. People can know me in ways I never considered, and the same may hold true for you as well. So go Google yourself. More than likely, someone else already has.

Counselor education students commonly function in academic and clinical settings concurrently, so they may be particularly vulnerable to similar complications with professional boundaries. Professional counseling organizations such as the American Counseling Association, the Association for Counselor Education and Supervision, and the Council for Accreditation of Counseling and Related Educational Programs have all established recommended practices related to counseling and the Internet, but these policies, recommendations and procedures focus more on comprehensive issues of confidentiality and safety directly related to the client. What I have not seen is any cogent discussion in the literature about how the Internet, although a marvelous tool for connection and information, can also generate risks for counselors, educators and students responsible for maintaining professional boundaries. How can professionals respond to such vulnerability and become more aware of our susceptibility?

The euphemism of the Information Age took on new meaning for me with this personal Google search. We may be intentional about the amount, types and content of information we put online, but once we do so, our objectives can become distorted. My emergent sensitivity to these issues makes me aware that this articulation might become available over the Internet through CTOnline, making it possible that clients, supervisees or students might read it. This realization made me even more cautious about upholding professional boundaries and confidentiality in the article — I changed the details of people and events. I had neither read about nor given thought to this type of situation previously based on my educational and personal experiences. But these Googling experiences have taught me that I’m not as “private” a person as I previously had thought. People can know me in ways I never considered, and the same may hold true for you as well. So go Google yourself. More than likely, someone else already has.

Counselor education students commonly function in academic and clinical settings concurrently, so they may be particularly vulnerable to similar complications with professional boundaries. Professional counseling organizations such as the American Counseling Association, the Association for Counselor Education and Supervision, and the Council for Accreditation of Counseling and Related Educational Programs have all established recommended practices related to counseling and the Internet, but these policies, recommendations and procedures focus more on comprehensive issues of confidentiality and safety directly related to the client. What I have not seen is any cogent discussion in the literature about how the Internet, although a marvelous tool for connection and information, can also generate risks for counselors, educators and students responsible for maintaining professional boundaries. How can professionals respond to such vulnerability and become more aware of our susceptibility?

The euphemism of the Information Age took on new meaning for me with this personal Google search. We may be intentional about the amount, types and content of information we put online, but once we do so, our objectives can become distorted. My emergent sensitivity to these issues makes me aware that this articulation might become available over the Internet through CTOnline, making it possible that clients, supervisees or students might read it. This realization made me even more cautious about upholding professional boundaries and confidentiality in the article — I changed the details of people and events. I had neither read about nor given thought to this type of situation previously based on my educational and personal experiences. But these Googling experiences have taught me that I’m not as “private” a person as I previously had thought. People can know me in ways I never considered, and the same may hold true for you as well. So go Google yourself. More than likely, someone else already has.
BY JANE GOODMAN

In an effort to keep the American Counseling Association membership fully informed and simultaneously comply with Governing Council policy, quarterly fiscal reports are issued in Counseling Today. This quarterly report (summarizing Oct. 31-Dec. 31, 2005) represents the second report for the fiscal year ending June 30, 2006.

The balance sheet presented with this report is intended to reflect ACA's financial position at a given point in time. The balance sheet gives a picture of the association's financial position as of Dec. 31, 2005. On Dec. 31, ACA owned $7,374,072 in assets. Of these assets, $6,254,479 was in cash and investments.

On Dec. 31, the association's liabilities included vendor fees of approximately $915,132, staff salaries and benefits of $385,805 and fees collected on behalf of related organizations of $72,193. Member benefits to be fulfilled totaled $3,757,730 and appear as a liability because ACA receives membership revenues annually while providing member benefits monthly. As this balance sheet indicates, ACA's net worth on Dec. 31 was $2,243,212. This indicates that the association remains financially positive. However, efforts must continue to be made to ensure the association's long-term stability.

ACA was financially sound at the end of the second quarter of FY 2006. On Dec. 31, the association reported $801,859 in excess expenses over revenues. While this represents a deficit position, it is consistent with the financial position reported the previous year on Dec. 31. As we proceed in the new fiscal year, ACA intends to continue developing more programs, pursuing its legislative activities and providing established programs and benefits to its members.

The ACA Financial Affairs Committee, in collaboration with the Administrative Staff and Governing Council, convenes monthly to evaluate the financial position of the association and to recommend pertinent action. Quarterly reports are provided to membership via Counseling Today. Jane Goodman serves as ACA Treasurer.
THE BEST PREPARATION COURSE OFFERED FOR THE NCC AND LPC LICENSURE

Study Guide
Written by
DR. GARY ARTHUR, ED.D., LPC, NCC

2006 12th Edition

NATIONAL COUNSELOR EXAMINATION

Comprehensive Exam Preparation
• Pre-Assessment Exam to Determine Your Strengths & Weaknesses
• Over 600 Questions
• Practice Exam for NCE

Covering the same 8 sections as the exam
• Professional Orientation
• Research and Program Evaluation
• Appraisal
• Lifestyle and Career Development
• Helping Relationships
• Group Counseling
• Human Growth and Development
• Social and Cultural Foundations

STUDY GUIDE
More than 12 revisions since 1984

Preparation for NCE and State Licensure Exams
This manual will help assess your weaknesses and strengthen what you know. Included are more than 600 questions and answers that give insight into the style and format of questions in the NCE and state licensure exams. Explanations of the correct answers are provided.

Dr. Arthur’s Study Guide is the single most powerful tool anyone can use to prepare for the NCE. The material is extremely well organized and the information is precisely focused on what you need to know. I recommend this Study Guide to all the students and associate clinicians I supervise.

– Don Durkee, Ed.S., LPC, NCC

The 2005 Edition

NCMHCE
NATIONAL CLINICAL MENTAL HEALTH COUNSELING EXAMINATION

STUDY GUIDE
DSM-IV TR Disorders: Diagnosis To Referral
Gary L. Arthur, Ed.D • Joel O. Brende, M.D.

New material including DSM-IV and scenarios in numerous disorders to test your working knowledge of field experience.

