ACA now offering real-time salary data

If you’ve ever wondered how your salary compares with other counselors in your area, the American Counseling Association Job Center has a new tool that can help you with that determination — the CB (Career-Builder) Salary Calculator. Salary information is provided by a market leader in online compensation information and host to the largest ongoing employee compensation survey in the world. The data provided are continuously updated to ensure users have the highest quality and most current salary information on the Internet. Additionally, ACA members have access to real-time pay

Counselor in session

Rep. Bernadine Craft comes qualified to offer a counselor’s perspective on political issues

BY ANGELA KENNEDY

While in session, counselor Bernadine Craft is “present” — she listens to, processes and reflects on the topic being discussed. And in this particular session, she shares her personal views on the subject at hand. She argues her points passionately, though respectfully, and fights for what she believes in.

No, this isn’t one of Craft’s counseling sessions. It’s a general session of the Wyoming State Legislature.

“If someone would have told me this time last year that I would be in politics,” Craft says, “I would have said no.” Many of the people who know her felt otherwise because of her longstanding involvement in governance in several counseling associations, her leadership within her community and her obvious desire to make a difference.

As an American Counseling Association member for more than 30 years, Craft has served in various branch, region and division leadership roles, including a term as president of the Counseling Association for Humanistic Education and Development. She credits these experiences, coupled with a desire to redefine her life after the loss of her husband, with encouraging her to pursue a political career.

In the 2006 general election, Craft won District 17’s seat in the Wyoming State House of Representatives running as a Democrat.

Lobbying for licensure

Craft’s first taste of government relations work came when she got involved with efforts to provide counseling licensure in Wyoming and Colorado. In the mid to late eighties, she lobbied for licensure as both the president of the Colorado Mental Health Counselors Association and as a member of the American Counseling Association. She credits these experiences, coupled with a desire to redefine her life after the loss of her husband, with encouraging her to pursue a political career. In the 2006 general election, Craft won District 17’s seat in the Wyoming State House of Representatives running as a Democrat.

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Continued on page 16

Meet your new President-Elect

See our April issue for a full listing of election results!

Colleen R. Logan

Continued on page 40
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Counseling Today - March 2007
Recent study gives rise to new concerns over autism

The largest U.S. study of autism ever conducted has found that the troubling condition is more common than previously thought. About one in every 150 American children has autism, U.S. health officials reported Feb. 8, calling the disorder an urgent public health concern.

The new numbers are based on the largest, most convincing study done so far in the United States and trump previous estimates that placed the prevalence of autism at 1 in every 166 children. The difference means roughly 50,000 more children have autism and related disorders than previously recognized.

The study by the U.S. Centers for Disease Control and Prevention was based on 2002 data from 14 states. It calculated an average autism rate of 6.6 per 1,000, compared with an estimate last year of 5.5 per 1,000. The new research involved an intense review of medical and school records for children and gave the clearest picture yet of how common autism is in some parts of the country, CDC officials said. The results suggest 560,000 children and young adults have the condition. The study population is not demographically representative of the nation as a whole, however, so officials cautioned against using the results as a national average.

The study did not include some of the nation’s most populous states, such as California, Texas and Florida. Also, the study does not answer whether autism has recently been on the rise. That is a controversial topic, driven in part by the contention of some parents and advocates that autism is linked to a vaccine preservative. The best scientific studies have not borne out that claim.

“We can’t make conclusions about trends yet” because the study’s database is too new, said Catherine Rice, a CDC behavioral scientist who was the study’s lead author.

Autism is a complex disorder usually not diagnosed in children until after age 3. It is characterized by a range of behaviors, including difficulty in expressing needs and an inability to socialize. The cause is unknown.

For more information on what counselors can do to help families who have autistic children, read “Entering the autism spectrum” in the December 2006 issue of Counseling Today.

By the Numbers: Autism

Ross Trust Scholarships awarded

The American Counseling Association is pleased to announce the 15 Ross Trust student scholarship recipients for 2007. The five doctoral- and 10 master’s-level students were chosen from among 128 counselor education students nominated by faculty members at their institutions. Now in its third year, the Ross Trust Scholarship program recognizes academic distinction along with a commitment to volunteer service and a desire to work in a K-12 educational environment in the future. Each recipient receives a $1,000 scholarship, free ACA membership for one year and a complimentary registration to the ACA Convention. The total value of each award is $1,375. At the doctoral level, the recipients, their institutions and nominators (in parentheses) are:

- Shawn A. Bultsma, Western Michigan University (Suzanne Hedstrom)
- Jennifer Curry, University of Florida (Glenn Lambie)
- Kevin A. Curtin, George Washington University (Jose Garcia)
- Mariellen Kerr, Duquesne University (William Castle)
- April Schottelkorb, University of North Texas (Dee Ray)

At the master’s level:

- Lina Assad, George Washington University (Victoria Sardi)
- Rita Helen Bucovaz, Georgia State University (Barry Chuang)
- Lisa DeMauro, Herbert H. Lehman College (Faith Deveaux)
- Allison Haight, Rollins College (Alicia Hornrich)
- Joshua Munz, Purdue University (Carrie Wachter)
- Alecia J. Robinson, University of Missouri-Kansas City (Lynn Leonard)
- Shawn Robinson, DePaul University (Duncan Sylvester)
- Jennifer Scott, Virginia Polytechnic & State University (Simone Lambert)
- Sherry Shields, Indiana University of Pennsylvania (Nadine L’Amoreaux)
- Cynthia St. Pierre, Stetson University (Brigid Noonan)

Congratulations to the 2007 scholarship recipients. The nomination and application process for the 2008 awards will begin during the 2007 fall semester.

JCD Editorial Board seeking applicants

A. Scott McGowan, editor of the Journal of Counseling & Development, is seeking applicants for three-year appointments to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Given the journal’s broad scope, applications from people who represent all the various specialty areas of counseling are being sought. The board is also looking to increase its ethnic and racial diversity and to achieve a geographic balance. Applicants must be ACA members and agree to provide high-quality reviews on a timely basis. Applicants interested in reviewing qualitative research manuscripts should identify their areas of expertise in terms of research design and statistics. Reviewers for qualitative research are also needed. Applications must be made electronically; a hard copy must also be sent. JCD has an electronic manuscript submission and review process. Prospective reviewers must be prepared to forward reviews electronically.

To apply, e-mail the following materials to jcd@liu.edu: a letter of application describing qualifications and areas of expertise, a vita and a list of publications. In addition, send hard copies, along with a recent representative publication of an article the applicant had successfully published in a refereed journal, via regular mail, to A. Scott McGowan, Editor, JCD, Department of Counseling & Development, Long Island University/C.W. Post Campus, 720 Northern Blvd., Brookville, NY 11548. Incomplete applications will not be considered.

At the master’s level:

The annual cost of autism will increase to between $230 billion and $400 billion by 2013.

*Based on prevalence statistics from the Centers for Disease Control and Prevention reported this year.*
Kudos for legislative victory affecting counselors, veterans

I know that thousands of American Counseling Association members who are veterans join me in thanking and congratulating ACA and the American Mental Health Counselors Association for their successful fight for the passage of legislation establishing professional counselors as mental health specialists within the Department of Veterans Affairs (VA) health care system (see “Counselors claim major victory” in the January 2007 issue of Counseling Today).

As a young Army officer, I sustained noncombat-related injuries and, as a result, was designated as a disabled veteran. The health care I have received from the VA over the years, including physical therapy, has been excellent. However, this past year I had occasion to request counseling due to family health issues. I was hoping for a VA mental health counselor (I, myself, am a licensed mental health counselor), but instead was assigned to a social worker.

While that person provided me with the needed counseling and was helpful, I was taken aback when she informed me at the end of the second session that she felt we had covered everything that needed to be covered. The counseling was terminated by her without any real input from the patient! I then sought and received counseling elsewhere.

I strongly believe that a new age is dawning for veterans in terms of mental health counseling because we now have professional mental health counselors in the system who have the education, training and expertise to provide effective mental health counseling. This part of the VA health care system is about to catch up with the rest of the VA system that I have found so excellent. This is especially critical as the return of our veterans from the horrors of Iraq, many of whom will have much need of professional mental health counseling related to post-traumatic stress disorder.

A. Scott McGowan
Editor, Journal of Counseling & Development
Yonkers, N.Y.
Andrew.McGowan@liu.edu

Take responsibility for recruiting new members

Executive Director Richard Yep’s article, “A sense of belonging” (February 2007), captured the spirit of participat-
ing in ACA. In his article, he requested that we help recruit new members. I suggest we all make a conscious effort to do so. Richard wrote: “That’s right, the tried-and-true method of mouth campaign continues to be one of the very best ways to bring new people into an organization.”

In my role as a counselor educator, I persistently encourage students to join ACA. I have found the “Discover ACA Student Membership” PowerPoint presentation (available at www.counseling.org/Resources) to be a particularly valuable resource. In addition, I encourage counselors and mental health professionals to join ACA.

Indeed, there is “strength in numbers.” So I think it is in our best interest — both individually and collectively — to take an active role in spreading the word about ACA and encouraging counselors and students to join! I wish ACA’s members a successful and enjoyable convet-
tion this year in Detroit.

Jeffrey T. Guterman
Barry University
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It’s time for counselors to get serious about the benefits of play therapy

I enjoyed reading “Just playing games” by Lori Myles in the Finding Your Way column in the January 2007 issue of Counseling Today. After reading the article, I wanted to talk with Ms. Myles and her supervisor. It seems to me that there is a critical omission in the discussion about Ms. Myles’ work with her child client. Gil. Nowhere in the article is any reference made to play therapy.

As a counselor educator, clinician, clinical supervisor and reg-
istered play therapist, I believe we when my colleagues in the counseling profession seem unaware of the incredible value of play in counseling interven-
tions with children. What also stands out is the disservice we as counselor educators and clinical supervisors do to our students and their future young clients when we inadequately pre-
pare them to provide sound counseling services to children. Ms. Myles highlights this lack of preparation in her story. Luckily, she also learned quickly from her teacher, Gil, that play that in the context of counseling children isn’t merely play, it is a form of communication — this is the basis of play therapy.

I urge counselors (as well as supervisors of counselors) who work with young children to view children through a multi-
cultural lens. It’s necessary to understand the culture of chil-
dood to engage children in the counseling process. I feel there is no better way of doing that than through play therapy. In play therapy, children can use play as an additional means of communication; it is the work of children in counseling contexts.

I was inspired by the wealth of theoretical and practical information available regarding play therapy. Counselors who work with young children will feel (and be) better prepared clinically to work with children if they are trained in play therapy. To better help children and youth, we adapt adult-centered inter-
ventions to meet the needs of children without respecting the inherent differences between the cultures of adulthood and child-
hood. Play therapy transverses those cultural boundaries.

Joy Mullen
Counseling and Psychological Services Department
SUNY Oswego
jmullen@oswego.edu

Article provides inspiring lesson about overcoming adversity

I read Chris Hull’s Finding Your Way article, “My story, my hands” (December 2006), with hope, interest and a prayer for a successful outcome at the end of his story. To learn that Chris’ hands were severely burned as a child, resulting in subsequent and multiple sur-
geries, brought me sorrow. How wonderful to continue reading and learn that he is now a suc-
cessful counselor at Hope Clinic in Tampa, Fla., and licensed by the state of Florida. After receiving permission from Counseling Today, I shared this miraculous story with my staff. Chris is a prime example of how the kids who come through pain and adversity and become faithful income-producing and tax-
paying citizens. I commend Chris for choosing a profession of helping others.

Freda C. Soto
National Executive Director
Girls and Boys Town
Boys Town, Neb.

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Mission Statement
The mission of the American Coun-
seling Association is to enhance the quality of life for society by promot-
ing the development of professional counselors, advancing the counsel-
ing profession, and using the pro-
fession and its resources to promote respect for human dignity and diversity.
In a few weeks, we’ll be gathering in Detroit for a time of rejuvenation, collegial connections and celebrations. For many of us, convention time has played an important role in cultivating our professional growth, career development and relationship building. Within the design of our convention, it is imperative that the pipeline is flooded with events that advance our level of productivity, engagement and empowerment.

This year, I have had an opportunity to connect with many American Counseling Association members and friends through branch/division trainings and conferences, leadership meetings, e-mails, conference calls and letters. As I have made informal phone calls to members of our association, I have become cognizant of the fact that there are those who will not be able to attend the convention this year, serve in a leadership capacity or participate on a committee or task force. As an association, an immense challenge is to keep the membership well informed. But communication is a two-way process and a membership obligation.

Technological advances are a mixed blessing. We have to stop and ask, “What is happening with our ability to promote collaboration, strengthen our knowledge base and increase camaraderie within the organization?” Multimedia venues are utilized extensively today so that people can learn interactively. The Internet opens the door to perform research, engage in projects, collaborate and network. New technologies allow us to have more control over our own learning, allowing us to think analytically and critically.

We all realize that e-mail and Listservs beat “snail mail” and provide tremendous opportunities. These communication tools allow us to gather data valuable to the effective functioning of our organization, disseminate important documents, promote meaningful dialogue for the purpose of knowledge-based decision making, announce upcoming events, close gaps that might otherwise perpetuate isolationism, mobilize our resources to help our membership and the communities we serve, and connect people around the globe. Effective use of technology helps us provide support for successful leadership transitions, build lasting partnerships, alert the membership of news that will impact the profession and participate in the mentoring process so we can sustain our future.

Although technology is making life more convenient and enjoyable — and many of us healthier, wealthier and wiser — it may also be introducing new forms of tension and distraction and posing new threats to the cohesion of our organization. As a note of caution quoted from the Principles of Technorealism, “We must not confuse the thrill of acquiring or distributing information quickly with the more daunting task of converting it into knowledge and wisdom.”

“Most valuable characteristic is our ability to connect through communication. This gift allows us to cooperate and share experiences, impressions, skills and knowledge. It empowers us to transcend our considerable physical limitations and form a “group mind” of sorts. As counseling professionals, we are taught to value certain

Continued on page 40
Is the counseling profession ready?

When thousands of professional counselors gathered in New Orleans for the American Counseling Association Convention back in 2002, a number of attendees said they just had to be there given the tragic events of the previous September, when terrorist attacks claimed so many lives in New York City, Washington and Pennsylvania.

At the time, ACA members wanted to connect with their peers, share their experiences, increase their knowledge of issues such as post-traumatic stress and, basically, be “with their own.” The sense of community at that convention was very strong.

Here we are five years later, and we face yet another shift in society. Something we have not experienced in the United States for many years is now on the minds of many professional counselors — namely, how best to work with those returning from the armed conflict in Iraq and Afghanistan. Counselors are also examining how to help the families and friends of those who have been deployed. In fact, as a sign of the times, ACA President Marie Wakefield created a task force this year to explore counseling issues related to military families and their dependents (specifically children).

A number of Education Sessions at this month’s ACA Annual Convention in Detroit will address issues of working with military families who have had a loved one deployed, the integration into society of returning veterans and the new set of needs faced by soldiers with mental and physical challenges.

With the likelihood of a “troop surge” in Iraq that will involve upward of 20,000 soldiers, professional counselors must be prepared to deal with those who will return. They will have a genuine need for the good work performed by many ACA members. This also means that counselor education programs need to prepare their graduates to take on the type of work professional counselors faced after the conclusion of both the Vietnam War and the first Gulf War.

Regardless of your position on the war being fought in the Middle East, it is imperative that professional counselors be trained and prepared to provide services for those most in need. Providing good, solid mental health services is not a Republican or a Democratic issue. Giving counsel and guidance to returning veterans and their families has nothing to do with being a liberal or a conservative. Rather, it is a professional responsibility.

However, I want you to know that, quite frankly, this all makes me uneasy. I know many ACA members and others in the counseling profession are trained to provide such services, but I also see the increasing need for such services having the potential to overwhelm the existing mental health delivery system. ACA’s advocacy of the qualifications and training of professional counselors to Congress and federal entities such as the Department of Veterans Affairs is receiving a positive response.

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This means licensed professional counselors may find themselves in the same service delivery pipeline as psychologists and social workers. Is the counseling profession ready to serve? Are there enough of you who can do what will be needed? Is ACA doing what it can to provide the resources you will need to meet the challenge?

The questions I have posed can’t be answered with an easy “yes” or “no” response. In fact, it is the “we will see” that is of concern.