Joel O. Brende, M.D.
Co-author Dr. Brende is a psychiatrist at the Mercer University Family Practice Resident Program. He is Menninger trained and a leading authority in PTSD.

ORDER YOUR STUDY GUIDE TODAY!

Gary L. Arthur, Ed.D., LPC, NCC
Teaching NCE Preparation Program Since 1984

Dr. Arthur’s qualifications for making this the best study guide available:
• Dr. Arthur has taught counseling courses at the graduate level for thirty-four years.
• He has taught all 8 courses in the examination.
• He has conducted (55) 2-day seminars since 1984, teaching and preparing participants for taking the NCE and state licensure exam.
• He has taught in CACREP programs for 23+ years.
• Dr. Arthur wrote this study guide for the purpose of preparing you for the examination.

To order your NCE or NCMHCE Study Guide Call
888-326-9229

$224 each, plus $10 for shipping and handling
(Georgian residents add 6% sales tax)

Call and ask about our MONEY BACK PASS GUARANTEE!

Published by
Career Training Concepts, Inc.
3640 Hewatt Court • Suite A • Snellville, GA 30039

Counseling Today • March 2006

49
Medicare Reimbursement of Licensed Professional Counselors

The Senate adopted language recognizing both licensed professional counselors and marriage and family therapists under Medicare late last year as part of broad budget reconciliation legislation. Unfortunately, the budget bill developed by the House-Senate conference committee on the legislation did not include this provision.

The American Counseling Association and the American Mental Health Counselors Association are holding many meetings on the House side to educate Representatives on this issue. We want to ensure that when opportunities to include Medicare reimbursement arise in the future — perhaps later this year — we have strong support in both chambers. We are also working with our supporters on the Senate side to maintain their support. ACA encourages counselors to contact their Senators and Representative to let them know you care about this issue.

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

Message for Representatives
“I am calling to urge you to support Medicare reimbursement for licensed professional counselors. Language establishing Medicare coverage of LPCs has passed the Senate twice in the past three years. It is time for the House of Representatives to take action on this important issue for our district’s senior citizens.

“The lack of an adequate mental health benefit is harming Medicare beneficiaries. According to the National Institute of Mental Health, older Americans are the demographic group most likely to commit suicide. The pool of covered providers needs to be expanded to cover licensed professional counselors to allow better access to mental health treatment and more choice of provider.

“Please contact the House Ways and Means subcommittee on Health and let them know that you support Medicare reimbursement for licensed professional counselors. Thank you for your consideration.”

Veterans Affairs Recognition of Licensed Professional Counselors

The VA health care system does not effectively utilize the services of licensed professional counselors for providing mental health services to veterans. LPCs are virtually shut out of clinical and supervisory positions within the VA, regardless of their expertise or experience. The Senate passed the Veterans Health Care Act of 2005 on Dec. 22, 2005. S. 1182 includes a provision explicitly recognizing licensed mental health counselors within the Veterans Health Administration. Counselors should call their Representatives and ask them to include the provision regarding LPCs in any veterans health bill that is drafted and passed this year.

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

Message
“I’m calling to ask the Representative to support language to formally establish recognition of licensed professional counselors within the Veterans Health Administration. Such language is included in the Veterans Health Act of 2005 (S. 1182), which passed the Senate last December.

“Currently, LPCs cannot be hired at the skill level and pay grade that other master’s level mental health professionals can be hired. However, LPCs are recognized by the Health Resources Services Administration and the Substance Abuse and Mental Health Services Administration, and are covered by TRICARE. In addition, LPCs have the same expertise and meet virtually identical educational and training requirements as current VHA employees. The VA needs to do more to help veterans with post-traumatic stress disorder and other mental and emotional problems, and expanding the pool of covered providers will help.

“Please support language that would add LPCs to the list of health providers that are eligible to be appointed to positions at the VHA.”

Appropriations for the Elementary and Secondary School Counseling Program

For the fifth year in a row, President George W. Bush has proposed an education budget that would eliminate funding for the Elementary and Secondary School Counseling Program, the only federal program expressly devoted to supporting counseling programs in our nation’s schools. The elimination of ESSCP would end much-needed services to students in 103 school districts across 33 states and the District of Columbia. Counselors should contact their members of Congress to express their opposition to President Bush’s proposed elimination of ESSCP and to ask for an appropriation for the program that allows support of both elementary and secondary school counseling services.

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

Message
“I am strongly opposed to President Bush’s proposal to eliminate funding for the Elementary and Secondary School Counseling Program in his Fiscal Year 2007 education budget. ESSCP is the only federal program devoted expressly to supporting counseling programs in our nation’s schools. The school counseling program is important to me and to hundreds of thousands of students across the country.

“Please reject the president’s proposal to eliminate ESSCP. Instead, I strongly urge you to support sufficient funding to allow middle and high schools, as well as elementary schools, to benefit from this program.”
More on the ‘incident to’ provision

Q: In the January 2006 issue of Counseling Today you answered a question concerning MCM 2050.1 (the “incident to” provision that allows psychological services coverage under Medicare for master’s level counselors). In living in Nebraska, I have been researching this piece of information and have been told something completely different — that I would have to bill the client’s supplemental plan, which I have done in the past but have been denied payment. My question then would be, who should I call to find out the specifics so I can (a) give the OK for my billing agent to go ahead and (b) let other LPCs in Nebraska know? I have gone to Medicare directly, to different people outside of customer service and to the regional administrator, who gave me the above method of billing. What should I do?

A: You have another way of working with Medicare, albeit a difficult one. By billing Medicare and getting denied, you can then file for secondary insurance if it is available. You have shown much patience and are doing a service for the Medicare client. Some send them elsewhere. According to www.wpsic.com/medicare/policies/wisconsin/phys004.pdf and www.cignagovernmentservices.com/parthlrmp_fedid/cms_fh/98-003.html, “incident to” should work. Both are legal for LPCs or LCPCs.