ACA has continued to advocate for various issues such as placing mental health on par with physical health in terms of medical insurance plans. We have constantly worked with public policy decision makers to include professional counselors as service providers in federal and state legislation and regulations. My hope is that as we continue to have our voices heard, we at ACA will also hear your voices so that we can provide you with the training, resources and community that can contribute to your success in working with this very special population.

As always, please feel free to contact me with any questions, comments or suggestions by e-mailing ryep@counseling.org or calling 800.347.6647 ext. 231.

Thanks and be well.
Dr. Arthur’s qualifications:
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- Don Durkee, Ed.S., LPC, NCC

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Giving counseling a sporting chance

Sports counseling provides access to client issues that extend well beyond the playing field

BY JONATHAN ROLLINS

Without her participation in sports, Taunya Tinsley doesn’t know if she would have even attended college. But her prowess on the basketball court led her to Augsburg College in Minneapolis, where she was an all-conference performer her senior year. Even as her star was shining athletically, however, someone asked her a question that adjusted her perspective: “What are you going to do after your ‘retirement’ from sports?”

That conversation not only offered Tinsley a wake-up call but also helped her discover her life’s calling. She realized all student-athletes could benefit from counseling on issues that stretched far beyond the basketball court or baseball diamond. “Even as a high school student-athlete, I knew that sports really meant something to me,” says Tinsley, a member of the American Counseling Association and the Association for Counselor Education and Supervision. “I decided I wanted to work with athletes on how to use athletics for personal growth.”

While earning her master’s degree in higher education with an emphasis in student development from the University of Iowa, Tinsley worked in the women’s athletic department, focusing on academic support and career development. After a stint providing academic support to student-athletes at the University of Pittsburgh, she moved on to Duquesne University, where she obtained her doctorate in counselor education and supervision with an emphasis in sports counseling. Today, she is an assistant professor at California University of Pennsylvania and program coordinator for the National Football Foundation and College Hall of Fame’s Play It Smart Program. As described on the Play It Smart website (http://playit.smart.footballfoundation.com), the educational program is “designed to take a student-athlete’s passion for sports and intense dedication to their team and transform it into a force for greater good in their lives.”

Shaun Tyrance became a sports counselor in large part because of the counseling he didn’t receive during his days as an athlete. “During my college career, I could have really used someone to talk to outside of the (football) program,” says Tyrance, a four-year letter winner who played quarterback at Davidson College in North Carolina from 1996 to 2000. “I struggled academically and had my ups and downs on the field,” including operations on both knees. “As an athlete, there’s only so much you feel that you can tell your coaches. In male macho sports like football, where any sign of weakness is looked on negatively, you don’t feel comfortable talking about your personal life or your self-doubts.”

During his senior year, Tyrance found an article about the U.S. Women’s National Soccer Team employing a sports psychologist. “I thought, ‘Wow, I would have performed a lot better on and off the field with that kind of help.’” Inspired in part by the article, he went on to earn his master’s degree in sports psychology from the University of North Carolina at Greensboro.

While going through the doctoral program in counselor education at North Carolina State University, Tyrance also took a job in the school’s athletic department as an academic counselor for freshman and sophomore football players. That experience opened his eyes even wider to the need for and impact of sports counseling. “That job was 15 percent academic support and 85 percent counseling,” he says. “It was completely about building trust and relationships with those students. I was the first person they called when issues came up — and not just academic issues. A lot of it was really about their transition from high school to college. They had left girlfriends behind, they were sitting on the bench for the first time, they were away from home for the first time or they were feeling the pressure to perform right away.”

Tyrance is a sports counselor and performance enhancement specialist in private practice who contracts with both professional and college sports teams. Those interested in discussing sports counseling can contact Tyrance, a member of ACA, at shaun.tyrance@gmail.com.

From skeptic to fan

If the mixture of sports and counseling seemed like a natural fit to both Tinsley and Tyrance, Lisa Lopez Levers needed convincing that the specialty was legitimate. An associate professor in the Department of Counseling at Duquesne, Levers listened reluctantly as doctoral students (including her advisee, Tinsley) unpacked the issues, I could see just how relevant it was.”

What ultimately sold Levers on sports counseling was the realization that its uses weren’t limited to high-level athletes and that the issues it dealt with weren’t limited to the playing field. She recalled a program in southern Africa that used soccer as an incentive to bring in young people who needed treatment and counseling related to HIV/AIDS. “I started seeing sports counseling from a human development perspective and the role it played with kids impacted by AIDS,” she says. “What a wonderful intervention: sports with some counseling around it, some mentoring around it. I decided it could be an enterprise that was very helpful with young people.”

She also perceived that sports counseling possessed an important multicultural element. “We can formulate initial relationships across cultural, ethnic and religious lines through sports,” she says. “I think athletics is one of those arenas that breaks down divisive barriers.”

Witnessing the reaction of her master’s students who were working with adolescents in schools further convinced Levers that sports counseling deserved wider attention. “I saw my students get so excited when I raised the subject with them,” she says. “Sports counseling was something they could really envision using to work effectively with kids.”

Now one of the leading proponents of sports counseling, Levers decided to work with Tinsley to put together an ACA Sports Counseling Interest Network, which was approved in March 2006. “It seemed it was time to have a more systematic, more formalized conversation about sports counseling,” Levers says. “People have been doing (sports counseling) for a long time, but it’s been under the surface. I thought we needed to name it and say exactly what we’re doing.” Today, of ACA’s eight special interest networks, the sports counseling group has the largest number of participants on its listserv.
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The nature and function of history

ACA member initiates the Historical Issues in Counseling Interest Network to chart the direction of the profession

By Angela Kennedy

Since its approval by the American Counseling Association Governing Counseling last November, the Historical Issues in Counseling Listserv has seen its roster grow to include a veritable who’s who of the counseling profession. The interest network’s founder, William C. Briddick, hopes that is just the beginning.

“The history of our profession is rich and unique, but unfortunately we are not savvy historians. We need an organized group to chart the direction of the profession for the future — for our professional grandchildren,” says Briddick, an associate professor at South Dakota State University. “They should be able to look back and have a comprehensive understanding of what we did and why we did what we did.”

In 1985, as an undergraduate, Briddick first became inspired to record the past after reading Roger Aubrey’s landmark 1977 article on the history of guidance and counseling in the Personnel and Guidance Journal. “After walking out of the library that day, I knew I wanted to be a counselor educator,” Briddick says, adding that he still has a tattered copy of Aubrey’s article. “There’s writing and underlining all over it and probably a few coffee stains too, but that one article impacted me so much.”

Briddick acknowledges both Mark Pope, past president of ACA, and Mark Savickas, an adjunct professor of counselor education at Kent State University, as major supporters and contributors to getting the interest network under way. “Everybody on the list, others at ACA and those leading us forward hold a treasure trove of information and experience within the profession, and they want to preserve it,” Briddick says. “That’s what makes our profession great — these people. I feel like we are in a good place now.”

Pope agrees that Listserv participants will be an important archival group. The more counselors who join and take interest in the Listserv, the more resources counselors will have to draw on in the future, he says. “It’s an important service to help keep historic issues current,” Pope says. “We have to focus on our history instead of just the future. This network will allow counselors the opportunity to have input into the process and the progress of the profession. When we go to make new policies, new standards or even revisions to the ethics code, a lot of times we don’t know what happened 10 to 20 years ago. Knowing who we are and where we came from will help us to not make the same mistakes again and keep us from going in circles. The only way to make progress is to understand our history.”

Briddick understands that some history has already been forgotten or lost, but he hopes that with today’s technology, the network of counselors will begin to preserve the profession’s tribulations, successes and inspirations for the next generation. “I’m sure we’ve lost significant portions of our history,” he laments. “We are so busy with our lives today — the madness of the day-to-day — that we don’t look back at what happened 25, 30, 50 years ago.”

Briddick believes the history of the profession and the documentation of its future are keys to unlocking the ongoing mystery of professional identity. “Counselors are so hungry to a) find out who we are and b) to tell people about who we are,” he says. “I don’t see how we can continue our path of professional development and not pay attention to our history.”

Briddick encourages counselors from all walks of the profession to join the interest network and Listserv and post what they are currently working on. He says the network is interested in hearing ideas for the future as well as experiences from counselors’ past. Briddick admits he has an agenda and says it’s simple: to keep good records and eventually hand the reins over to another counseling history buff.

ACA Interest Networks

During the past several years, the American Counseling Association has approved several Listservs to allow counselors to come into community with others who share special interest in a particular focus area. To join any of the ACA Interest Networks listed below, e-mail Holly Clubb at hclubb@counseling.org with your name, e-mail address, the interest network you wish to join and ACA Membership status (member/nonmember). Joining an interest network gives you access to participate in that network’s Listserv.

- Historical Issues in Counseling Interest Network
- Interest Network for Advances in Therapeutic Humor
- Multiracial/Multietnic Counseling Concerns Interest Network
- Network for Jewish Interests
- Sports Counseling Interest Network
- Traumatology Interest Network
- Women’s Interest Network

Letters to the editor: ct@counseling.org
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"It made me think about myself as part of the larger arena of counselors — not just my immediate program."

"I felt that my opinion really was welcome, and that maybe I could impact other graduate students, teachers and even practicing counselors."

"Having my essay reviewed by such a prestigious group of counselors was really flattering!"

Since 1999, graduate students in counseling programs have enjoyed the chance to win prizes while giving free reign to their ideas on topics of interest to others in the counseling profession. The American Counseling Association Foundation started the Graduate Student Essay Contest to encourage emerging counselors to see themselves as having a voice in the future of the profession and to help publicize some of the best writing of these students.

Essays have been received from every state and even from several foreign countries. Graduate students from nearly every counseling specialty have participated. Some have written about very personal experiences, while others have projected their best guess of how the counseling profession will look and operate in the future.

ACA President Marie Wakefield echoes that sentiment. "What impresses me most is that these students truly are our legacy. Their essays demonstrate the high quality and thoughtful nature of those who are completing their graduate-level courses in counseling and related fields."

As announced by Goodman, this year’s essay topics offer graduate students an interesting variety of issues to address. The choices are:

- Is it an advantage or a limitation to have counselors choose a specialty — family, career, addictions, etc. — early in their training?
- Are today’s counseling students receiving adequate training to address the counseling issues related to the growing diversity of this country’s population?
- Discuss what it means to be a “professional counselor” and how you plan to contribute to the growth and maturation of our profession.

The ACA Foundation Graduate Student Essay Contest is open to all students enrolled in graduate-level courses at an accredited institution of higher learning. The entry deadline is April 27. Essay length is limited to 750 words or less. Longer essays will be disqualified and are not eligible for judging.

Entries can be submitted via e-mail as a Word or Word Perfect file to acafessays@counseling.org. If submitted by mail, essays must be typed and double-spaced. Three copies of the essay must be submitted. The mailed essays should be sent to ACAF Graduate Student Essay Contest, 5999 Stevenson Avenue, Alexandria, VA 22304-3300. Mailed essays must be postmarked by April 27.

Complete details about the essay contest and its submission guidelines are available by request from ACA Member Services (800.347.6647 ext. 222). Contest rules are also available online at www.counseling.org.

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B. Are today’s counseling students receiving adequate training to address the counseling issues related to the growing diversity of this country’s population?

C. Discuss what it means to be a “professional counselor” and how you plan to contribute to the growth and maturation of our profession.

Send your essay via e-mail to acafessays@counseling.org or mail your 3 copies to: ACAF Graduate Student Essay Contest, 5999 Stevenson Avenue, Alexandria, VA 22304-3300

call ACA Member Services at 800.347.6647 ext. 222 or visit www.counseling.org for more details.
Fixing a hand

The old man stumbled down the rocky slope grimacing in pain. He was holding his arm, bent at the elbow, with his hand up right as if in perpetual greeting. In spite of his advanced age, he seemed far more nimble on his feet than I could ever hope to be. I had spent the last five hours laboring with heaving breaths up and down a yak trail deep in the Himalayas. This was the third week of a journey that had taken me to a half-dozen villages where I was organizing educational programs for neglected children.

Prior to the appearance of the old man, I had been trying to catch my breath while staring spellbound at five of the highest mountain peaks in the world. I was debating whether I had the energy to pull out my camera for another quick shot when the sherpa who was acting as a guide rushed up to me. “Sir,” he said to me, “you help man.” This was not a question but rather a direct order. It was all the more remarkable because the guide was usually so deferential, if not obsequious.

I approached the old man cautiously, not exactly sure what was expected of me or how I was supposed to help him. As I got closer, I saw his swollen hand, so covered with blisters it looked like a balloon about to burst. White, pus-filled sores were running along his fingers and palm, almost as if caterpillars were crawling underneath his skin.

The old man and the sherpa spoke for several minutes before the cause was announced with simple clarity: “Boiling water.” “He spilled boiling water on himself?” I asked. “Is that what happened?” Both men nodded.

Because I was a foreigner, locals commonly believed that I possessed medical supplies and expertise that far exceeded their own meager resources. They were not far wrong considering that the nearest medical facility was a two-day walk. If this man did not receive help from me, he would most likely have to deal with the situation on his own.

I looked through my supplies and found a roll of gauze and a tube of antiseptic cream, which I proceeded to apply to the blistered hand. No matter how delicately I spread the lotion, I could hear the man gasp involuntary. Adopting the manner of the doctor I was now pretending to be, I handed him aspirin for the pain. “Take two of these now, another two before you go to bed tonight.” I felt myself stalling a nervous giggle after I realized I was reciting the line from some doctor show on television.

The old man looked at me with genuine gratitude, as if I had just saved his life, or at least his hand. He brought his hands up to his chin, forming the steeple gesture that represents respect in this part of the world. “Namaste,” he said, then turned and headed back up the slope with his hand still held aloft.

I walked on for the rest of the day, up and down more mountains, through rice paddies and mustard fields, passing herds of water buffalo, troops of monkeys, mule trains and porters on this Himalayan highway. All the major Annapurna peaks were visible throughout the day, draped in clouds. More scenery and stimulation were present than anyone could ever hope to encounter in a lifetime. Yet I couldn’t get the old man and his hand out of my mind. I was haunted by the encounter, but I couldn’t figure out why it had such a huge impact on me.

Then it came to me: I had fixed something. At least, I thought I had. Surely I hadn’t done any harm in my brief foray as an emergency physician. Even if the aspirin and antiseptic didn’t make much of a difference, I

Continue on page 23
Adam is 22 and has recently graduated with a degree in English. He is beginning his first year of teaching. Adam is concerned that his parents may not approve of the apartment he rented or that he borrowed money for a new car. This time he decided not to call and get their approval. But he couldn’t get past that little voice inside his head that said, “What if they don’t approve?” Maybe I should have asked them what to do.”

This is not the first time Adam has faced this dilemma. Confidence in his own ability to make decisions eludes him. Even though he usually nudges his parents into telling him what to do, he feels angry when they do. “Somehow I feel attached to them as if were still in high school,” Adam says. “Will they ever let go and let me live my life?”

Janet, also 22, has just joined an accounting firm and is enthusiastically welcoming this new stage of independence. She carries a sense of confidence and well-being attached firmly to a set of internalized standards. She e-mails her parents to say, “I am settled in with my new roommate, and I have really enjoyed my first month with the firm. Thanks for your help getting moved. I’ll keep you up to date on how things are going.” She clicks “send” and thinks how lucky she is to have parents who treat her like an adult while still remaining interested in her life. She knows she can confer with them anytime she wants and knows they will respect her decisions, even if they don’t agree with them.

Adam and Janet obviously perceive themselves differently, and each has caring and concerned parents. How did Janet move toward independence and develop a positive sense of self while Adam still struggles with confidence? To understand the answer, we need to understand how parents handle the process of disengaging from their children. From the day a child is born, parents are confronted with the unrelenting reality that a time will come when they need to disengage — let go.

In the May 22, 2006, issue of Newsweek, several writers provided valuable insights into the process of hanging on and letting go for the more than 75 million baby boomer parents born between 1945-1964. Research by Barbara Kantrowitz and Peg Tyre showed that boomer parents focus a great deal of attention on their children at the risk of micromanaging their lives. In fact, their research showed that “parents who hover run the risk of crippling their children’s fledgling sense of self-sufficiency.” They pointed out that boomers have difficulty letting their children experience and learn from the consequences of their choices. Boomer parents often succumb to the urge to fix the problem, thereby robbing the child of valuable opportunities to build a sense of self-sufficiency. The authors pointed out that the children of boomers have tried to live their lives mirroring their parents’ hopes. The writers asked these children a challenging question: “Where’s the ‘I’ in your identity?” The obvious conclusion from their research is that letting go is very difficult for many parents.”