Q: As program director for a mental health counseling program, I often get requests for information on whether counselors are able to go into private practice in California. While I know that there is no licensure in California for counselors, I was not sure if this ultimately makes private work impossible for counselors due to reimbursement issues. Any information would be very much appreciated.

A: California has not passed a counselor licensure bill yet, but all optimism is pointing to a license in the near future. The bill jumped most hurdles, but it got held up on the last step. Our sources in California tell us that counselors can practice in “exempt settings,” which are nonprofit agencies and government and educational settings. If counselors have 12 units of marriage and family courses in their master’s training, they may qualify under the current MFT license already established in California. For more information from the “horse’s mouth,” visit the California

Continued on page 52
Q: I am an LCPC in private practice. One of the worst insurance companies I contract with takes over six weeks to mail the estimate the power of dealing with an employer’s HR department. In January, I had an old client who wanted to return to counseling with me. He had a new job and a different insurance company. He had Blue Cross Blue Shield of Kansas. However, he worked in Illinois where I am licensed. As a Blue Cross Blue Shield-approved provider in Illinois, we called to verify insurance coverage and were told Blue Cross Blue Shield of Kansas would not cover my services. After numerous “faxes” of my Illinois license and malpractice insurance with no response from Kansas, my client called his HR department (from my waiting room) to complain. “Mitz” in HR took on this problem personally, and she became bound and determined to get coverage for her employee. It took her only one “fax,” and now I am an approved provider with an ID number for Blue Cross Blue Shield of Kansas. Look for presentations on this and other private practice topics at the ACA Career Center at the ACA/CCA Convention in Montréal (for more information on the Career Center, see page 36).

Q: I am an LPC and RNC. I currently do not have a private practice. I am working in a counseling center for an LCSW. I am interested in combining energy medicine/psychology EFT with traditional therapy in my work with clients. Do I need to carry increased or special insurance? Do I get them to sign informed consent? I am working in New Jersey.

A: It would be best to ask whoever covers your professional liability insurance if they cover energy medicine/psychology EFT with traditional therapy. Generally, liability insurance covers most treatment modalities. If there are “hands-on” activities, you may need to clarify this specifically with the insurer and the ACA Code of Ethics on the ACA website at www.counseling.org/ethics. Also, ACA endorses HPSO malpractice insurance (www.hpsos.com), which is very comprehensive. As far as having the client sign an informed consent form, we strongly recommend you do so. An example of informed consent wording is at www.counseling.org (first click on “Counselors,” and then click on “Private Practice Pointers”).

Robert J. Walsh and Norman C. Dasenbrook are the co-authors of The Complete Guide to Private Practice for Mental Health Professionals (www.counselingprivatepractice.com). ACA members can e-mail their questions to walsh-gasp@iowl.com and access a series of free bulletins on various private practice topics on the ACA website. From www.counseling.org, click on “Counselors” and then click on “Private Practice Pointers.”

In Brief

SAMHSA launches Partners for Recovery site

The Substance Abuse and Mental Health Services Administration recently launched a website dedicated to the advancement of prevention, treatment and recovery techniques for substance use and mental health disorders. The Partners for Recovery website (www.pfr.samhsa.gov) facilitates communication and resource sharing among groups that help individuals and families in their attempts at recovery.

The PFR website features news and documents about recovery, collaboration, stigma reduction, workforce development and leadership development. National leaders have identified these topics as the most important and compelling issues for the advancement of treatment and recovery efforts across the country. The topics also further SAMHSA’s mission to build resilience and facilitate recovery for people with or at risk for alcohol and drug problems and mental illness.

Examples of resources available on the website include:

A “Know Your Rights” brochure for people in treatment and recovery from alcohol and drug problems.

Presentations on challenges in recovery from alcohol and drug problems.

Papers on developing leadership within the treatments provided at the recovery centers.

State and federal resources on developing recovery-oriented systems of care.

PFR also invites individuals, organizations and states working on recovery, stigma reduction, workforce development and leadership development issues in addiction prevention, treatment and mental health to share information about these activities so they can be made available more broadly through the website.

Continued on page 57

Discover the difference!

Distance Learning Universities are not alike...

BA, MA, PhD and PsyD degrees in Psychology

- Study from the comfort of your home.
- No on-campus requirements.
- Affordable tuition with convenient payment plans.
- The PhD and PsyD degrees in Psychology are approved by the Board of Psychology for licensure as a Clinical Psychologist in California.
- The MA in Psychology is approved by the Board of Behavioral Sciences for licensure as a Marriage and Family Therapist in California.
- Business and Law degrees are also offered.
- Call for more information.

Southern California University for Professional Studies

1840 E. 17th Street, Santa Ana, California 92705

(800) 477-2254
WWW.SCUPS.EDU
Congratulations the new ACA award winners and Fellows
Attending the premier of ACA’s first Spanish training DVD
Reconnecting with colleagues from around the world in the spirit of friendship. The Dalai Lama reminds us that names and introductions are not always necessary because we are all human beings.
Attending the film festival featuring counseling pioneers such as Carl Rogers

Letters

Continued from page 4

supporters with little or no debate. Counselor educators must expect resistance when presenting same-sex marriage issues to a primarily conservative audience and respond by facilitating a process to work through the resistance (debate). Change occurs through dialogue where conservative counselors are given the opportunity to articulate their most compelling argument and then must compare their position against a well-articulated argument in support of same-sex marriage. Change occurs when counselors find that their current conservative viewpoint comes up short in comparison with a broader diversity perspective. The key point is that counselors become aware of the weaknesses of their position, which is amplified in the debate process, and then potentially seek to address those weaknesses by distancing themselves from the previous position and adopting a new position in favor of same-sex marriage.

I think AGLBIC President Whitman and the AGLBIC Board disagreed with me on the means (debate) that I use to develop same-sex marriage supporters. In my view, the ends (supporting same-sex marriage) justify the means (same-sex marriage debate), and if the means result in more support for same-sex marriages, AGLBIC should be content. The systems theory concept of equifiability states that there are multiple paths (same-sex marriage debate as one path) to the same goal (same-sex marriage support), so disagreement on the path that I use to reach a mutual goal is unwarranted.