When I was a professor of counseling psychology, I regularly asked the graduate students in my classes, “Will you be happy when your client says, ‘I don’t need you anymore’?” A similar question is appropriate for every parent: “Will you be happy when your child no longer needs your guidance and direction?”

Obviously, there is a time during a child’s development when nurturing, protecting, guiding and providing are appropriate and healthy. In time, however, a child moves on to a level of independence that simply asks that we meet and confer with him/her. Yes, confer in the same way we would confer with a friend who needs our help. There comes a time when parents need to allow their adult child the freedom to choose and live with the consequences.

It takes courage to let go as your child climbs that difficult ladder toward independence. The first thing parents must do is truthfully answer the question: “Do I want my child to be independent?” Sometimes our need to be needed projects us into our children’s lives. Our desire to reduce his/her pain of failure can pull us into a rescue mode. We try to fix things. But we can deprive our children from learning that they are strong enough to survive and clever enough to find new ways of coping with life.

Janet came from a family that recognized and valued her uniqueness. Whenever possible, her parents gave her time to work things out on her own. She learned as a young child that the world didn’t revolve around her. She learned that disappointment is part of living and that positive as well as negative consequences follow on the heels of choices. She learned the art of problem solving by hearing her parents ask, “What ideas do you have?” She learned that freedom comes with responsibility, and with more responsibility comes more freedom. She has a clear sense of who she is, and her identity is not an extension of her mother or her father.

Adam has doubts about his identity. He defines who he is by anticipating what his parents will think. If they are pleased, he is pleased. If they are disappointed, he is disappointed. He thinks a “Parental Stamp of Approval” should be on almost every decision he makes. He hesitates advocating for himself because he lacks self-confidence. He has become accustomed to depending on his parents to give him direction and advice. Even though he knows his parents are always there for him, he has conflicting feelings. He wants to be independent and dependent at the same time.

Fortunately — or unfortunately — parents have the greatest influence in the lives of their children during the formative years. Parents are influential during three stages of the parent-child relationship.
Stage One: Nurturing and protecting

The human infant arrives essentially dependent. It must rely upon its parents to satisfy virtually every need. Although the infant quickly learns how to signal for food, it is not able to go to the refrigerator and make its own sandwich. Nor can the infant tell us about its need to be held, caressed or generally nurtured. The infant depends on the parents to supply every need, including its need for dependency. Evidence supports the fact that dependency needs must be satisfied before we can become fully independent. In other words, we must finish the business of hanging on before we can comfortably let go.

When the infant becomes a toddler, we see the first clear signs of his/her quest for independence. The child will remain ambivalent for many years, however. At one moment, the toddler defies everything, including the law of gravity, and the next moment seeks the refuge of a parent’s lap and arms.

Nurturing and protecting is a critical stage. During this stage, the parent lays the foundation upon which the child will stand for the rest of his/her life. Erik Erikson (Childhood and Society, 1950) wrote that trust or mistrust in our self is an outgrowth of this early stage.

The child who lives in an environment that is predictable and has consistent boundaries learns to trust. Stanley Cooper-Smith (Antecedents of Self-Esteem, 1967) studied the development of “self-esteem”—the attitude that children have toward themselves. Our self-esteem affects our attitude toward the outside world. Cooper-Smith found children with positive self-esteem have parents who establish family rules. Moreover, rules are firm, clear and strictly enforced, with rewards and punishment playing a relatively minor role. Knowing and abiding by the rules gives the child a feeling that he/she is safe and belongs.

Even so, the child challenges the rules. Parents can handle these challenges with consistent boundaries and respect for the child. Consistent boundaries are essential for healthy emotional development. An analogy may help. Suppose one end of a 20-foot rope is tied to your waist and the other end to a tree. Because you know you have about 20 feet of rope, you count on having that much space. Suppose someone lengthens the rope another 10 feet without telling you? You would begin adjusting your expectations because of the increased available space. Suppose the next day someone shortened the rope back to 20 feet? The following day the rope is lengthened 5 feet, then it is shortened 15 feet and so on. Eventually, you may simply sit down at the base of the tree depressed and defeated.

The point is, nurturing and protecting includes far more than tender loving care. The parent who cares enough to say no is creating a solid launching pad for the next stage that emerges when the child is about 11 or 12.

Stage Two: Guiding and providing

This stage coincides with the period of development when we become introspective and reflective. We become effective problem solvers. Children are more independent and question the rules during this stage. There is greater reliance on their peer group as a source of nurturing, affirmation and reality testing. It is a time when children experiment with their identity—the parent can either agonize or celebrate. According to Erikson, it also is a time of identity confusion. This period can be stormy, characterized by occasional severe power struggles with parents and other people.

During this time, parents can experience severe “parental rope burns.” Growing up on a farm, I can recall weaning the calves from the cows. On occasion, it was necessary to rope the calf and pull it back to ensure it remained in the corral. No matter how hard my dad tried to hang onto the rope, however, occasionally the calf would get the better of him. He was left with blistered hands from the heat generated by the rope.

Parental rope burns are no less
can Mental Health Counselors Association in Wyoming.

“That was my first legislative experience,” she recalls. “I’ve always been interested in government and in national and state affairs, but I never considered running for office. I enjoyed lobbying, but I really never thought about it for myself. I was always on the other side.”

But in March 2006, an open seat emerged in her district, and people began encouraging her to consider running.

“It was such a shock because I really never considered myself working on the other end,” she says. “It took me a long time to think about.” One consideration was that Wyoming has what is known as a part-time “citizen legislature,” not the full-time “professional legislature” found in most other states. Wyoming legislators don’t enjoy the same accommodations as legislators in larger states. For example, they don’t have individual staff and, except for a few House and Senate officers, are not provided offices in the Capitol and do not maintain full-time offices in their districts. This meant that, if elected, Craft would have to balance her legislative responsibilities with her other work. She is the executive director of the Sweetwater Board of Cooperative Educational Services, which includes Sweetwater County School Districts No. 1 and No. 2 and Western Wyoming Community College. In addition, she continues to maintain a private practice in Rock Springs and teaches psychology and yoga classes at Western Wyoming Community College.

“I had to think about my jobs and how I felt about the idea,” Craft says. “The more I thought about it, the more I thought maybe I could really impact public policy in a proactive way and further my big issues, which are education-related and mental-health-related.” She ultimately decided to take on the challenge, in large part because she believed her professional life as a counselor could provide a different perspective on political issues.

Craft ran unopposed. “I had an opponent in the primary for about 24 hours, but he decided he didn’t want to run against me,” she says with a chuckle. “That was actually nice because I really didn’t have to focus on campaigning to win — I could focus on issues.” Despite running unopposed, she still went door-to-door and spoke with constituents, both to learn about their concerns and to make her positions known. “It was an exciting process, to feel like you can effect some change,” she says.

“Running for elected office is the ultimate form of engaging in the policymaking process,” says Scott Barstow, director of ACA’s Office of Public Policy and Legislation. “I hope we get more and more counselors in state legislatures and in Congress as time goes on. Bernadine is proof that counselors and policymaking do mix, and her involvement and commitment set a standard for the rest of us.”

On her agenda

As a member of the Wyoming Legislature, Craft resides on two standing committees: the Education Committee and the Travel, Recreational and Cultural Resources Committee. She says both areas are personal passions of hers. One of her recent accomplishments while serving on the Education Committee was to amend the eligibility requirements for a local scholarship. The Hathaway Scholarship, named after a former town mayor, helps students attend the University of Wyoming, the only four-year university in the state.

“The real intent of the Hathaway Scholarship was not as an entitlement scholarship,” Craft says, “but rather it was designed to be a scholarship for kids who might not have other scholarship opportunities — more for the midrange kids.” In recent years, the state’s Joint Education Committee had adopted new curriculum requirements for the scholarship. The new requirements, which went over and above the state’s graduation requirements, included four years of a foreign language and four years of math. Craft and many other state residents felt that the scholarship had been restructured to ben-
such a population boom, the city can’t place to build because there’s no water or communities can be built. “Builders com-

power — so more neighborhoods and for residents but will provide funding for

through.”

quality child care issue, but we got it

ties. There was a lot of debate on both
ture, we have to help these commu-

ties available because the town can’t

are moving in, Craft says, but there is lit-
tle housing available and very few licensed child care facilities. Many fami-
lies are staying in motels or camp-
grounds and have to leave their children with friends or unregulated child care

viders, she adds. “Many parts of Wyoming are really booming. We have many impacted growth areas, Rock Springs being one of them,” Craft says.

“‘This was a huge issue, and it was decid-
ed that the Legislature needs to put some money into helping cities and towns adopt quality child care programs. For example, just one YMCA facility in Rock Springs has over 213 kids on the waiting list. There are very few quality, credentialed, approved day care (opera-
tions). This is a huge issue for working parents. It’s not only a child care issue, it’s an economic issue.”

In her town of Rock Springs alone, Craft estimates 1,200-1,300 open jobs are available because the town can’t support the workforce. “As the Legisla-
ture, we have to help these communi-
ties. There was a lot of debate on both sides of the affordable housing and the quality child care issue, but we got it through.”

The bill won’t provide actual housing for residents but will provide funding for infrastructure — roads, sidewalks, sewer, power — so more neighborhoods and communities can be built. “Builders com-

plain that they come here and have no place to build because there’s no water or roads,” Craft explains. “There has been such a population boom, the city can’t

keep up physically or monetarily. So we have provided some funding in order for the city to get in there and build the infra-
structure. The kinds of testimony we were getting — Where do I live? What do I do with my kids? — it was overwhelm-
ing. I feel really good about where we can end up with those issues.”

Getting involved

In Wyoming, the Legislature’s general session is 40 days every other year, with the off years holding budget sessions that last 20 days. “Most of the legislators are holding down full-time jobs, so they can’t afford to be gone more than that,” Craft says. The work is intense and hard at times and full of long hours, but Craft doesn’t feel overwhelmed with the task. She wants to lead by example and hopes to see other counselors challenge themselves to take office — or at the very least, to become more aware of issues pertaining to the profession. “I wish counselors would get more involved in the political process. Coun-
selors need to be very aware of what their professional identity is. They offer a

very unique voice and perspective and need to make themselves heard,” Craft

says. “For example, we had a couple of bills on helping with that would have actu-
ally cut school psychologists out of being able to do any private practice. In Wyoming, most of the (Legislature’s) seat holders are business people and attorneys. They don’t see the human ser-
vice issues that counselors see. So much of the body was coming from a business

point of view. If you only have that one viewpoint on an issue, you will have no change or pretty poor change.”

Above all, Craft says counselors should be active in their professional associations. “It was really fun for me to have spent so many years in ACA gov-

ernance,” she says, adding that her involvement with ACA also led her to the love of her life. Craft was married to Larry Hill, a renowned counselor and past president of AMHCA who passed away last year at age 68. The couple met at an ACA Western Region assem-

bly in 1983 and married in 1987. “We had an absolutely wonderful life,” Craft

says. “I wouldn’t have met him if it wasn’t for ACA, so there’s all sorts of fringe benefits!”

Because of her extensive work in profes-

sional counseling associations, Craft says it wasn’t difficult for her to transition into legislative governance. “You just have to find your areas of expertise,” she says, admitting that with 400 House

bills and more than 200 Senate files to review, she faces a mountain of reading. She says she focuses in on issues that con-

cern her or with which she is familiar. “You have your identity and work on those (issues),” she says.

Some final words of advice from Craft to counselors about getting involved in the political process: “If you are thinking the last thing you want to do is be a politi-


cian, then you don’t have to be, but you need to be aware — identify who your legislators are, tell them how you feel and let them know what’s important to you.”

For the future

There’s no denying Craft is a multi-
tasker with a full plate — politician, execu-
tive director, private practitioner, profes-
sor, yoga instructor — yet there’s more. She is chair of the Sweetwater Concert Association, putting her in charge of booking musical concerts for Sweetwater County. She is also an Episcopalian lay reader who conducts services on occa-
sion. She will even lead a yoga class dur-

ing the C-AHEAD Day of Wellness at the

upcoming ACA Convention in Detroit.

How does she do it all? Craft credits her daily yoga exercises and a furry compan-
ion in helping her find balance. “I’m pret-

ty good at focusing in on what I have to do right then and not getting scattered,” she

says. “I’m also a huge animal lover, so my 17-pound rag doll cat, Smokey, keeps me centered and the stress level down.”

When Craft speaks about her life and the many hats she wears, she does it with a smile. But in her voice, you can hear a tinge of sadness, an emptiness that remains despite that full plate. “When the person you plan your life around is sud-
denly gone, you have to fall back and fig-

ure out what you are going to do,” she

says. “When I lost Larry, I had to redesign

my whole life. My future goals revolved around him. We had been in private prac-
tice together and I was looking forward to working a few more years and then retir-
ing. Our thoughts were that we would retire and we would do a lot of traveling. We loved to travel. My goals right now are to continue with this involvement with the political process and hopefully impact people’s lives in a positive way ... and take things as they come along.”

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March 21–24

Purchase the latest publications, DVDs, home-studies, and ACA logo accessories in the ACA Bookstore at special discounts for all convention attendees. For your convenience, an ACA Preconvention Bookstore will be located in the ACA registration area March 21–22.

New Releases!

ACA Ethical Standards Casebook, Sixth Edition by Barbara Hreby and Gerald Corey
Assessment in Counseling, Fourth Edition by Albert Hood and Richard Johnson
Assessment of Client Core Issues by Richard Halstead
Boundary Issues in Counseling, Second Edition by Barbara Hreby and Gerald Corey
Critical Incidents in Counseling Children edited by Susanne (Hobson) Dugger and Laurie Carlson
Developing & Managing Your School Guidance and Counseling Program, Fourth Edition by Norman Gubser and Patricia Henderson
Documentation in Counseling Records, Third Edition by Robert Mitchell
Group Work Experts Share Their Favorite Activities by Janice DeLucia-Waack, Karen Bridgford, Jennifer Sue Kleinow, and Amy Nitze
Latino Worldviews in Counseling DVD presented by Patricia Arredondo, Jon Carlson, Carlos Ieroni, and Virginia Quinones
License Requirements for Professional Counselors by the ACA Office of Professional Affairs
Mastering the Art of Solution-Focused Counseling by Jeffrey Gasterman
Multicultural Issues in Counseling, Third Edition edited by Courland Lee
Professional Counseling 101: Building a Strong Professional Identity by Mark Pope
Special Populations in College Counseling edited by Joseph and Ruth Lippincott
Supervising the School Counselor Trainee by Jeanine Studer
Supervision Strategies for the First Practicum, Third Edition by Susan Allbritten Nisfeldt
Tough Kids, Cool Counseling, Second Edition by John and Rita Sommers-Flanagan
VISTAS: Compelling Perspectives on Counseling 2006 edited by Gary Wells, Joanne Blum, and Richard Yep

ACA BOOKSTORE
March 22, 5:00 pm – 7:00 pm
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ACA AUTHOR BOOK SIGNINGS
March 22, 5:30 pm – 6:30 pm
March 23, 4:00 pm – 5:00 pm
Counselor educators Livia M. D’Andrea and Johann Sprenger argue that atheists and nonspiritual people should be embraced along with other groups that fall under counselors’ rubric of diversity. As a group that has been marginalized, devalued and stigmatized, atheists do fit the definition of an oppressed minority.

They are not a tiny minority, either: 4 to 5 percent of U.S. citizens identify themselves as atheists, and this is probably a low report due to atheists’ reluctance to label themselves as such in surveys and paperwork. (Once when I was admitting myself to the hospital for surgery, I answered “Atheist” for the religion blank. The registrar said, “Not if you know what’s good for you around here, you’re not,” and helpfully filled in “Nondenominational Christian.”) For comparison, gays and lesbians make up between 4 and 10 percent of the U.S. population, and self-identified Asians make up 3.6 percent.

Atheists often carry negative stereotypes as immoral, undeserving and decadent. In one study, respondents ranked atheists and agnostics significantly lower than Christians on a waiting list for a kidney transplant. The authors of this article suggest counseling approaches that respect the belief systems of atheists and nonspiritual clients in the January 2007 issue of Counseling and Values (pages 149-158).