If the same-sex marriage classroom debate helped my conservative counselor education students to most want to work with lesbian, gay and bisexual clients, perhaps Counseling Today publishing the debate will help convince conservative counselors and the ACA leadership to become stronger advocates for same-sex marriages.

Darren A. Wozny
Assistant Professor of Counselor Education
Mississippi State University-Meridian Campus
dwozny@meridian.ms state.edu

Call for Doctoral Program Applicants

The Counselor Education faculty at Southern Illinois University Carbondale is accepting applicants for our Ph.D. program in Counselor Education. The doctoral program, as well as the master’s programs in community, school, and couple and family counseling, is fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the North Central Association of Colleges and Secondary Schools (NCASS).

The curriculum emphasizes competencies in research, instruction, supervision, and service leadership. Faculty in the program recognize the uniqueness of human beings and are dedicated to helping students develop their own specialties within counselor education, research, and supervision.

Faculty members have received national recognition from counseling organizations for their teaching, mentoring, research, and service. They have served as president of regional and national counseling associations and organizations. Faculty members have also served in leadership positions as editorial board members and as journal editors and associate editors.

Graduate assistantships are available for selected students to work with faculty within the areas of teaching, service, and research. The assistantships include a competitive stipend and tuition waiver.

The Counselor Education program is accepting 4-6 students. Fall admission is encouraged; however, students can be admitted at any semester. To learn more about the program, please visit our website http://www.siu.edu/departments/coe/epa/, or contact Dr. Karen Prichard (CE Coordinator) at prichard@siu.edu.
Healthcare Providers Service Organization (HPSO) serves over 70 professions and brings together over 900,000 health care, counseling and therapy professionals nationwide. The combined buying power means affordable group rates for our individual insureds.

The ACA-endorsed professional liability insurance offered through HPSO provides you with your own individual limits of coverage in line with today’s defense costs and high court awards. You receive up to $3,000,000 aggregate and up to $1,000,000 for each claim of professional liability coverage. HPSO also provides you with unmatched service.

For more information, log on to www.hpso.com or call 866.269.4793 and speak to any of our experienced client service representatives.

Box office movies offer entertaining continuing education opportunities with Beneficial Film Guides Inc.’s downloadable Home Study Courses with online/instant scoring quizzes and non-credit Study Guides. They are based on case studies from well-known Hollywood movies such as Fatal Attraction, A Beautiful Mind, Mr. Jones, As Good as It Gets and 9 to 5. Course are available on borderline personality, bipolar and obsessive-compulsive disorders, schizophrenia, empathy, ethics, sexual harassment, LGBT struggles, diagnosis, treatment, rehabilitation and disability management, diversity and more. We are an approved continuing education provider by NBCC (#6218), adhering to NBCC continuing education guidelines, and by NAADAC (#552). See excerpts at BeneficialFilmGuides.com.

Hazelden, founded in 1949, is a nonprofit organization that pioneered the model of care for alcoholism, drug addiction and related diseases that is now the most widely used in the world. Today, with over 50 years of experience and an unparalleled breadth of services, Hazelden is an international provider of treatment, recovery, research and training for individuals, families and communities affected by chemical dependency. Hazelden’s publishing division provides trusted resources to help education professionals, treatment providers, individuals, families and communities prevent and recover from alcoholism, drug addiction and other related disorders.

As an accredited university with online degree programs in five schools, Capella University provides an engaging, educational experience that moves you forward by helping you achieve your dreams and fulfill your aspirations. Our School of Human Services graduate programs will prepare you to successfully address key social issues in today’s world. You will be prepared for roles in a variety of institutional, agency, community and educational settings. Our faculty, with distinguished academic and professional backgrounds, will challenge and engage you throughout your studies. If you choose a CACREP-accredited counselor education specialization, you will be prepared, upon completion, to apply for
"Focused learning opportunities await counselors at ACA Academies"
Emotional health, self-esteem and body image play a critical role in girls' attitudes about diet and exercise. Girls have basic knowledge about healthy eating but often don't act on this knowledge, and many regularly make poor diet and exercise choices. Mothers exert tremendous influence as the most frequently cited source of health information and as role models for their daughters. Virtually all girls agreed that "emotional health is as important as physical health," and 88 percent of 11- to 17-year-old girls believed that feeling good about themselves was more important than how they looked.

A strict focus on physical health did not resonate with girls. Their view that physical and emotional health are equally important is also reflected in their behavior. More than one-third of girls ages 11-17 reported eating more when "stressed out," and overweight girls were more than twice as likely as girls who were not overweight to report eating more in times of stress.

Girls also tend to be more prone to stress and worry than boys, making them more susceptible to this behavior. In the study, girls were generally more concerned than boys about every issue presented, from getting along with friends to doing well in school to being conscious of how they look.

The complete report is available online at www.girlscouts.org/research.
COMING EVENTS


The Counseling and Development Program at George Mason University is pleased to present the Second Annual Counseling and Social Justice Conference. This year’s theme is “Social Justice and Mental Health: Concepts and Strategies for Educators, Practitioners and Activists.” Anthony Marsella will serve as the keynote speaker for the conference.

Share your experience as a change agent. Learn new strategies from fellow community organizers, counselor educators, clinicians, policy advocates, peace and justice activists, action researchers, psychologists and social workers. Develop tools for advocacy and social action in mental health. The price is $125 for professionals and $65 for students and includes continental breakfast and a reception. The two days will be full of workshops, dialogues, strategy sessions, panels and fun at the George Mason University campus. For additional and updated information, visit www.cjsconference2006.com

FYI

Board members sought

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

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

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

Call for papers, manuscripts

ADULTSPAN JOURNAL is inviting submissions for a special issue on health, nutrition and body image of midlife and older adults. Please e-mail the editor with a brief outline of your manuscript by April 15. For more information on this special issue, contact Editor Catherine B. Roland via e-mail at rolandc@mail.montclair.edu.

In addition, ADULTSPAN JOURNAL is currently seeking three types of submissions for upcoming issues: manuscripts that can either be conceptual or research based, practice articles concerning issues of counseling and working with adults, and reviews of new books that are pertinent to adult development. We are interested in a variety of topics related to life span development and transition, from young adulthood through older adulthood. Many topics are sought. Check with the editor if you have inquiries. Guidelines for authors can be located in the publications area of the ACA website under the journal tab.

There is a call for manuscripts on indigenous counseling, psychotherapy and health for a special issue of the international peer-reviewed Internet journal Counselling, Psychotherapy and Health (www.cphjournal.com). Manuscripts can cover a wide range of areas related to indigenous counseling, psychotherapy and health. For instance, subjects can involve Australian indigenous, North American indigenous and New Zealand indigenous people, etc.

Submissions are invited from as wide a range of writing as possible and can include: (1) indigenous-related applied research, (2) literature review on an indigenous topic with analysis and discussion, (3) indigenous case analysis in discussion with relevant literature review and (4) narratives based on personal and professional experience working in indigenous counselling, psychotherapy and health. Submissions should be familiar with the content and aims of the journal. Submitters may apply for up to two manuscripts for consideration. Manuscripts should be submitted in English. The editors reserve the right to reject or make revisions to the content (and format) of any accepted manuscript. The editors reserve the right to exclude a manuscript from publication if a decision is made to do so.

Submissions are invited from as wide a range of writing as possible and can include: (1) indigenous-related applied research, (2) literature review on an indigenous topic with analysis and discussion, (3) indigenous case analysis in discussion with relevant literature review and (4) narratives based on personal and professional experience working in indigenous counselling, psychotherapy and health. Submissions should be familiar with the content and aims of the journal. Submitters may apply for up to two manuscripts for consideration. Manuscripts should be submitted in English. The editors reserve the right to reject or make revisions to the content (and format) of any accepted manuscript. The editors reserve the right to exclude a manuscript from publication if a decision is made to do so.

Submissions are invited from as wide a range of writing as possible and can include: (1) indigenous-related applied research, (2) literature review on an indigenous topic with analysis and discussion, (3) indigenous case analysis in discussion with relevant literature review and (4) narratives based on personal and professional experience working in indigenous counselling, psychotherapy and health. Submissions should be familiar with the content and aims of the journal. Submitters may apply for up to two manuscripts for consideration. Manuscripts should be submitted in English. The editors reserve the right to reject or make revisions to the content (and format) of any accepted manuscript. The editors reserve the right to exclude a manuscript from publication if a decision is made to do so.

The following qualifications are desired in candidates:

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

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

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

The Journal for Specialists in Group Work is currently seeking applicants for the position of editor. This position is a three-year term beginning July 1, 2007. Candidates should be Association for Specialists in Group Work members, have a strong record of publication, professional editorial board experience and demonstrated competence in editing data-based research manuscripts. Interested candidates should submit a letter of application expressing interest and describing editorial strengths, experience and publication record. A vita and three letters of recommendation are required. Applicants are also asked to describe available institutional or agency support.

All materials should be sent by March 31 to Dr. Amy Nitza, IPFW School of Education, Neff Hall 250, 2101 E. Coliseum Blvd., Fort Wayne, IN 46805. Phone: 260.481.6453; e-mail: nitzaa@ipfw.edu.

Bulletin Board submission guidelines

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

Point/Counterpoint writers wanted

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

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

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

**MERCHANDISE/SERVICES**

**DESPERATE THERAPISTS**

Finally, Help's Available! Free Support - Call 1-800-421-2717 or go to www.yourprivatepracticesuccess.com


**LICENSE EXAM REVIEW**

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

**CLINICAL RECORD KEEPER™**

An efficient, easy to use record keeping software program for counselors. Visit http://www.clinicalrecordkeeper.com

**CRAZY BY CLIENT BILLING?**

Visit www.ShrinkRapt.com today and learn more about ShrinkRapt™ the top selling billing and insurance program for mental health practitioners. Easy to use! Order today and receive a FREE Email & FREE Backup Module! Limited time offer! Request a fully functional Demo Package at www.ShrinkRapt.com or by calling Saner Software Inc (630) 513-5599

**MARKET YOUR PRACTICE**

With your own personalized newsletter. A cost-effective way to increase client hours. Produced quarterly by award-winning firm. Sample copy: 866-200-6945 or go to www.clairecommunications.com

**DISSERTATION COMPLETION CONSULTING**

Individualized program assists with all aspects of dissertation and thesis writing. By phone, by FAX, by e-mail, or in person. Call “toll free” 1-888-463-6999 or go to www.academincinfocenter.com

**BUSINESS OPPORTUNITIES**

**BUILD YOUR PRIVATE PRACTICE!**

The Congressionally-Awarded, nationwide, 1,000-THERAPIST NETWORK has one opening for a Network Director in each area code. This unique networking opportunity will help you create a second income while increasing your client caseload. Call 866-642-3286.

**EMPLOYMENT CLASSIFIEDS**

**NATIONAL**

**NATIONAL PSYCHOLOGISTS**

Convert your advanced degree and clinical experience into a gratifying and profitable career diversification. Find out why our firm has the most comprehensive and sophisticated training and development process, designed solely for professionals with your credentials. We’ve written the book (13 of them, actually) on executive coaching, leadership development, denialment prevention, and the nuts and bolts of what’s required to make this clinical-to-consulting conversion. We look forward to having the chance to evaluate your potential as a consultant. Likewise, we invite you to conduct your own due diligence on us. Visit our web sites (www.clinical-to-consulting.com and www.tgpcinc.com); request our Career Transformation White Paper; and call our National Director of Recruiting, Bob Drovick (614-771-5732), or e-mail Bob at rdrovick@tgpcinc.com with any questions you might have.