General and multicultural counseling skills coexist

In a cleverly designed study, researchers investigated the relations among multicultural knowledge, multicultural skills, general counseling knowledge and general counseling skills in a group of graduates from a counseling master’s program. Jennifer T. Cates, Scott E. Schaefer, Marlowe H. Smaby, Cleborne D. Maddux and Iren LeBeau collected the students’ scores on subscales of the standard national counselor prep exam (the CPCE) as well as observer ratings on a videotaped sample session from each student using the Counselor Skill and Personal Development Rating Form. Thus, the researchers had information on the students’ paper-and-pencil knowledge as well as their demonstrated skills.

They discovered that observed multicultural skills were highly and significantly correlated with general listening and influencing skills and with totals on the observer ratings, and not at all correlated with the multicultural subscale of the paper-and-pencil CPCE or with CPCE totals. If you have found that descriptions of multicultural counseling skills sound strikingly similar to general counseling skills, there is evidently good reason. Furthermore, multicultural knowledge doesn’t guarantee multicultural counseling skill.

The research, which includes other subscale comparisons, appears in the January 2007 Journal of Multicultural Counseling and Development (pages 26-39).

Adults’ AD/HD differs from children’s

Recent findings about adult attention deficit/hyperactivity disorder are summarized in a useful article by John S. Wadsworth and Dennis C. Harper in the Winter 2007 Journal of Counseling & Development (pages 101-109). Adult symptoms are probably due to a genetic disorder that affects the frontal lobes, where executive functions such as self-regulation, structured planning and nonverbal working memory operate. ADHD is more commonly diagnosed in male children, but is equally diagnosed in adult men and women; the likely reason is that others tend to refer troublesome boys to assessment, while adults refer themselves, usually for the inattentive subtype rather than the hyperactive.

Among children, the inattentive subtype makes up only 3 to 5 percent of the diagnoses. While all adults with ADHD had symptoms of the disorder from childhood on, aging does incite a decline in symptoms, especially between ages 9 and 11, with a smaller decline through age 20. But the authors assert that the symptoms are rarely completely outgrown.

Continued on page 47
The film Jumping Off Bridges is a heartfelt, thoughtful and accurate depiction of what life is like for those left behind when a loved one or friend commits suicide. Kat Candler, the writer and director of the film, brings to light this increasing and sensitive issue that many teenagers struggle with today — surviving the tragedy of suicide.

Jumping Off Bridges gives a realistic glimpse into the world of today’s teens, who are thinking and talking about suicide as part of their peer culture. The film explores how a group of friends comes to grips with a suicide that interrupts their relationship circle and forces them to consider their own mortality and responses to grief. While the film centers on the theme of suicide, Candler manages to expertly weave in other poignant issues that teenagers face daily, including friendship, trust, depression, rage, love and conflict resolution. The twist to this film is how the mental illness of a parent and that parent’s subsequent suicide impact these common themes in the lives of teenagers and their family members.

There is a particularly poignant scene in which the main character, Zak, played by Bryan Chafin, finally expresses himself to his father, Frank, played by Michael Emerson. This scene brings to light how each person left behind internalizes the experience differently — and how communication and support are essential in the recovery process.

Recognizing that his son is in emotional turmoil resulting from his wife’s suicide, Frank arranges for Zak to see a counselor. Even though Zak refuses to attend the counseling session, the introduction of the counselor as a helping professional indicates an awareness that seeking help outside the family during this kind of crisis is a positive consideration. Counselors will benefit from viewing this film because it encourages helping professionals to navigate through their own often uncomfortable perspectives on suicide and to consider the contributions and impact they may have in their critical post-ventilation work with survivors.

Appropriate venues for this film include teen support groups, teen residential programs, middle and high school counseling settings, and Survivors of Suicide (SOS) groups. Counselor educators and supervisors may want to use this film to introduce beginning counselors to the subject of suicide, which they will inevitably encounter during their work as mental health professionals. Jumping Off Bridges respectfully depicts the complexity of emotions that people experience in the face of suicide and how counselors can sensitively identify and support clients who experience it.

Reviewed by Mary L. Bartlett, a licensed professional counselor and psychotherapist with Grandview Behavioral Health Center in Alhambra, California.

Teaching Class Clowns (And What They Can Teach Us)


This refreshing examination of “class clowns” re-frames the roles and functions of these students in a manner that both enlightens and empowers the reader. As a self-professed clown, author William Watson Purkey begins his discussion from a personal perspective, outlining his journey from home to classroom and from student to professional. He acknowledges the clown’s need for attention but emphasizes another motivation for the clown’s behavior: the desire to make others laugh. Through Purkey’s eyes, the class clown provides much-needed comic relief from the day-to-day, often grim realities of modern life. Properly focused, the clown can enhance the classroom atmosphere rather than detract from it.

Purkey expands his discussion of class clowns by characterizing them as primarily hostile or friendly. Although clowns are generally more similar than dissimilar, he describes the demeanor of the hostile clown as being less sensitive to the feelings of others than the kindly clown. Hostile clowns may use ridicule, causing hurt reactions and alienation that friendly clowns avoid.

Characteristics that clowns have in common include negativity toward school, above average intellect, willingness to voice opinions, independent thinking and leadership potential. Clearly, the majority of these attributes are positive. Purkey suggests that the clown’s characteristics can be reframed and re-focused as potential model behaviors. The clown’s negativity toward school should be explored in order to improve the school environment. The remainder of the book makes suggestions for achieving these goals.

For example, clowns can be included in classroom duties, such as setting up and arranging audiovisuals or assisting fellow students who are physically challenged. Since class clowns have leadership skills, those skills can be redirected in positive ways. Another way to engage clowns is to provide a showcase for student talents, where the clown’s comedic skills can be spotlighted. Overall, teachers and counselors should find ways to work with their negative personal perceptions of class clowns and develop the ability to reframe and redirect the clown’s behaviors in ways that are more positive.

Class clowns offer great potential but are often misunderstood. Clowns are open and honest in voicing opinions that may be difficult to hear but can provide insight into problems within the classroom and school. It is up to those who work with them to develop better understanding. After all, we can all use a good laugh from time to time.

Reviewed by Salene Cowher, professor of counseling in the professional studies department, Edinboro University of Pennsylvania.

Evidence-Based Psychotherapy: Where Practice and Research Meet


This volume provides a fascinating look into a struggle over the future of psychotherapy. While this discussion will lead is difficult to say at this point. Toward the end of the text, Robert Sternberg, almost in a whisper, suggests that psychotherapy is at times an art form and therefore may escape exact empirical definition. The reader is left with the impression that even if this debate is never clearly resolved, it is healthy and will lead to an ongoing evolution of the profession.

Reviewed by Alan Davis, professor of counseling and human resource development, South Dakota State University.
Show professional pride with membership pins

American Counseling Association members can now wear their pride on their sleeves — or more accurately, on their lapels! ACA is honoring its 10-, 25-, 50- year and lifetime members by presenting them with beautiful, newly designed commemorative ACA membership pins, accompanied by a note from ACA President Marie A. Wakefield.

ACA will send this symbol of recognition as soon as members who hit these milestone membership anniversaries renew for their anniversary year. There is no need to call ACA Member Services to receive your anniversary pin.

ACA has also designed a general membership pin, which will debut at the ACA Convention in Detroit and be available for $5 at the ACA Bookstore in the Exposition Hall. After the convention, the pins will be available for order online in the bookstore section of ACA’s website (www.counseling.org).

Both the anniversary pins and the general membership pins are gold-tone metal with a clasp back and prominently feature the new ACA logo.

Show your pride in the profession.

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Counseling Today
March 2007

ACSA Author Content Session Series
COBO Center, Detroit • Room 65
Leaders in the field discuss their newly published ACA books in this highly informative series.

Friday, March 23, 2007

Program ID #117
The Creative Arts in Counseling
Presenter: Samuel Gladding
11:00 am – 12:00 pm
Dr. Gladding will demonstrate how the visual arts, music, movement, literature, dance, and humor can be used effectively in counseling. Counselors at various stages in their development and from diverse cultural backgrounds will benefit from these techniques.

Program ID #116
Best Practices in Ethical Decision Making Strategies for Using the ACA Ethical Standards Casebook and Other Resources
Presenter: Barbara Healthy and Gerald Corey
2:00 pm – 3:45 pm
Healthy and Corey, coauthors of the ACA Ethical Standards Casebook, will demonstrate how this book and other resources can be used in ethical decision-making tasks. Complete ethical dilemmas and a variety of decision-making strategies that protect clients and counselors within will be examined.

Program ID #132
Integrating Spirituality and Religion into Counseling: A Guide to Competent Practice
Presenter: Candace Good and J. Scott Young
5:00 pm – 6:00 pm
The content of Integrating Spirituality and Religion into Counseling will discuss the evolution of the spirituality competencies and how they might be integrated into practice through various techniques and experiential activities.

Saturday, March 24, 2007

Program ID #166
Developing & Managing Your School Guidance and Counseling Programs: Successful Practices and Continuing Challenges
Presenter: Nancy Glatson and Patricia Hendrix
10:00 am – 12:00 pm
The presenters will discuss their book, Developing & Managing Your School Guidance and Counseling Programs, Second Edition, and include suggestions for planning, designing, implementing, and evaluating programs.

Program ID #120
Assessment of Client Competencies
Presenter: Richard Hurdow
2:00 pm – 3:45 pm
Dr. Hurdow will discuss his book Assessment of Client Competencies as well as the origins of client core issues, the process for conducting a core issue assessment, and how to implement holistic counseling interventions that facilitate positive client change.

Program ID #159
Mastering the Art of Solution-Focused Counseling
Presenter: Jeffrey Gutman
9:15 am – 10:15 am
Based on the book Mastering the Art of Solution-Focused Counseling, this presentation will describe a highly effective model that helps clients identify and leverage their existing resources, strengths, and problem-solving skills. Dr. Gutman will illustrate this theory through practical examples covering a variety of clinical issues and problems.

Program ID #199
Multicultural Issues in Counseling: New Approaches to Diversity
Presenter: Courtenay Lee
4:15 pm – 5:00 pm
Dr. Lee will present concepts and techniques from his book Multicultural Issues in Counseling, Third Edition, to work with people of color, GLBT persons, people with disabilities, and economically disadvantaged individuals.

Program ID #222
Critical Incidents in Counseling Children
Presenter: Suzanne Holloway and Louise Carlson
9:15 am – 10:45 am
The editors of Critical Incidents in Counseling Children will highlight elements of the book, share case studies, and discuss ways in which instructors and practitioners can best use this resource when working with children in both school and clinical settings. Cases involving an extensive array of common childhood issues will be examined.

Program ID #247
Supervising the School Counselor Trainee
Presenter: Jeanette Stidham
11:00 am – 12:00 pm
This presentation will provide an overview of supervisory issues that are discussed in the book, Supervising the School Counselor Trainee, and participants will have an opportunity to share their own “best practices” in supervision.

Program ID #266
Convincing Tough Kids That Counseling Can Be Cool
Presenter: John Stenman-Flanagan and Rita Stenman-Flanagan
12:15 pm – 1:45 pm
The Stenman-Flanagan’s will discuss their book Tough Kids, Cool Counseling, Second Edition, and demonstrate their favorite techniques for working with treatment-resistant kids. Strategies for engagement, assessment, and goal attainment, using videos and audience participation will also be included.

American Counseling Association
know — I am certain — that my words of reassurance soothed the man's pain.

I have no mechanical aptitude whatsoever. I can barely change the batteries in my camera and flashlight. I often break light bulbs while changing them. I am more than unusually proud that I can change a flat tire; in some ways, I look forward to those episodes because in an hour, I can fix something, make it better.

I chose a profession in which I am rarely sure that I have really helped anyone. Even when I do think I have made a difference, I'm never quite certain whether I have any-thing left to give. I only bandaged a wound, but in so doing, I also healed myself.

As I relive this incident, I'm now uncertain whether the sherpa begged me to help this old man or whether I jumped at the chance to do something useful for him. Perhaps I needed this encounter. I had been a week on the trail — a week in which people were taking care of me rather than the configuration I am used to: being responsible for taking care of others. Without those constant opportunities to be helpful, I felt like I was losing my way, even losing myself.

I tried to fix the old man's hand and felt satisfaction to an extent that I rarely experience in teaching or counseling. Partly this resulted from receiving immediate feedback that my intervention was effective. But it was also because my "client" would have had no other recourse if I had not been on the scene. It was as if I had arrived at that exact time and place, in one of the most remote places in the world, to do something useful.

I hardly have to travel halfway around the world to make a difference. It just seems as though the magnitude and intensity of the experience were amplified by the novelty of what took place and how it happened.

I am forced to confront the sense of powerlessness I have felt most of my life, the drive to overachieve, to prove myself again and again. I realize now that my interaction with the old man wasn't really about fixing his hand. He simply presented me with the latest opportunity to try and fix myself.

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I hardly have to travel halfway around the world to make a difference. It just seems as though the magnitude and intensity of the experience were amplified by the novelty of what took place and how it happened. It gets me to thinking that I try to find my way by taking new, undiscovered paths that allow me to access new parts of myself. I only bandaged a wound, but in so doing, I also healed myself.
ACAIT increases presence at branch, region meetings

**BY PAUL NELSON**

Carole Minor, chair of the ACA Insurance Trust, has begun a process of strategic planning intended to bring about greater support for the American Counseling Association and the counseling profession.

Minor has reminded her board of the ACA Insurance Trust mission statement, which states: “ACAIT will offer the highest quality insurance products responsive to practitioners’ needs. These products will be offered at competitive rates with timely responsiveness. In order to enhance the profession, protect the insured and improve effectiveness, ACAIT will support the profession with education in risk management, ethical standards and practices, and legal aspects of practice. ACAIT will provide this support through direct and educational means and indirectly through financial support of ACA.”

In Fall 2006, the ACA Insurance Trust staff traveled to several ACA branch meetings and national leadership conferences. At each location, there were opportunities to meet face-to-face with members who participate in the sponsored insurance programs.

The journey began with the Nebraska Counseling Association meeting in Omaha in late September. We heard about situations in which the insurance program and the risk management helpline assisted counselors through difficult times when clients had become dissatisfied. Even the best counselors run into potential liability situations, and these services can be useful in times of stress. Counselors who needed prompt proof of insurance to qualify as volunteers to go to New Orleans after the Hurricane Katrina disaster also spoke with us to see how we could help with this process. The availability of prompt service is critical in such times.

Attorney Nancy Wheeler led two sessions at the ACA Midwest Leadership Conference in Grand Rapids, Mich., in early October. Particular emphasis was placed on those areas of practice in which legal liability may be possible. Special attention was given to provisions of the revised ACA Code of Ethics.

Mid October found ACA Insurance Trust staff in Louisville for the Kentucky Counseling Association meeting. Our dialogue with participants addressed many concerns, but particularly how to get students to enroll in insurance so that universities are insulated from potential liability while students are at an assigned site.

ACA Insurance Trust staff also attended the meeting of the Pennsylvania Counseling Association in State College in late October. In addition to issues concerning legal liability, we engaged in dialogue with a number of students attending the conference. Students need to have insurance coverage during their practicum and intern experiences, and the ACA Insurance Trust maintains a competitive program particularly designed for students.

Additionally, staff attended leadership conferences for the ACA Southern and Western regions. These meetings provided opportunities to consider service issues, with a view toward ironing out communication gaps, which occur from time to time. We remind leaders and members of ACA to call the Insurance Trust staff whenever concerns or “confusion” arise.

The Virginia Counselors Association met in Williamsburg in November. As at other branch meetings, a prominent number of participants in VCA counsel in the schools. Many are concerned about their professional reputation when there is conflict with administration over counseling duties. To alleviate this concern, the ACA Insurance Trust advises all school counselors to carry counselor-specific personal professional liability insurance rather than relying on the school district’s insurance.

The Insurance Trust has plans to continue supporting ACA and its branches and divisions in 2007. We are beginning the year with trips to North Carolina and California. One of the goals of the ACA Insurance Trust is to increase participation in its sponsored programs. The more participants, the better the chances of maintaining competitive pricing with the best possible benefits. Another important goal is to present information that will help the professional counselor avoid licensing board complaints and lawsuits.

The ACA Insurance Trust has produced an updated CD that provides strategies for risk management in counseling practice. To obtain a free copy, send an e-mail to pnelson@acaait.com or call our office at 800.347.6647 ext. 284. ACA Insurance Trust staff will also consider attending your branch as either exhibitors or presenters. Please call on us anytime.

Paul Nelson is the executive director of the ACA Insurance Trust. Contact him at pnelson@acaait.com.
Much of the time I was the only adult on the floor, as staff members worked in offices. I had the feeling of being thrown to the wolves. If a conflict was brewing among the residents, I was the first one on it. The kids didn’t know me well. Between that and my newness at counseling, my attempts at mediation were not effective. I filled the trip home after each shift trying to answer the question “What have I gotten myself into?” I felt inadequate and unskilled. For the first month, the Guns N’ Roses song “Welcome to the Jungle” kept playing in my head.

The second month brought a caseload. Two new female residents came to the center within a few weeks of each other, and I was assigned as their individual counselor. Great. This was the perfect opportunity to transition from crowd control to doing true counseling work with real clients.

The first girl appeared to be a typical teenager with low self-esteem and poor decision making skills. I felt fairly confident in my ability to give her some encouragement and direction that would set her on a better life track.

The second client, Lena (not her real name), was 14, full of rage and had a tragic history of abuse. The distinct feeling of being in over my head was back. What could I possibly do to help her with all these problems?

Little did I know that the experience would teach me as much about myself as about Lena. Some of that learning included coming to grips with three irrational beliefs that were getting in my way of doing effective work with Lena.

The first belief tapped into student and personal insecurities:

- I must perform all tasks competently, perfectly well and objectively.

Lena helped me realize that the fear of working with her had more to do with my perceived shortcomings as a counselor than anything else. I felt I didn’t have enough training to address the depth of her brokenness and rage. It was no wonder she had grown up to be so hateful and disillusioned considering the childhood abuse she had suffered. Clinically, I understood how she had come to be this person, but personally, she scared me.

The pressures of self-examination ratcheted up when counseling began with real people whose lives were very different from mine. The experience became less about practicing skills and more about an unexpected journey to self-discovery.

I spent the first month simply observing: I spent Tuesdays on the boys’ unit, and on Thursdays I was with the girls. Much of the time I was the only adult on the floor, as staff members worked in offices. I had the feeling of being thrown to the wolves. If a conflict was brewing among the residents, I was the first one on it. The kids didn’t know me well. Between that and my newness at counseling, my attempts at mediation were not effective. I filled the trip home after each shift trying to answer the question “What have I gotten myself into?” I felt inadequate and unskilled. For the first month, the Guns N’ Roses song “Welcome to the Jungle” kept playing in my head.

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Make additional copies as needed. Attach extra sheets for orders as needed. Prices are subject to change.
Multicultural counseling is grounded in social justice perspectives about human development and psychological well-being. These perspectives contrast sharply with the traditional individualistic, intrapsychic theoretical focus that many counselors have been and, in many instances, continue to be trained to implement in their work.

It is well known that the multicultural-social justice counseling movement has been subjected to many assaults from persons who strongly adhere to culturally biased theories of counseling and human development. These theories have dominated the discourse in our profession for decades. However, the United States' rapid cultural-racial diversification and the expanding knowledge base related to the ecology of human development has led to a significant acceptance of the multicultural-social justice counseling perspective among many persons in the American Counseling Association.

Meeting the challenges of our changing demography

Among the central challenges facing professional counselors in the 21st century is the degree to which we will acquire new, culturally relevant competencies to augment traditional approaches to counseling. This challenge is central to the future viability and relevance of the counseling profession. In contrast to the rapid cultural-racial diversification of our nation, the counseling profession has been slow to embrace multiculturalism as a major force in the field.

Another challenge is that many people from different cultural groups do not go to counselors or other mental health professionals to address their psychological, academic and personal needs. This fact is highlighted in numerous research publications, including the comprehensive 2001 report published by the U.S. Surgeon General's Office, Mental Health: Culture, Race and Ethnicity.

Counselors in general and ACA members in particular are clearly making progress in becoming more effective when working with persons from diverse groups. People from these groups are often either suspicious of working with mental health professionals or perceive counselors as being unable to truly empathize with their life experiences. The progress being made is due, in part, to the willingness of increasing numbers of counselors to integrate individual change strategies with ecological counseling approaches that embrace a multicultural-social justice perspective.

This approach is based on three fundamental premises that most counselors are likely to acknowledge as true. The first premise simply states that environments can either nurture or undermine a person's psychological development and mental health. The second premise acknowledges that the environments in which many persons from devalued and marginalized groups live, work, and grow are characterized by various social injustices that adversely impact their overall health and sense of well-being. The third premise acknowledges that the environments in which many people from devalued and marginalized groups live, work, and grow are characterized by various social injustices that adversely impact their overall health and sense of well-being.
The American Counseling Association Convention has long been known for its wide variety of Education Sessions and the in-depth information available through its Learning Institutes. Even so, the convention offers plenty of other events, activities and sessions that might slip under the radar of many attendees.

Counseling Today offers the following guide to help attendees make the most of their convention experience in Detroit. (One caveat: With so much going on, we can only offer a partial listing. For a full roundup of everything the convention has to offer, including descriptions of the Learning Institutes and Education Sessions, refer to the convention Program Guide or check out the ACA website at www.counseling.org/convention and click on “About Convention.”)

Highlights for Thursday, March 23

Welcome Reception COBO Center 5-7 p.m.
Enjoy the grand opening of the Exposition.

Career Center COBO Exhibit Hall 5-7 p.m.
An exciting new addition to this year’s Career Center is the Private Practice “laboratory,” a team effort between Career Services and ACA’s Private Practice Initiative. This series will kick off with an informal gathering of private practitioners, dubbed “The Listening Tour,” in conjunction with the Welcome Reception in the Exhibit Hall on Thursday evening. Representatives of ACA will solicit information from those in private practice about how the association can better serve this population.

ACA Author Book Signings COBO Exhibit Hall, ACA Bookstore 5:30-6:30 p.m.
Craig Cashwell and J. Scott Young: Integrating Spirituality and Religion Into Counseling
Janice DeLucia-Waack: Group Work Experts Share Their Favorite Activities and Using Music in Children of Divorce Groups
Sam Gladding: Counseling as an Art: The Creative Arts in Counseling, Third Edition, Becoming a Counselor: The Light, the Bright and the Serious and Journeys to Professional Excellence
Richard Hazler: The Emerging Professional Counselor: Student Dreams to Professional Realities, Second Edition
Gary Walz: VISTAS: Compelling Perspectives on Counseling 2006, Promoting Student Resiliency, Helping People Cope With Tragedy and Grief and Cybercounseling and Cyberlearning
Jane Webber: Terrorism, Trauma & Tragedies, Second Edition
Richard Halstead: Assessment of Client Core Issues
John and Rita Sommers-Flanagan: Tough Kids, Cool Counseling, Second Edition and Don’t Divorce Us! Kids’ Advice to Divorcing Parents
Richard Yep: Terrorism, Trauma & Tragedies, Second Edition and VISTAS: Compelling Perspectives on Counseling 2006

Counseling Around the World Marriott Renaissance Hotel Mackinac West 5-6 p.m.
A panel of graduate students from various countries discusses perceptions of counseling based on their cultural contexts and their educational experiences in U.S. graduate programs. Students will also share thoughts on how what they’ve learned about counseling in the United States might be applied in their home countries. The International Reception will be held after the panel discussion.

Highlights for Friday, March 24

ACA Convention Opening Keynote Speaker: Linda Ellerbee COBO Center Riverside Ballroom 8:30-10 a.m.
An outspoken journalist, children’s advocate, breast cancer survivor and award-winning TV producer, Linda Ellerbee has powerful messages to convey about courage, hope and honesty. There is a reason Linda Ellerbee always gets standing ovations—she is a real person speaking from the heart about life-threatening experiences and other real life situations she has faced. She has special words for counseling professionals about the work you do every day to help individuals and families cope.

First Timers and Mentors Luncheon Marriott Renaissance Hotel 11:15 a.m.-2 p.m.
Tickets are $40. The First Timers Orientation precedes the luncheon.

ACA Author Book Signings COBO Exhibit Hall, ACA Bookstore 4-5 p.m.
• Suzanne (Hobson) Dugger and Laurie Carlson: Critical Incidents in Counseling Children
• Sally Gelardin: Starting and Growing a Business in the New Economy and The Mother-Daughter Relationship
• Jeffrey Guterman: Mastering the Art of Solution-Focused Counseling

Highlights for Saturday, March 25

ACA Convention Keynote Speaker: Ken Tucker COBO Center Riverside Ballroom 8:30-9:30 a.m.
As a frequent keynote speaker at national conferences, board retreats and corporate events, Ken Tucker uses humor, real life and business examples, stories and anecdotes to effectively reach his audiences. He started a ground-breaking management consulting company on the premise that fascinated employees provide the greatest return on investment to their organization. Tucker’s expertise is in helping clients transform disconnected organizations and workgroups into high-performing teams. He uses the organization’s metrics and initiatives as a basis for increasing employee productivity. He is coauthor of Animals Inc: A Business Parable for the 21st Century and is a regular contributor to management columns.

Hans Hoexter International Forum: An International Perspective on Counseling for Social Justice COBO Center, Room 32 10:30 a.m.-Noon
This presentation by Courland Lee, president of the International Association for Counseling and a past president of ACA, will explore the concept of social justice on an international level. Global challenges that impede human development will be identified along with guidelines for developing a counseling agenda to address these critical issues. The forum will conclude with ideas on how counselors can collaborate across borders to promote access, equity and social justice throughout the world.

International Association of Marriage and Family Counselors Distinguished Speaker COBO Center Riverside Ballroom 1-4 p.m.
Distinguished professor, author, trainer and Certified Love Educator, Pat Love, is known for her warmth, humor and commitment to learning. For 25 years, she has contributed to relationship education and personal development through her books, articles, training programs, and speaking and media appearances. Love has published several professional articles, been featured in several professional books and developed media and materials on relationship education that are being used nationally and internationally. She is a past president of the International Association for Marriage and Family Counselors.

Branch Leadership Awards Dessert Reception Marriott Renaissance Hotel 4-6 p.m.
This event features the best ideas, services and benefits being offered through the hard work and dedication of professional counselors at the ACA branch level. Join your colleagues for this special event.
You will have an opportunity to see some of the projects being honored. So pick up some great ideas while you network with your peers. Tickets are $25 per person.

ACA National Awards Reception
Sponsored by the ACA Foundation
Marriott Renaissance Hotel
7:30 p.m.
Join your colleagues to celebrate those who have distinguished themselves and made an impact on the counseling profession. Co-hosted by the ACA Awards Committee, the gala event will recognize ACA award winners and ACA Foundation benefactors. Admission is free, but contributions to the ACA Foundation are welcomed.

Highlight for Sunday, March 25
ACA General Membership Meeting
Marriott Renaissance Hotel
1-2 p.m.
ACA Preconvention Bookstore
COBO Exhibit Hall
10 a.m.-6 p.m.
Saturday, March 24
ACA Bookstore
COBO Exhibit Hall
Thursday, March 22, 5-7 p.m.
Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
Visit the ACA Bookstore in the Exposition Hall to see the impressive line of ACA publications, videos, DVDs, home-studies and LogoLine merchandise from the premier counseling resource provider. Take a moment to talk with leading authors at scheduled book signings and meet with the ACA director of publications to discuss your manuscript ideas. The ACA Bookstore will be open during all exposition hours. Also, for your convenience, an ACA Preconvention Bookstore will be located in the ACA registration area March 21 and March 22.

ACA Career Center
COBO Exhibit Hall
Thursday, March 22, 5-7 p.m.
Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
In addition to the traditional interviewing program and presentations offered for the last several years, this year the Career Center will have an area dedicated to private practice. Onsite critique of your résumé or curriculum vitae, tips on job searches and workshops designed for all stages of your counseling career are available whenever the Exhibit Hall is open. To register for the onsite interview program as either a candidate or an employer, please e-mail accacareers@ counseling.org. Include your name, e-mail address and a number where you can be reached during the convention.

The one-stop shop for information on ACA! Staff will be on hand to answer questions about ACA resources and membership. Check your e-mail at the Cyber Center.

ACA Film Festival
Take a break and enjoy screenings of these enlightening videos and DVDs featuring masters in the counseling field. The film festival will take place in COBO Room 41. All tapes are available for purchase in the ACA Bookstore in the Exhibit Hall.

Friday, March 23
- Professional Counseling’s Living Legends (8-9 a.m.) Albert Ellis, Patricia Arredondo, Jon Carlson, William Glasser and John Krumholz
- Carl Rogers and the Person-Centered Approach (9-10 a.m.)
- Carl Rogers and Howard Kirschenbaum
- Counseling Gay and Lesbian Youth (10:11-11 a.m.) Garrett J. McAuliffe and Associates
- Learning to Think Like a Supervisor (Noon-12:30 p.m.) L. DiAnne Borders and James Benshoff
- Latino Worldviews in Counseling (12:30-2 p.m.) Patricia Arredondo and Jon Carlson
- Disaster Mental Health and Crisis Stabilization for Children (2-3 p.m) Jennifer Baggery
- The Challenge of Counseling Teens (3-4 p.m.) John Sommers-Flanagan and Rita Sommers-Flanagan
- Couples Therapy: Changing Belief Systems (4-6 p.m.) Peggy Papp

Saturday, March 24
- Rollo May on Counseling (8-8:30 a.m.) Rollo May
- Legal Liability in Clinical Supervision (8:30-9 a.m.) James Benshoff and L. DiAnne Borders
- Multicultural Counseling: Issues of Ethnic Diversity (9:10-30 a.m.) Don Pope-Davis
- Art Therapy Has Many Faces (10:30-11:30 a.m.) Judith Aron Rubin
- Role Induction in Counseling Supervision (11:30 a.m.-12:30 p.m.) Cynthia Osborn
- The Written Supervision Contract (12:30-1:30 p.m.) Cynthia Osborn
- Play Therapy: Bouncing Into the Basics (1:30-2:30 p.m) Jennifer Baggerly
- Brief Integrative Adlerian Couples Therapy (2:30-3:30 p.m.) Jon Carlson
- Uses of Metaphors and Poetry in Counseling (3:30-4:30 p.m.) Samuel Gladding
- Latino Worldviews in Counseling (4:30-6 p.m.) Patricia Arredondo and Jon Carlson

Ongoing Events
Exposition Hall Open
Thursday, March 22, 5-7 p.m.
Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
Note that the Exposition Hall will not be open on Sunday.

Poster Sessions
COBO Exhibit Hall
Friday, March 23,
11:15 a.m.-12:30 p.m.
Saturday, March 24,
10 a.m.-12:30 p.m.
These 30-minute Poster Sessions will be located in the Exposition Hall. Be sure to arrive early to ensure receipt of handouts on designated topics.

Graduate Student Center
Sponsored by Thomson and the ACA Foundation
COBO Exhibit Hall
Thursday, March 22, 5-7 p.m.
Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
The Graduate Student Center is the perfect opportunity for grad students to relax and network with their peers, as well as with leaders in the counseling profession. Student ID required. See postings outside the Graduate Student Center for complete details.

ACA Bookstore
COBO Exhibit Hall
Thursday, March 22, 5-7 p.m.
Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
Visit the ACA Bookstore in the Exhibit Hall to see the impressive line of ACA publications, videos, DVDs, home-studies and LogoLine merchandise from the premier counseling resource provider. Take a moment to talk with leading authors at scheduled book signings and meet with the ACA director of publications to discuss your manuscript ideas. The ACA Bookstore will be open during all exposition hours. Also, for your convenience, an ACA Preconvention Bookstore will be located in the ACA registration area March 21 and March 22.

ACA Career Center
COBO Exhibit Hall
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Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
In addition to the traditional interviewing program and presentations offered for the last several years, this year the Career Center will have an area dedicated to private practice. Onsite critique of your résumé or curriculum vitae, tips on job searches and workshops designed for all stages of your counseling career are available whenever the Exhibit Hall is open. To register for the onsite interview program as either a candidate or an employer, please e-mail accacareers@counseling.org. Include your name, e-mail address and a number where you can be reached during the convention.

On the “traditional” side of the Career Center, several workshops will be presented, including sessions covering job search methods and résumé/vitae development. The Career Center will also host “Ask the Expert” sessions for liability and risk management issues and an update on licensure portability and the American Association of State Counseling Board’s National Credentials Registry. Additionally, there will be a session on “Careers in Retirement” for counselors preparing for that life transition.