**FLORIDA**

**ARGOSY UNIVERSITY ATLANA**

Dean - School of Psychology and Behavioral Sciences Position Summary: Supervises a variety of program activities by performing the following duties personally or through subordinate supervisors. Oversees the academic Psychology Program and ensures the quality of instruction delivered. Essential Duties and Responsibilities: Oversees the staff and activities of the School of Psychology and Behavioral Sciences. Oversees the campus VP of Academic Affairs in preparing, implementing, and overseeing the Departmental budget. Oversees the ongoing delivery of courses and proposes courses, schedules and offerings. Provides timely information to the campus VP of Academic Affairs and other administrative personnel relating to the operation of the School Psychology. Plans and conducts regular cost/benefit analyses of Psychology Departmental activities and other recommends budget improvement measures where appropriate. Hires, trains, assigns and evaluates faculty members for delivery of curricular content and support staff as appropriate. Coordinates accreditation reviews of the School of Psychology and Behavioral Sciences. Oversees compliance with federal and state employment laws in the School of Psychology and Behavioral Sciences.

**SOUTHEASTERN ARIZONA BEHAVIORAL HEALTH SERVICES, INC.**

Multiple Positions SEABHS, Inc., offers a variety of opportunities related to new programs/initiatives, best practices and community capacity building. Bilingual ability highly valued, Arizona board certification and working knowledge of family-centered therapy preferred. Clinical & administrative positions available throughout Outpatient Services in central Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Safford, Moreno and Douglas for MA, MSW, & CSAC. Call our job line at (520) 841-6308 or request an application at SEABHS, HR Dept., 489 N. Arroyo Blvd., Nogales, AZ 85621; (520) 287-4713 or fax (520) 287-4717.

**ARIZONA**

**NATIONAL**

**SOUTHEASTERN ARIZONA BEHAVIORAL HEALTH SERVICES, INC.**

Multiple Positions SEABHS, Inc., offers a variety of opportunities related to new programs/initiatives, best practices and community capacity building. Bilingual ability highly valued, Arizona board certification and working knowledge of family-centered therapy preferred. Clinical & administrative positions available throughout Outpatient Services in central Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Safford, Moreno and Douglas for MA, MSW, & CSAC. Call our job line at (520) 841-6308 or request an application at SEABHS, HR Dept., 489 N. Arroyo Blvd., Nogales, AZ 85621; (520) 287-4713 or fax (520) 287-4717.

**FLORIDA**

**ARGOSY UNIVERSITY ATLANA**

Dean - School of Psychology and Behavioral Sciences Position Summary: Supervises a variety of program activities by performing the following duties personally or through subordinate supervisors. Oversees the academic Psychology Program and ensures the quality of instruction delivered. Essential Duties and Responsibilities: Oversees the staff and activities of the School of Psychology and Behavioral Sciences. Oversees the campus VP of Academic Affairs in preparing, implementing, and overseeing the Departmental budget. Oversees the ongoing delivery of courses and proposes courses, schedules and offerings. Provides timely information to the campus VP of Academic Affairs and other administrative personnel relating to the operation of the School Psychology. Plans and conducts regular cost/benefit analyses of Psychology Departmental activities and other recommends budget improvement measures where appropriate. Hires, trains, assigns and evaluates faculty members for delivery of curricular content and support staff as appropriate. Coordinates accreditation reviews of the School of Psychology and Behavioral Sciences. Oversees compliance with federal and state employment laws in the School of Psychology and Behavioral Sciences.

**ARGOSY UNIVERSITY ATLANA**

Dean - School of Psychology and Behavioral Sciences Position Summary: Supervises a variety of program activities by performing the following duties personally or through subordinate supervisors. Oversees the academic Psychology Program and ensures the quality of instruction delivered. Essential Duties and Responsibilities: Oversees the staff and activities of the School of Psychology and Behavioral Sciences. Oversees the campus VP of Academic Affairs in preparing, implementing, and overseeing the Departmental budget. Oversees the ongoing delivery of courses and proposes courses, schedules and offerings. Provides timely information to the campus VP of Academic Affairs and other administrative personnel relating to the operation of the School Psychology. Plans and conducts regular cost/benefit analyses of Psychology Departmental activities and other recommends budget improvement measures where appropriate. Hires, trains, assigns and evaluates faculty members for delivery of curricular content and support staff as appropriate. Coordinates accreditation reviews of the School of Psychology and Behavioral Sciences. Oversees compliance with federal and state employment laws in the School of Psychology and Behavioral Sciences.
ARGOSY UNIVERSITY ATLANTA

Program Chair—Professional Counseling Program. The Professional Counseling Program offers an MA in Professional Counseling and a Certificate in Marriage and Family Therapy. A doctoral program is also in development for this department. We are seeking a leader who has earned a doctorate in Counseling, Counselor Education and Supervision, or a related mental health field from a regionally accredited university, and who can hold the rank of Associate Faculty or Professor. Candidates for this position should be licensed (or license-eligible) as a professional counselor or should be a licensed mental health professional whose background demonstrates a strong counselor identity. Work experience in a graduate training program and prior involvement with the CACREP accreditation process are strongly preferred.

Responsibilities include curriculum oversight, faculty hiring and review, strategic planning, budget development and monitoring, program development and evaluation, interfacing with other university departments, and overseeing student recruitment, admissions and retention. We are seeking a person who enjoys administration in higher education, mentoring full-time and adjunct faculty, and teaching graduate adult learners. Our administration and faculty are dedicated to supporting effective teaching and learning, as well as fostering a culturally rich environment that values diversity. Review of applications will begin on February 15th. Applicants should submit a letter of interest, curriculum vitae, and three letters of recommendation to: Jeffrey Binder, Ph.D., Dean of Psychology at Argosy University/Atlanta, 980 Hammond Drive, Suite 100, Atlanta, GA 30328, or Faith Glaspie-Ellis, Director of Human Resources. Email fellis@argosyu.edu. AU/Atlanta is an equal-opportunity employer. To learn more about Argosy University, visit our website at www.argosyu.edu.
or Associate Professor, beginning August 15, 2006 in the Department of Counseling and Student Affairs. Responsibilities include teaching master’s counseling courses (offered primarily in the evening and weekends), scholarly activity and service, including the Family Education Clinic. Our department offers master’s degrees in counseling, student affairs, and a CACREP-accredited program in counseling with emphases in mental health or marriage and family. Requirements include an earned doctorate in counselor education (CACREP accredited program preferred), marriage and family or related degree program. The candidate must be eligible for the Kentucky marriage and family therapy license as well as have supervisory status and experience. Evidence of recent scholarly productivity is required. Submit a current vita, copies of all graduate transcripts, and contact information for three references. Faxed or e-mailed applications will not be accepted. Send application materials to: Dr. Don Dinkmeyer, Search Committee Chair, Department of Counseling and Student Affairs, Western Kentucky University, 1906 College Heights Blvd. #5103, Bowling Green, KY 42101-1031. E-mail questions concerning the position can be directed to don.dinkmeyer@wku.edu (Put “WKU Search” in the subject line).