In addition, the following are special sessions planned for the Career Center:

- How to Find Postgraduate Supervision on a Shoestring Budget
- Master Teaching Techniques for Rookie Counselor Educators

ACA Resource Center and Cyber Center
COBO Exhibit Hall
Thursday, March 22, 5-7 p.m.
Friday, March 23,
10:30 a.m.-6 p.m.
Saturday, March 24,
10 a.m.-6 p.m.
The one-stop shop for information on ACA! Staff will be on hand to answer questions about ACA resources and membership. Check your e-mail at the Cyber Center.

You will have an opportunity to see some of the projects being honored. So pick up some great ideas while you network with your peers. Tickets are $25 per person.

ACA National Awards Reception
Sponsored by the ACA Foundation
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Getting the most out of professional conferences

My very first professional conference was a joint meeting of two associations of higher education administrators in New Orleans. I was completing my master’s degree, and my primary goal was to network my way to a job.

Back on campus, my description of the various receptions for our state delegation, graduate students and alumni of our institution, plus various complimentary buffets (my cohorts and I were on a graduate student budget, after all, and free or cheap food was near the top of our list of priorities), led our program director to beg the question, “Well, did you attend any educational sessions?” Later that spring, I was presented with the dubious award, “Most Accurate Perception of a Professional Conference by a Graduate Student” at the Women in Student Affairs Annual Luncheon. (In my defense, one of my interviews in New Orleans led to my first professional position, so my goal was met.)

With that confession out of the way, here are some tips to prepare yourself for the American Counseling Association Convention in Detroit.

Set your goals
People attend professional conferences for a number of reasons. Whether you’re attending your first convention or your 30th, goals are important. Professional growth and renewal through educational sessions and networking opportunities are desired outcomes for all of us (the free food is just an attractive side benefit). It’s easy to get sidetracked, however, if you haven’t defined what you want to accomplish.

Gather your tools
Bring plenty of business cards for networking purposes. If you don’t have a job that supplies these, most office supply stores and copy centers can print them for you. Some online services can also provide professional business cards in high volume fairly inexpensively.

Update your résumé or curriculum vitae, even if you aren’t planning to participate in the onsite interview program. (And if you are, bring plenty of copies with you!) You never know when a chance meeting could turn into an interesting opportunity. If you have your résumé, research papers, syllabi and pictures of the kids (in case you run into a long lost friend from graduate school) copied onto a thumb drive that you can slip into your pocket or briefcase, you won’t have to scramble to locate someone back home who can access and e-mail you a copy over the weekend.

Good walking shoes are essential, and planning your wardrobe in layers for too warm or too cold meeting rooms will add to your personal comfort. In addition, pack some protein bars or other healthy snacks, something to write on, something to write with and a couple of highlighters.

Spend time with the Program Guide
After arriving at the conference site, check in at the registration desk. Be sure to pick up your complimentary tote bag and take some time to look through it.

Pay particular attention to the Program Guide, and look for the addendum, as well. There are always additions and changes to the program after printing deadlines have passed. You’ll also want to watch for the Convention Daily, which is distributed every morning of the convention.

Plan your time
On your first run through the Program Guide, put a check mark next to any of the programs that sound interesting and a star next to anything you think is a “must-attend” session. The second time through, you can prioritize your choices. It’s a good idea to have a second choice in mind, just in case the session you plan to attend is too crowded or canceled. After identifying the sessions and other activities you want to attend, you can put together a schedule.

Get the lay of the land
Time your route from your hotel room to the convention site, and be sure to add a little extra time for congested elevators. Find all the amenities you might need: coffee carts, restrooms, business center, restaurants, etc. Hop on the shuttle bus and figure out how to get from place to place.

Head over to the Exhibit Hall and check out products and services specially designed for counselors. The ACA Bookstore, Career Center, Professional Affairs and Member Services all have dedicated areas within the Exhibit Hall, and this is also where Poster Sessions are presented.

Take notes
One of the best suggestions I’ve ever heard for professional meetings is to use a two-page note-taking technique. The right-hand page is for keeping notes from what is said; the left-hand page is for jotting down ideas for implementation after you’ve returned to normal life.

Have fun!
Don’t plan every minute. Pace yourself, and enjoy the experience. Treat yourself to a nice dinner with colleagues.

Summarize and follow up
At the end of the convention, it’s helpful to prepare a personal summary for your files. What did you take away that was personally or professionally stimulating? Who did you meet? With whom would you like to maintain contact? Where did you stay? Where did you have a great dinner? How much did you spend? (This is particularly helpful when budgeting for next year’s convention.)

Professional conventions are among the best venues for networking and professional growth if you are prepared for the opportunity. (And sometimes the free food is pretty good, too!)

Amy Reece Connelly is the manager of ACA Career Services. E-mail your questions to her at acacareers@aca.counseling.org. Telephone consultation is available to ACA members by appointment.
ARCA announces annual training conference and call for papers

Submitted by Irmo Marini
imarini@utpa.edu

The American Rehabilitation Counseling Association is pleased to announce the return of its annual training conference, in this, its 50th anniversary year. The training will be held Nov. 8-10 at the Hilton Tampa Airport Westshore in Tampa Bay (call 813.877.6688 to reserve early). Hotel rates are $109 for a single/double room. 

Early-bird conference rates are $75 for nonmember, $45 for ARCA members. ARCA student rates are $30 and $150 after Sept. 1 for nonmember, $45 for ARCA members. Additional information, including nonmember rates, can be found on the ARCA website at www.arca.org. 

In addition, ARCA has issued a call for papers until April 3. We have a student paper writing competition for master's and doctoral students: the top three in each category will give a 10- to 15-minute presentation at the conference and receive a monetary award. The remaining competitors will be invited to present a poster session.

Aside from several scheduled student activities, there will be other special events marking ARCA's 50th birthday. Mark your calendar and come join your friends in Florida. For more information, contact Michelle Pointer at mpointer@scu.edu.

**EB-ACA Learning Institute investigates choice theory, global change**

Submitted by Sarah Pursell
spursell@potsfield.com

As I traveled home from the 2006 conference for the European Branch of ACA, I wondered how my small journey tied into the Nov. 11-12 Learning Institute on choice theory and global change, "Surviving and Thriving in a Time of Global Change: Applications for Mental Health and Substance Abuse Counselors." I was tired after only one day of traveling and a few transfers. The kinds of changes we had discussed involved journeys with multiple transfers and possible delays, requiring sustained energy and persistence.

It was emphasized that change continuous affects all of us throughout our lives. To begin, participants shared their interests in learning how to cope with technological, environmental and social changes. The discussion of the difficulties faced lasted 90 minutes. The Learning Institute presenters, David Jolliff and Arthur Horn, asked us to evaluate our own happiness with life, where we would like to be in five years, our inner and outer resources to create change, and what our journey had looked like thus far. We reviewed significant events in our lives and discovered that family, community and personal choices had collectively impacted each of our life events. Even when faced with what appeared to be roadblocks, we made choices. According to Jolliff and Horn, we gain the most satisfaction when we prioritize our individual choices within the circumstances we are given.

The question about how to deal with anger and grief associated with disappointment and loss, especially in cases regarding our soldiers, was raised. It was stressed that unwanted and unexpected external influences can be difficult to accept and incorporate into present reality and that letting go of resentment can be a challenging and ongoing process. Nevertheless, people continue to have choices. They can choose to deny their experience, process their anger, engage in the grieving process, seek and embrace positive experiences and/or forgive themselves and others and choose to begin again.

We learned that life is a series of losses and renewals. Sometimes we find ourselves on a path that is not our preference. We may notice ourselves resisting a journey that is longer and more painful than we anticipated. We may find ourselves resisting the knowledge that our original destination no longer exists. Still, we continue to have choices. We can choose a different destination, we can choose to change what we are doing on the journey, or we can change both the journey and the destination.

We were asked to create a goal for ourselves. In the process, it reminded us of the challenges our clients face when they encounter change. We can help ourselves and our clients by creating a clear picture of what the destination may look like, what the potential journey may entail and ways to re-energize along the way.

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

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"LAUGH AND THE WHOLE WORLD LAUGHS WITH YOU, CRY, AND YOU CRY _________ ."

We bet you had no difficulty identifying the missing word. Grieving people tend to isolate. Not because it's the natural thing to do, but because we learn in childhood that sad or painful feelings are not okay. We hear the comment above. We also hear "if you're going to cry, go to your room." Those ideas teach us to "Grieve Alone," an unfortunate belief that many of us carry throughout our lives.

Grieving alone is one of the six learned myths which keep grievers stuck and unable to deal effectively with the emotions caused by the more than 40 losses that can affect their lives. Our first task as care-givers is to reduce the client's sense of isolation, so we can introduce the recovery actions that will help them deal with their grief.

THE GRIEF RECOVERY CERTIFICATION TRAINING

4-Days That Will Shake the Foundation of Everything You've Learned About Helping Clients Deal with Grief

[The Grief Recovery Institute is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines for 30 contact hours (S210).]

[Authorized by the California Board of Behavioral Sciences to provide 30 CEUs for MFTs, MSWs, & LCSWs (CE26056).]

[A approved provider of continuing education by the National Association of Alcoholics and Drug Abuse Counselors (NAADC), to award 30 contact hours to Counselors (Provider No. 531).]

[Providers approved by CAADAC, Provider Nos. 220-101-186, for 30 CEUs.]

[Approved for 30 contact hours by the American Nurses Credentialing Center's Commission on Accreditation (05204).]

[Approved for Continuing Education for Chaplains by the Association of Professional Chaplains, Program number 06-468.]

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Continued on page 42
Many arenas, many ‘athletes’

Levers studied with a kung fu master for 13 years, so she was naturally interested in the connections between physical and mental health. Today she sees a plethora of applications for sports counseling, from helping young athletes improve their academic and social skills to teaching tai chi to senior clients who want to remain physically active despite suffering from arthritis. “The approaches may seem very different, but they’re both on the spectrum of sports counseling,” she says.

Sports counseling can be particularly effective at the high school level, Tinsley says. While the Play It Smart Program’s focus is academic support, student-athletes also receive personal, career and social counseling, she says. Play It Smart counselors, known as “academic coaches,” work with student-athletes from the ninth grade on. On one level, they help students determine their interest in attending college, examine which schools might fit them best and look into potential majors and careers. Counselors also take the student-athletes on college visits.

Just as important, Tinsley says, the program helps these students explore who they are and who they can become outside of the world of sports, because for many, their identity is completely wrapped up in being an athlete. Tinsley has brought in members of the National Football League’s Pittsburgh Steelers to talk to student-athletes about life after sports and the importance of having something else going on in their lives.

“Even for those athletes who only play in high school, it can be really hard for them to give up sports and make a successful transition,” Tinsley says. “We want to help them look at how they can define themselves otherwise and how they can use the skills they’ve learned as an athlete in other areas of life — skills such as teamwork, discipline, preparing themselves to compete, commitment and so on. For example, the commitment they show for studying film (to prepare for a game) should be the same commitment they show to preparing for the SAT.”

Some people may wonder if sports counseling is just another term for sports psychology. But as Levers explains, sports psychology focuses almost exclusively on developing athletic skill and enhancing performance, while “sports counseling has a more holistic, ecological focus. It looks across spheres of a person’s life to see what role sports can play in academic and psychosocial issues.”

Of course, the line between the two is not always distinct. “A lot of performance enhancement and sports counseling goes hand in hand,” says Tyrance, whose clients include the University of North Carolina at Charlotte’s women’s basketball team. “If someone’s struggling on the basketball court, I’ve found that they are usually struggling in another aspect of their life. They may be struggling academically, have family issues or dealing with something else off the court,” he says. “If a player has an issue handling pressure in key moments of a game, I’ll teach them relaxation techniques, but I’ll also dig deeper. I want to find out where this is coming from.”

“I really believe that I’m doing something preventative (as a sports counselor),” Tyrance continues. “I don’t want to be the one they call only when somebody needs to be ‘fixed’ athletically.” He says a large part of his job is simply spending time fostering relationships with the athletes. “Sports is a very close-knit, family environment, so you have to make them comfortable with you. This job doesn’t work if you make yourself an outsider. You can’t be a once-a-week counselor. If that’s the only time they see you, they’re never going to trust you.”

Tyrance also tries to make the athletes understand that he is their advocate. “I tell them, ‘I’m not here for Coach. I’m here for you. Nothing you tell me will ever go to Coach. This is a complete partnership between you and me.’”

An emerging field

Tyrance, Tinsley and Levers each envision a healthy future for sports counseling, in large part because it can be utilized in a variety of settings and for various populations. At the highest level, Tinsley says, many professional teams employ a director of player development who helps athletes with issues such as career development (post-sports) and degree completion. In addition, she says, many professional athletes and their families want to work with counselors who understand the issues and pressures athletes experience. Common areas of concern include anger management, marriage problems and strained relationships with children, according to Tinsley, who is pursuing this niche in her private practice.

In many instances, counselors can help athletes access the support systems available to them outside of the coaching and training staff. Tinsley says, “They’re often not sure if support is out there for them,” she says, “because people tend to see them only as an athlete, not as a person.” Even community counselors or mental health counselors who don’t specialize in sports counseling can help athletes with transitioning to life after sports, when they may face issues such as substance abuse, eating disorders, depression and questions about starting a new career. “But having an understanding of the athletes’ world is going to be beneficial,” she says.

At the collegiate level, Tyrance says, athletic departments increasingly are looking for individuals with master’s degrees in counseling to serve as academic advisors. One of the best places to find these openings is on the National Collegiate Athletic Association website at www.ncaa.org. Under “employment,” look for jobs that say “counselor” or “academic adviser.”

But sports counseling isn’t limited to purely athletic arenas. As Levers points out, there are plenty of opportunities to utilize sports counseling in both private practice and schools. Another potential growth area? “In this country, I don’t see quite so much emphasis on sports counseling in community agencies, but I could see it blossoming there in the kinds of programming aimed at pulling young people in and helping them to develop good social skills in the process,” she says. A growing amount of research confirms that athletics can help young adults build positive social skills, she says.

Abundant employment opportunities in sports counseling are already available, Tinsley says. What is missing, she asserts, are adequate training opportunities for counseling students interested in this specialty. Tinsley has developed and taught a course on “Issues and Techniques in Counseling Athletes” at both Duquesne and California University of Pennsylvania. California University has also proposed an online nine-credit sports counseling certificate to begin next summer. At the moment, however, such courses are the exception rather than the rule in counseling programs.
Tinsley hopes that counseling programs will eventually recognize athletes as a distinct and diverse population and make specialized training available to counseling students. One of her goals is to see sports counseling programs accredited by CACREP. “Because of the number of kids who participate in athletics in the United States, it’s important to include them in our counseling courses,” she says. Tinsley firmly believes, for instance, that the counseling profession needs to do a better job of preparing school counselors to work with student-athletes.

To join the Sports Counseling Interest Network, e-mail Holly Clubb (hclubb@counseling.org) at ACA with your name, e-mail address and ACA membership status. Participants often post research related to sports counseling on the interest network’s Listserv.

In addition, the Sports Counseling Interest Network will be meeting at the ACA Convention in Detroit on Friday, March 23, from 11 a.m. to noon to discuss next steps in promoting and developing the specialty.

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**Letters to the editor:**

Jonathan Rollins is the editor-in-chief of Counseling Today. Contact him at jrollins@counseling.org.

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**Life in the pits**

What can a former college quarterback teach a NASCAR pit crew about making split-second mechanical adjustments to state-of-the-art race cars?

Truthfully, not much. Yet Shaun Tyrance was a valued member of Chip Ganassi Racing during the 2006 race season precisely because of the way he did with the team’s four pit crews.

“Tyrance is a sports counselor in private practice who also worked as the performance enhancement specialist for Chip Ganassi Racing. Although it’s a growing trend, employing a performance enhancement professional is a relatively new endeavor in NASCAR, Tyrance says. Perhaps that’s why pit crew members didn’t initially welcome him with open arms.

“It was tough,” Tyrance admits. “It took me a long time to gain their trust. Here’s this African-American football player (Tyrance played quarterback at Davidson College) not only in a NASCAR setting, but in a counseling situation. That is completely foreign to these guys. But by the end of the season, it was a perfect situation. Just like any counseling relationship, it doesn’t happen overnight.”

Tyrance didn’t grow up a fan of NASCAR, which actually worked to his advantage because he wasn’t susceptible to “hero” worship and didn’t enter the job with preconceived notions about the sport. “I wasn’t coming into the job with preconceived notions about the driver,” he says. “I wasn’t coming into the job with preconceived notions about the pit crew.”

Tyrance didn’t grow up a fan of NASCAR, which actually worked to his advantage because he wasn’t susceptible to “hero” worship and didn’t enter the job with preconceived notions about the sport. “I wasn’t coming into the job with preconceived notions about the driver,” he says. “I wasn’t coming into the job with preconceived notions about the pit crew.”

Tyrance says, “He felt guilty leaving his family at home and thought that his wife always seemed to pick a fight with him the day before he left for the race. ‘He would end up taking that stress and anxiety to the track with him,’”

Tyrance counseled the pit crew member so he could talk the issue through with his wife, “but I also worked with him on blocking all that out on the track so he could focus in on doing his job. It’s that weird mix of performance and counseling.”

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**Letters to the editor:**

Jonathan Rollins is the editor-in-chief of Counseling Today. Contact him at jrollins@counseling.org.

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encounter various types of racism, sexism, heterosexism, ageism, ableism or classism.

The third premise is that the rapid demographic changes occurring in the United States include a dramatic increase in the number of persons from groups that are marginalized in our society. This includes older adults, people with disabilities, poor persons and immigrants, as well as individuals of Latino/Latina, African, Asian and Native American descent. When encountering members of our profession who argue that counselors should not include social justice counseling and advocacy endeavors in their work, it may be useful to discuss these premises with them. This approach might encourage more thoughtful consideration of the new challenges facing counselors in a culturally diverse, 21st-century society.

Infusing research findings into our practices
Many people from culturally-racial groups devalued in our society are known to experience heightened levels of stress that are clearly linked to various injustices. These injustices are most often manifested in the structural arrangements and power relations between privileged members of the dominant cultural group and disadvantaged individuals in marginalized groups.

Research publications have empirically demonstrated the myriad of personal, educational, physical, psychological, social and emotional problems that persons from marginalized groups commonly experience as a result of being routinely subjected to various forms of discrimination, stereotyping, oppression and injustice. An abundance of research that provides clear evidence of this point has emerged in the fields of multicultural counseling, social psychology, community psychology, sociology, human development, public health, medicine, and anthropology.

Counselors have a responsibility not only to familiarize themselves with this broad body of research but to then act in an ethical manner that clearly reflects their understanding of the importance of working to foster both individual client changes and organizational/community-social changes.

We are mindful that one of our basic ethical responsibilities is to "do no harm" to our clients. All counselors are likely to agree with this fundamental professional ethic, yet many multicultural counseling theorists have noted that counselors often unintentionally foster harmful outcomes when working with diverse clients who come from devalued groups. These theorists suggest that such harm occurs when counselors use traditional counseling theoretical strategies that overemphasize individual-personal-intrapsychic change strategies without directing equal attention to fostering environmental alterations that reduce the toxic conditions associated with the daily life experiences of such clients.

With this perspective in mind, it may be useful to inject the following question when interacting with members of our profession who argue that counselors should not include social justice counseling and advocacy endeavors in their work: Is it really ethical to help clients gain an increased sense of self-worth, self-esteem and personal agency in counseling sessions without also addressing the environmental conditions to which they must return, especially when those settings are
Of course, some counselors will continue to believe that this sort of multicultural-social justice visioning and unity-building project is not appropriate for the work counselors should be doing. We hope these individuals, and anyone else interested in being part of this collaborative venture, will attend the Giving Back to the Community project on March 22. It is hoped that we will all learn from one another, expand our collective professional vision, increase our sense of shared purpose and unity, and come to agreement about the ways counselors can more effectively promote human dignity and development through diversity and social justice.

For more information about this event, please contact Michael D’Andrea via e-mail at michael.dandrea@gmail.com.
Counseling Today Quiz — March 2007

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

1. Counselor in Session
   a. She believes her professional life as a counselor could provide a different perspective on political issues.
   b. Her husband and friends encourage her.
   c. She was financed about a recent bill passed through the legislature.
   d. All of the above
   2. As a member of the Wyoming legislature, Councilman environment in the following EXCEPT:
   a. To amend the eligibility requirements of a local scholarship.
   b. To pass a measure to support quality children.
   c. To pass a measure for affordable preschool
   d. To support a program where low-income families can access counseling resources.
   e. All of the above
   3. What convinced you that sports counseling was a legitimate vocation?
   a. An important mental health element
   b. The emotion of her master's students who were involved in the junior's in school.
   c. Seeing it from a human development perspective.
   d. All of the above
   4. According to Tanglewood, fraudulent employment opportunities in sports counseling are already available.
   a. True
   b. False
   5. The Nature and Function of History
   a. According to Pope, the historian's "an important role to have _______
   b. guide individual and collective decision making.
   c. solve the ongoing mystery of professional identity.
   d. organize professional resources.
   6. ACA Journal Spotlight
   a. The form for support staff to sign to acknowledge their personal with HIPAA guidelines.
   b. Is available online.
   c. Included in Walsh and Dennisbook's book.
   d. Not at all complicated.
   e. None of the above
   7. There is one additional role counselors can make changes in the profession without having to contact different insurance companies.
   a. True
   b. False
   8. "Behind the Book"
   a. Critical incident approach focuses on
   b. Case resolution
   c. Legal challenges faced by professionals in real practice.
   d. Success outcomes.
   e. All of the above

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Program learning objectives: to increase awareness of substance and mental health counseling.

The information was very presented ______

I would recommend this home study program to others ______

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O Yes  O No
Please allow 3 to 5 weeks for verification of your exam and your certificate of completion (if earned).
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Thank you for your time and your participation.

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Interviews with the authors of books for counseling professionals

Critical Incidents in Counseling Children edited by Suzanne M. (Hobson) Dugger and Laurie A. Carlson

Counseling Today: This book emphasizes the differences in counseling services provided to children as opposed to adults. What are the biggest differences?

Suzanne Dugger: With children it's essential that counselors adapt counseling techniques to match the developmental level of their young clients. Counselors need to be skilled in recognizing the child's developmental level and trained in utilizing treatment modalities well-suited to that developmental level.

Laurie Carlson: Children depend on adults for their well-being. They have less control over their lives and often can't make their own major life decisions. Treatment can, therefore, sometimes be complicated by the need to involve the important adults in a child's life as part of the counseling process. Counselors also need to be aware that children tend to communicate more nonverbally than adult clients, and counselors need to provide the means to facilitate such communication.

CT: What does this book offer that is different from other texts in this field?

LC: While most books in this field tend to be theoretical in nature, this book focused on providing actual incidents and the treatment approaches used by counseling professionals. This book offers the expertise and experience of professionals in addressing the counseling of children in a variety of settings, from schools to trauma centers to foster homes.

SD: Critical Incidents in Counseling Children also explores numerous treatment approaches and a wide range of issues faced by children. This book is arranged into eight sections, each of which focuses on an area of concern frequently encountered by mental health professionals who counsel children: (1) anxiety, mood and psychotic disorders; (2) child abuse and other trauma; (3) diversity issues; (4) family problems; (5) grief and loss; (6) physical ailments; (7) protecting children from themselves; and (8) school-based counseling. This book also doesn't focus only on “success stories.” It shows counselors considering possibilities and searching for the best ways to proceed.

CT: Who do you see as the primary audience for this book?

SD: The book is definitely intended for use in counselor preparation programs, but it also is a very practical book for counseling professionals who find that they wish to enhance their skills related to counseling children. Many counseling education programs focus primarily on the practice of counseling with adults. Counselors schooled in these traditional, adult-oriented programs often find themselves unprepared to counsel children for whom words are not the primary means of communication. This book provides practical information to help counselors more effectively serve these young clients.

CT: You describe the material presented in this book as a critical incident approach. What do you mean by that, and what benefits does it provide?

LC: A critical incident approach focuses on actual challenges faced by professionals in real practice. These are real cases, with all of the complications and messiness that sometimes occur in the field. In addition, each case is analyzed and discussed by two experts in the field. In this way, the reader is exposed to learning not only from the case itself, but also from the knowledge, skill and experience of three or more counselors. This approach is particularly useful for training purposes because it shows the struggles that even seasoned clinicians face, and it explores the divergent ways in which a counselor might address the issues.

Critical Incidents in Counseling Children can be ordered directly from ACA (Order 872645). It is available to ACA members for $35.95 or to nonmembers for $55.95. Order by calling the ACA order line at 800.422.2648 ext. 222.
CACREP Board votes to extend standards revision process

At its January meeting, the Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs voted to extend the time line for adoption of the next set of revised accreditation standards by one full year. As a result of this action, what has been referred to as the 2008 Standards Revision Process effectively became the 2009 Standards Revision Process.

The decision to extend the adoption time line accommodates the requirements of a federal grant awarded to CACREP in late September 2006. The grant requires CACREP to engage its communities of interest in a discussion related to development of preparation standards that define the knowledge and skill areas necessary for counselors to practice effectively in national emergency situations, such as bioterrorist attacks, hurricanes and/or health pandemics. The extension also allows CACREP to prepare a third public draft of the proposed new standards and receive additional feedback on the new requirements proposed to date.

Current members of CACREP's Standards Revision Committee have all agreed to continue serving for the additional year. Committee members include Chair Tom Davis, Vice Chair Jo-Ann Sanders, Patrick Akos, Mary Alice Bruce, Harry Daniels and Rick Gressard. It is anticipated that the final public draft of the revised standards will be available for review and comment on the CACREP website at www.cacrep.org by early June 2007.

SAMHSA grants to fund programs addressing adolescent suicide

The Substance Abuse and Mental Health Services Administration is soliciting applications for the Fiscal Year 2007 Adolescents at Risk for Suicide grant program to evaluate voluntary school-based programs that focus on identification and referral of high school youth who are at risk for suicide or suicide attempts. It is anticipated that SAMHSA will fund as many as seven awards. Annual awards are expected to continue for up to two years. The actual awards may vary, depending on the availability of funds. Grant funds may not be used to pay for direct treatment services. SAMHSA's Center for Mental Health Services will award the grants.

Eligibility is limited to local educational agencies and domestic, public and private nonprofit entities working in conjunction with local educational agencies. Applications must be received by April 6.

Questions on program issues can be addressed to Cynthia K. Hansen at 240.276.1869 or Cynthia.Hansen@samhsa.hhs.gov. For questions on grant management issues, contact Kimberly Pendleton by calling 240.276.1421 or emailing Kimberly.Pendleton@samhsa.hhs.gov.
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Dr. Scott D. Miller,
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We are looking forward to seeing you in New Orleans! Save money by registering early!

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We teach others to communicate effectively in myriad settings and to exercise certain behaviors that will promote positive results in times of conflict.

To reach our vast ACA membership in all corners of the world, we depend on technology as our communication lifeline. For obvious reasons, those active listening practices that we normally employ to enhance the nature of counseling — personal touch supported by timely empathic statements, appropriate voice tone, eye contact and other forms of body language — may be challenged by new communication technology. What we rely on and internalize during our technology experiences are the actual words in print. The adage “Sticks and stones may break my bones, but words will never hurt me” is absolutely erroneous, especially in our age of technology. Words by themselves are often at risk of being misinterpreted, leading to mistrust. This can undermine the strength of organizations and create barriers that set the stage for exclusivity.

There is power in our connectedness. The Internet allows us to give voice to our organization and promote transparency in many ways. As we “walk the talk,” a measure of our success includes the ways in which we demonstrate conversations that increase inclusiveness, fairness and respect. It seems to me that everything useful, good, beautiful and healing that humans have created relies on communication. As members of ACA, we have much of which to be proud. We can empower each other to achieve greater heights through communication that refreshes us, refocuses us and reinforces our high professional standards, reminding us of who we are and what we do.

As always, I look forward to hearing from you and hope you will feel free to communicate with me via e-mail at mawakefield@cox.net or by calling 800.347.6647 ext. 232.
The slippery slope of sliding fee scales

Q: I purchased your book after being in private practice for 20 years and find it helpful, even now. You give an example of a bill sent to an insurance company. It shows an “amount waived.” You recommend against using a “sliding fee scale.” You also advise billing the full fee to insurance companies. What is the difference between a sliding fee scale and “amount waived”? A: Great question, and we are glad you liked the book. You are correct that we do not recommend a “sliding fee scale” because they are difficult to administer fairly.

The amount waived is the fee reduction for most third party payers that is on the client explanation of benefits. As you know, most managed care and insurance companies have preset fees and/or pay a percentage of your usual and customary fee. We recommend billing these third party payers your full fee, and they will waive the amount over the fee limit. That way you don’t charge different fees based on the contracts with different third party payers.

Q: I would like to start a limited private practice. Rather than rent my own office and have all the start-up costs, it would seem more cost effective to subrent space from an existing practice. Typically, how is that done? A: First, congratulations not only on making the decision to start your own practice but also taking the next step to actually do it. Second, as Steven Covey says, “Begin with the end in mind.” Third, whatever you do, get it in writing. Fourth, have an attorney review the document. Following are some other considerations:

What do you need? Before approaching an existing practice, know what you are looking for and what you need. Then you can negotiate rent, services and price.

Are you just looking for an office one night a week and Saturday mornings? Do you need your own office exclusively so you can decorate your way and see clients whenever? Do you need billing or secretarial services, or will you handle that yourself? Who pays for office insurance? Do you need access to a copier, fax machine, computer, conference room, etc.? Do you expect referrals from the practice? If so, how are new clients handled when they call the practice but specify a particular counselor? What is the protocol for on-call or after-hours coverage for emergencies? Do you need the practice to have corporate contracts with managed health care and insurance companies that cover all licensed staff, or will you pursue these yourself? If all goes well, what are the possibilities of becoming a partner in the practice?

Also, when approaching an existing practice to rent space, think outside the box. In our book and in the “Start-up” bulletin on ACA’s website (www.counseling.org) under “Private Practice Pointers,” we have been recommending approaching physicians to sublet office space. Back in the early eighties, Bob set up practice in a large pediatrician practice because his niche was children!

Financial agreement When renting office and support services (space, office equipment and support staff) from an existing practice, it is becoming more common to be asked to pay a percentage of your billings or collections. We always worry about the appearance of “fee splitting,” especially if you receive referrals from the practice. We would recommend paying a “flat fee” per hour or a monthly charge for X amount of time. For example, if you charge $100 an hour, agree to pay $30 to the practice rather than 30 percent. This is cleaner and avoids the perception of paying for referrals. Depending on the office and services, never consider paying more than $40 per $100 of fees billed or collected.

Practice restrictions How long a contract does the practice require? Remember that this protects you as well as the practice. Avoid month-to-month agreements and detail what the conditions are for early termination by you and/or the practice.

Try to avoid signing a “noncompete clause” if you can. These agreements usually stipulate that you cannot practice for a certain amount of time and within a certain geographical range (counties or mileage radius) of the existing practice.

Should you decide to leave (to start your own practice) or be asked to leave the practice (creative differences or egos), you need to have an agreement in place to determine what happens to your current clients, past clients and client records and what happens when new clients contact the old practice requesting to see you. While this may be awkward, we have fielded many questions about this topic and threats of lawsuits.

It is good client care and good business to have this decided before you start.

We hope this provides you with some ideas in pursuing your goal and, perhaps more important, questions to ask yourself. Just as in our work with clients, if we know the desired outcome the path becomes clearer. Moreover, setting up your practice is a business venture. Business success favors the prepared person.

Q: I have been in private practice for three years and have done my own insurance billing. I recently married, and my husband, who is retired, is going to take over the role of my insurance billing manager. We have discussed the necessity for him to honor all forms of confidentiality and become compliant with the HIPAA guidelines. Do you know of a form that has been created for support staff to sign to acknowledge their compliance? If so, would you tell me how I can find it? A: HIPAA only looks for best effort to meet the spirit of the law. We are not lawyers, nor is this legal advice, but we recommend using a “noncompete clause” if you can. These agreements usually stipulate that you cannot practice for a certain amount of time and within a certain geographical range (counties or mileage radius) of the existing practice.

Continued on page 45
ACCA Conference will ‘Open New Channels’
Submitted by Rick Hanson
Rick.Hanson@rockhurst.edu

Make your plans now to come to the fourth American College Counseling Association Conference in Savannah, Ga., Feb. 6-9, 2008. The Georgia College Counseling Association will be our host as its members celebrate their 15th annual conference. The call for programs is posted on our website at www.collegecounseling.org. The deadline for program submission is April 2. We are particularly interested in programs that emphasize clinical, career and academic counseling for college students.