Western Kentucky University is an Affirmative Action/Equal Opportunity Employer.

MARYLAND

ARCHBISHOP CURLEY HIGH SCHOOL
Director of School Counseling
Archbishop Curley High School in Baltimore, Maryland (625 all male) is seeking a director for its School Counseling Department. Candidate must possess a master’s degree in school counseling or equivalent advanced study, at least 5 years successful experience in secondary school counseling, demonstrate knowledge and skills in individual and group counseling, academic, college/career, personal/social domains, evidence of effective human relations skills, evidence of physical/emotional characteristics compatible with demands of the position, evidence of knowledge of laws and regulations related to child welfare, reporting and referral, confidentiality, etc. Position available July 1, 2006. Please send resume: Mr. Barry Brownlee, Principal, Archbishop Curley High School, 3701 Sinclair Lane, Baltimore, Maryland 21213. b.brownlee@archbishopcurley.org. Fax: 410-483-2545

ST. CLOUD STATE UNIVERSITY
Community Counseling

MINNESOTA

ST. CLOUD STATE UNIVERSITY
Community Counseling

EASTERN	WASHINGTON UNIVERSITY

Eastern Washington University, with an enrollment of approximately 9,000 students, is located in Cheney and Spokane, Washington. The area is the heart of the Inland Northwest, with excellent skiing, hiking, restaurants, theaters, shopping, a choice of living in a medium-sized city or a small town, and high quality schools and housing.

The Counseling Education Program, serving a diverse geographic area including urban and rural areas with a culturally and economically diverse population, is pleased to announce an opening for a tenure-track faculty position beginning September 2006. The Counseling, Educaional & Developmental Psychology department offers undergraduate programs emphasizing preparation for careers in human services occupations and K-12 education, where knowledge of human development and exceptionality are central, as well as preparation for graduate study. The degree programs available are: Master of Science in applied psychology with emphases in mental health counseling, school counseling, school psychology, and a master of education in special education. Each degree program addresses the changing nature of society and professional requirements. The counseling program is accredited by CACREP and the School Psychology Program is accredited by NASP.

We are looking for competent, energetic and collegial faculty to help shape the future of the college and the university. Salaries and benefits are competitive. Review of applications will begin immediately and continue until the position is filled.

School Counselor, Assistant Professor (tenure track)

Eastern Washington University offers a graduate program in School Counseling leading to a Master of Education degree in school counseling and consists of a 60-credit hour curriculum. Candidates must possess a bachelor’s degree in counseling or a related field and must have completed coursework in counseling psychology, school counseling, and educational psychology. The program is designed to prepare counselors to work in a variety of settings, including schools, community agencies, and mental health centers. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Responsibilities: We invite candidates to contribute their expertise in school counseling to our CACREP accredited program. The successful candidate will coordinate the school counseling emphasis of the Counselor Education Program (including the CACREP continuing education program). Teach courses in the CACREP core and courses in the counseling school counseling specializations, including counseling practice, case management, academic counseling, and mentoring. Our campus research, and other undergraduate courses as assigned by the Chair. The successful candidate will participate in the leadership of local, state, and national professional organizations. Faculty are required to develop a productive scholarly agenda, pursue research funding, and dedicate time to school counseling and the profession.

Qualifications: The successful candidate will hold a Doctorate in Counselor Education or a closely related field, preferably from a CACREP accredited program, with experience in School Counseling, and demonstrate a commitment to serving the needs of diverse populations of children, adolescents, and their families.

APPLICATION PROCEDURE: Please submit a letter of application, vita, and three letters of reference to: Office of the Dean, Attn: Mrs. Joe, College of Education and Human Development, 313 Martin Hall, Cheney, WA, 99004-2432. (E-mail: main.hhs.dean@ewu.edu; Fax: 509-359-4481)

Hiring Committee Chair/Position-specific questions: Mark Young (markyoung@ewu.edu)

This position, during the course of university employment, will be involved in supervised roles with the developmentally disabled, vulnerable adults, and children. This position is also responsible for the receipt of, accountability for, university trade or other cause of value. Successful candidates must pass a background check.

For additional information about the university, visit our website at http://www.ewu.edu. The University is committed to increasing the diversity of its faculty, staff, and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an equal opportunity, affirmative action employer and applications from members of historically underrepresented groups are especially encouraged.

Federal regulations (34 CFR Part 668) require that all prospective employees be notified regarding the availability of the Campus Safety and Security Report. This report contains comprehensive information and statistics on campus crime and safety for the three most recent calendar years, as well as policies and procedures for reporting crimes, policies concerning the security of and access to campus facilities, policies concerning campus law enforcement, and campus safety and crime prevention programs. Information on the report is available upon request from the Ewu University Police (509-359-6800) or from the Ewu website (http://www.ewu.edu/StudentLife/Policies/CrimePrevention).
Counseling Today
March 2006

Review of applications will begin on March 27, 2006 and continued until the position is filled. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, and persons with disabilities.

ST. CLOUD STATE UNIVERSITY
Community Counseling/Chemical Dependency
Tenure-track position, Assistant or Associate Professor in Community Counseling. Appointment date is August 28, 2006. Ph.D. or Ed.D. in counseling (or related field) Competence to teach distance and on-campus graduate and undergraduate courses in the following areas: undergraduate introductory courses in Community Psychology and Chemical Dependency and graduate courses in ethics, career planning, test and measurement, psychopharmacology, counseling procedures, counseling theories, chemical dependency and supervision of practicum and internship. Strong identification with American Counseling Association, the profession of counseling, and experience in chemical dependency counseling, and/or chemical dependency and supervision of student research and clinical processes. The successful candidate will have demonstrated ability to teach and work with persons from culturally diverse backgrounds and ability to use technology in the classroom. Chair, Community Counseling Search Committee, Department of Educational Leadership and Community Psychology, St. Cloud State University, 720 Fourth Avenue South, St. Cloud, MN 56301-4498, Phone: (320) 308-2160. Applications must include a letter of interest that describes experience in teaching in the area of counseling, vita, transcripts of all graduate-level work (copies are acceptable for initial screening), and the names, addresses, telephone numbers, and email addresses of at least three references who can specifically comment on the applicant's abilities, experience and professional preparation. Additional documentation may be requested of finalists. Review of applications will begin on March 20, 2006 and continued until the position is filled. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, and persons with disabilities.

ANTICIPATED ASSOCIATE PROFESSOR OR ASSISTANT PROFESSOR POSITION AT THE GRADUATE LEVEL

The School of Education and Human Services at St. Cloud State University, under the division of Counseling, School and Community Counseling, is seeking applications for a tenure-track position of Assistant/Associate Professor of Counseling, School Counseling. The position is classified as 45% on-campus teaching and 55% on-campus administrative responsibilities. Duties and responsibilities include: (a) teaching graduate-level courses, advising and supervising graduate students, and providing pre and post-licensure mentoring; (b) maintaining prominence in a major research area. Experience and certification as a Mental Health Counselor or Psychotherapist is desirable. Salary is above average. Send cover letter and resume to C. Alan Melton, Executive Director VPCC, 300 Chestnut Avenue, Waynesboro, VA 22980. Mail, FAX, email or hand delivered applications are accepted. Reviews of applications begin immediately and continue until the position is filled. Interested candidates should send a letter of interest, vitae, and three letters of recommendation to: CSEP Search Committee, 409 Baldy Hall, University at Buffalo, SUNY, Buffalo, NY 14260. Screening begins immediately and continues until the positions are filled. The University at Buffalo is an Equal Opportunity/Affirmative Action Employer.

NEW YORK

UNIVERSITY AT BUFFALO, SUNY
Assistant/Associate Professor, Counselor Education/Counseling Psychology with an emphasis in School Counseling

The Department of Counseling, School and Educational Psychology is seeking applicants for an Assistant/Associate Professor position in School Counseling, Counseling Psychology, counselor education, and/or mental health counseling education. Responsibilities include teaching graduate level courses, advising and supervising student research and clinical experiences, and developing and providing pre and post-licensure mentoring. Salary is above average. The successful candidate will have demonstrated ability to teach and work with persons from culturally diverse backgrounds and ability to use technology in the classroom. The Counseling Psychology faculty is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, and persons with disabilities.

VALLEY PASTORAL COUNSELING CENTER

Teresia Waynesboro, VA

Counselor/Psychotherapist Position

VPCC seeks an experienced counselor/psychotherapist. Qualifications include: Virginia Licensure eligibility, psychodynamic orientation, and progressive theological tradition. Salary is above average. Send cover letter and resume to C. Alan Melton, Executive Director VPCC, 300 Chestnut Avenue, Waynesboro, VA 22980. Mail, FAX, email or hand delivered applications are accepted. Reviews of applications begin immediately and continue until the position is filled. Interested candidates should send a letter of interest, vitae, and three letters of recommendation to: CSEP Search Committee, 409 Baldy Hall, University at Buffalo, SUNY, Buffalo, NY 14260. Screening begins immediately and continues until the positions are filled. The University at Buffalo is an Equal Opportunity/Affirmative Action Employer.
How Does Your Malpractice Protection Measure Up?

Not all insurance coverages are the same. If you're named in a lawsuit, your legal costs and settlement may exceed your employer's coverage limits. Inadequate coverage provided by your employer can leave you responsible for unexpected expenses.

Compare your current coverage to the professional liability insurance offered through Healthcare Providers Service Organization (HPSO)—the name trusted by over 900,000 healthcare professionals.

**Compare Our Benefits**

- Up to $1,000,000 each claim, up to $3,000,000 aggregate professional liability coverage.
- License Protection—up to $20,000 per proceeding, up to $25,000 aggregate for your defense of license or disciplinary action and all other covered expenses arising out of a covered incident.
- Assault Coverage—up to $100,000 per incident, up to $250,000 aggregate to cover your medical expenses or reimburse you for property damage if you are assaulted at work or while commuting to and from your workplace.

**PLS**. you get these additional coverages, up to the applicable limits of liability, at no extra cost!

- Deposition Representation
- Defendant Expense Benefit for Lost Wages
- Personal Injury Protection
- Personal Liability Protection
- 24/7 protection on- or off-duty

**Compare Our Rates**

- Affordable rates—and you can save.
  - As low as $120 a year for employed counselors.
  - 30% off the full-time rate as a First Year Volunteer.
  - Expanded part-time hours—if you work 24 hours or less per week, you may qualify for a part-time rate with reduced coverage.
  - A 10% member discount will be applied to your renewal premium for up to three years if you attend an eligible Risk Management Course.

**Compare Our Service**

HPSO provides healthcare professionals with unmatched service. As an insured, you can access your account 24/7 with our "Virtual Customer Service Representative (VCSR)" at myhpsoco.com—or call 1-866-269-4793 for assistance from any of our expert customer service representatives.

*Endorsed by*

- American Counseling Association
- ACA Insurance Trust

**It’s easy to apply!**

Apply on-line at www.hpsoco.com/counselingtoday3

Call 1-866-269-4793 for more information