The conference theme is “Opening New Channels in College Counseling.” The conference will be held at the Hyatt Regency Hotel in Savannah. Our last three conferences have been extremely successful, so I encourage you to reserve these dates for next year. This is an event you will not want to miss!

For the first time, ACCA will offer preconference sessions for people who would like more in-depth workshops. Richard Kadison will be our keynote speaker. He is the coauthor of the acclaimed book College of the Overwhelmed: The Mental Health Crisis and What to Do About It. In addition, he is chief of mental health services at Harvard University.

Stay tuned to our website for more information on the conference. If you have any questions, do not hesitate to contact Sylvia Shortt at sshortt@westga.edu. We hope to see you there!

On another note, if you will be coming to Detroit in March for the ACA Convention, please check out the ACCA website. We have many events and meetings planned for the convention and would love to have you participate.

ACCA plans full slate for convention in Detroit
Submitted by Danica G. Hays
DHays@odu.edu

Please mark your calendars for the following Association for Assessment in Counseling and Education events at the ACA Convention:

- March 22: AACE/ACEG/NCDA/NECA Reception, 7-8:30 p.m.
- March 23: Graduate Student Reception, 6:30-8:30 p.m. in the AACE Suite
- March 24: AACE Breakfast, 7:30-9 a.m. in LaSalle B
- March 24: AACE Business Meeting, 10:30 a.m.-Noon in LaSalle B
- Jane Myers will be discussing assessment of wellness at the AACE Breakfast on Saturday, March 24. She is a national and international expert on wellness and a former president of AACE. She will be sharing her knowledge of assessing wellness, primarily through the development of the WEL Inventory. Tickets for the breakfast are available through ACA registration.

In addition, note that the AACE 2007 National Assessment Conference will be held Nov. 9-10 in Atlanta. Now in its fifth year, the National Assessment Conference has become a premier event for many counselors, educators and testing professionals. Presentation proposals are now being accepted. Please visit our website (www.theaaceonline.com) for more information.

ASERVIC extends invitation to attend Detroit activities
Submitted by E.H. Mike Robinson III
erobinson@mail.ucf.edu

The convention in Detroit is fast approaching, and I hope all Association for Spiritual, Ethical and Religious Values in Counseling members and interested ACA members will participate in the ASERVIC ancillary program. The board meeting is scheduled for Thursday, March 22 from 9 a.m. to 5 p.m. in the LaSalle B room of the Marriott. Please feel free to stop by. I would particularly encourage graduate students to look in on the deliberations to get a feel for the association and the issues with which the board is dealing. I also hope you will attend the Friday luncheon and the reception Friday night at 7:30 in Marquette B for fellowship, both in meeting new friends and catching up with old friends.

Saturday at 10:30 is the Town Hall Meeting and a chance to voice your concerns and discuss ASERVIC initiatives such as the conference, the spiritual journey and the concept of credentialing as it relates to spiritual, religious and values issues in counseling. Finally, don’t forget the Catholic Mass at 7 or the Interfaith Service at 8 in the Marquette A & B rooms on Sunday.

This year in the program guide you will see a section listing all the programs on spirituality and religion and another section on ethics. ACA has been kind enough to provide a convenient guide. In the past it has been difficult to always find those programs you just don’t want to miss.

Please stop by the ASERVIC Exhibit Booth #728 in the exhibit hall. Mary Harding, a board member, will be there as usual with other ASERVIC Board members and student members and would love to see you.

Thank you to all who have expressed an interest in the ASERVIC Conference. If you have suggestions or just want to tell me how you are doing, feel free to attend, please e-mail aservic@gmail.com. If you have not seen the ASERVIC website lately, please pull it up. The latest issue of the newsletter is outstanding. Kudos to Suzanne Hamilton for putting together another excellent issue. Darlene Daneker has done an excellent job of keeping all the excellent resources up and running on the website. Visit www.aservic.org.

If you are interested in working on the Editorial Board of Counseling and Values, contact Chris Sink, the journal editor, at School of Education, 3307 3rd Avenue West, Seattle, WA 98119. You can also call him at 206.281.2453 or e-mail csink@spu.edu.

We will again have postcards with all the ASERVIC events and education sessions listed this year, so please stop by the booth or an ancillary session and pick one up.

AMCD preparing to hold Leadership Institute
Submitted by Beverly J. O’Bryant
Drbevyobryant@msn.com

The Association for Multicultural Counseling and Development will conduct its first Leadership Institute for all state branch presidents, presidents-elect and other interested state AMCD officers from June 6-10 in the Washington metropolitan area. The purpose is to initiate and institutionalize a Leadership Development Institute to grow leaders who are culturally conscientious, politically astute, publicly conscious and strategically poised to support, sustain and enhance the multicultural agenda within the larger organizational structure.

State branch officers and members are cordially invited to attend an AMCD-sponsored Pre-Leadership Development Institute Workshop on Thursday, March 22, from 1-6 p.m. at the ACA Convention in Detroit. The meeting will be held at the Renaissance Hotel in Richard B. Visit the AMCD website at www.amcdaca.org or contact Drbevyobryant@msn.com for additional information.
President releases budget calling for tax cuts, spending reductions

President George W. Bush released his Fiscal Year 2008 budget proposal Feb. 5, spelling out his fiscal priorities and recommendations for Congress to consider in developing its own budget this spring. Although Congress is expected to largely ignore the budget proposal as it develops its own, the president's budget gives an indication of the administration's fiscal priorities and recommendations for Congress to consider in developing its own budget this spring.

The White House released its Fiscal Year 2008 budget proposal Feb. 5, spelling out the president's fiscal priorities and recommendations for Congress in developing its own budget this spring. Although Congress is expected to largely ignore the president's budget as it develops its own, the president's budget gives an indication of the administration's fiscal priorities and recommendations for Congress to consider in developing its own budget this spring.

The American Counseling Association is working within several coalitions to push Congress to adopt a more responsible budget framework. For more information, visit the ACA website at www.counseling.org or contact Chris Campbell (800.347.6647 ext. 241) of ACA's public policy staff.

Compromise mental health parity legislation gets off to a successful start

For years, ACA and other mental health advocacy organizations have asked Congress to pass legislation prohibiting health plans from restricting access to mental health care by requiring higher copayment rates and arbitrarily limiting services. For just as long, business and employer groups have fought such legislation. Following more than a year of negotiations between advocates and employer groups, and a change in control of Congress, it now appears that a compromise may be reached.

The Senate Health, Education, Labor & Pensions Committee approved S. 558, the Mental Health Parity Act of 2007, on Feb. 14 by a vote of 18-3. The bill earned the support of a bipartisan group of senators, including Edward Kennedy (D-Mass.) and Mike Enzi (R-Wyo.), the chair and ranking member, respectively, of the committee.

The new legislation closes several big loopholes existing under the current federal parity law, which was first enacted in 1996. Under S. 558, health plans would be prohibited from applying cost-sharing requirements or treatment limitations on mental health and substance abuse services. For more information, contact Scott Barstow with ACA at 800.347.6647 ext. 234 or via e-mail at sbarstow@counseling.org.
NEW EDITION BASED ON THE 2005 ACA CODE OF ETHICS!

ACA Ethical Standards Casebook, Sixth Edition
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—Samuel T. Gladding, 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 Bernay, PhD
George Mason University

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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 280 pages

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find that a typed letter of agreement between you and your billing manager (husband) to comply with HIPAA confidentiality constitutes meeting the requirements. You can also make him your compliance officer if he works for you in your practice. You simply need a letter saying he is your compliance officer. Place all HIPAA files, including these, in a folder marked “HIPAA.” This should cover your bases.

After spending a lot of time researching this, we found that it wasn’t as complicated as we first anticipated. Norm spent 60 hours and has all the guidelines and forms on disk in our book, The Complete Guide to Private Practice for Mental Health Professionals (www.counseling-privatepractice.com). We hope this helps.

Q: I recently changed my private practice address and phone number. Do I remember correctly that there is one website where I can submit this information without having to go to the five or six insurance companies to whose panels I belong?

A: Yes, it is the Council for Affordable Quality Healthcare at https://caqh.geaaccess.com. If you are unsure what CAQH is, go to ACA’s website in the Member’s Only section and under “Private Practice Pointers,” you will find the information you need to do this.

You can call one of the managed care or insurance companies that you are currently with to get a CAQH identifier number. It has to be one of the companies covered by CAQH. Tell them you have changes in your provider information.

Q: I am a member of ACA and a licensed professional counselor who left a big psychiatric hospital for private practice. I was very successful at my job and assumed that I would make it in private practice. I work in Pennsylvania. When I went to get a Medicare number, they said they only credential clinical social workers. I believe that my state licensing board makes no distinction between those two degrees. What can you suggest regarding getting a Medicare number and getting onto insurance boards?

A: You’re right. Most states now consider counselors and social workers as equal (finally). You can get on most insurance panels, but Medicare is a different issue. Federal law allows M.D.s, Ph.D.s and social workers to bill Medicare. ACA continues its efforts to change Medicare legislation and is close to that goal.

Until the law changes, we have one other possibility for billing Medicare: the “incident to” provision. Visit www.wpsic.com/medicare/policies/wisconsin/phys004.pdf, which should shed light on your issue. The “Private Practice Pointers” section of ACA’s website also has helpful private practice information on working with Medicare through the “incident to” provision.

Be sure to attend the ACA Convention in Detroit, March 21-25. Consider attending our preconference Learning Institute on private practice. Also visit the ACA Career Center throughout the conference to see mini-presentations on private practice topics.

Finally, stop by our booth, Walsh and Dasenbrook Consulting, at the exposition center and preview our book The Complete Guide to Private Practice for Licensed Mental Health Professionals. Hope to see you there!
Second quarter ACA fiscal report

**BY THERMA T. DALEY**

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. 2-Dec. 31, 2006) represents the second report for the fiscal year ending June 30, 2007.

The balance sheet presented with this report is intended to reflect ACA’s financial position at a given point in time. This balance sheet gives a picture of the association’s financial position as of Dec. 31, 2006. As of Dec. 31, ACA owned $7,460,438 in assets. Of these assets, $6,317,788 was in cash and investments. On Dec. 31, the association’s liabilities included vendor fees of approximately $961,611, staff salaries and benefits of $430,731 and fees collected on behalf of related organizations of $76,507. Member benefits to be fulfilled total $3,514,222 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 $2,477,368, indicating that the association remains financially healthy. However, efforts must continue to be made to ensure the association’s long-term stability.

As of Dec. 31, the association reported $616,677 in excess expenses over revenues. ACA’s revenues are more than $302,000 higher than those reported last year. Expenses incurred through the second quarter of this fiscal year are approximately $116,830 higher than those incurred last year. The ACA Financial Affairs Committee will continue to monitor its revenues and expenditures on a monthly basis. ACA intends to continue developing more programs as it realizes greater success in its legislative activities and will continue to provide established programs and benefits to its members.

ACA’s 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 the membership via Counseling Today. If you have questions about this report or need clarification, please contact ACA Treasurer Thelma T. Daley by telephone at 410.542.0176 or via e-mail at ttd_1@msn.com.

Thelma T. Daley is serving as ACA treasurer for Fiscal Year 2007.
Diagnosis for adults should include self-report of current and childhood symptoms, family history and ADHD rating scales, but these should be backed up by neuropsychological tests for cognitive efficiency, which are more objective. Stimulant medication is ineffective for about 30 percent of ADHD cases. Effective counseling approaches include education about the disorder as well as behavioral management of attention, stress, social skills, anger and problem-solving. Group therapy benefits ADHD adults by relieving their isolation and giving them a place to share strategies.

Textbook author Susan X Day teaches research methods and advises graduate students in counseling education at the University of Houston. Contact her at sxday@houston.rr.com.

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

Letters to the editor: ct@counseling.org

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**Journal Spotlight**

*Continued from page 19*

“At Ottawa University we are unique in that we offer tailored education plans to meet the needs of the adult learner.”

Patricia M. Harnaniz, PsyD, LISAC
Director, Graduate Studies in Professional Counseling

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You are invited to submit proposals for either a 90-minute presentation or a 30-minute poster session for the inaugural winter symposium. This symposium will be held May 25 thru 27, 2007 at Pott's Ballroom in Lakewood Ranch, Sarasota, Florida. Proposals must be submitted no later than March 30, 2007 and must be in APA format. Please submit to Dr. Samuel Sanabria at sanabria@sogusy.edu or by U.S. mail to: Dr. Sanabria, School of Professional Psychology and Behavioral Sciences, Argosy University Sarasota 5250 17th St, Sarasota, FL 34235.

The following topics will be considered:

- Trauma recovery
- Compassion Fatigue
- Children and trauma
- Burnout
- School tragedies
- Crisis intervention
- Community crisis response
- Other related topics will be considered

If you have questions concerning the proposal, please contact Dr. Samuel Sanabria at 600-331-5995 or by email at sanabria@sogusy.edu

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**WHAT COULD BE BETTER?**

A fundraiser reception for the Professional Counseling Fund

**When:**
Saturday, March 25th, 5:30-6:30

**Where:**
Detroit Marriott Renaissance Center
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**What:**
A fundraiser reception for the Professional Counseling Fund, your PAF for Congressional legislation.

**Admission:**
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[Argosy University/Sarasota]
Counseling Today
March 2007

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Lena reminded me of the girls who were meant to me in high school: aggressive, intimidating, foul-mouthed rough-necks. What if we started exploring her past and she became even more explosive? Was I ready to contain all the emotions she felt, especially if they were directed at me? I wasn’t good at it in high school. Could I handle it now?

This young girl was kicking up unresolved wounds from adolescence that were clearly getting in the way. One professor’s comments on a verbaitum column four came back to me while I focused on these anxieties: You will not take a client somewhere you are unwilling to go yourself. Until my past hurts were addressed and I became comfortable with my own emotions, there was no way to sit with another person in theirs. Was that something I was willing to do? For Lena’s sake, I at least had to try.

Work began by regularly repeating simple phrases to myself. “I’m not 15 anymore. Lena is not the same person from my past. I can’t hurt me.” Today’s situation is completely separate from the past, no matter how similar it might feel. Know who I am, not who I was.” Regular repetition of these words produced courage for a fresh start with Lena. I was determined to connect, yet when I did, to my surprise, another irrational belief surfaced. Every client should like me.

It never occurred to me how much I needed approval or to be liked as a person and a counselor. I tried so hard to connect with Lena, but she never quite warmed up to me. All the skills and techniques I learned in class to make Lena feel safe and comfortable never fully worked. I tried to be the perfect counselor, outwardly presenting as nice and empathic. But to be honest, I wasn’t sure I actually did like her.

Despite attempts at mental ascent, I still had to work out countertransference issues because my emotional responses were like knee-jerk reactions. Maybe the real question was whether I was willing to do? For Lena’s sake, I at least had to try.

Carl Rogers explained that as important as empathy and unconditional positive regard are, the counselor still must be congruent. Clients will pull away when they recognize the counselor is not being genuine. My nice act was simply masking my discomfort at having Lena a client and further hindering effective therapy.

Once again, column four helped make sense of our push-pull relationship. More words of wisdom from a professor emerged: Clients will often set you up so that you treat them the way everyone else in their life does. Could I get past the fear of being hurt and manipulated to care for Lena in a way no one else had — unconditionally? More important, what would it mean for her if I could not deal with my own fears? I would have to look past my discomfort because she was worth taking the risk.

I spent the next four months building rapport. I took every opportunity to visit Lena in her room and sit at her table for dinner. I did my best to learn who she was. There were nagging pressures to address trauma issues, her antisocial tendencies and Diagnostic and Statistical Manual diagnoses, but my primary treatment goal at that time was just to be with her and witness a glimpse of who she could become. My efforts put her at ease and freed me from having to bring an agenda each time we met for individual sessions. Some of the best sessions took place when we were just being ourselves instead of trying to fit some preconceived counselor/client mold. Things weren’t perfect, but we were starting to get somewhere.

Success felt great for a time, but from this improved relationship arose another irrational belief: People should treat me considerably and respectfully. One of the most challenging aspects of working with adolescents in a residential treatment center is the multifaceted nature of the job. Not only are you a personal counselor but also a parent, babysitter and provider of basic needs. You do it all. After awhile, residents begin to treat staff in the same way they treated their families. This includes tantrums and tirades. Young in years, I found myself to be “old school” in my beliefs about treating elders with respect: Use manners and do as you are told. End of story. Manners and respect for authority were not part of Lena’s experience. She came from a broken home and a difficult life that taught her to distrust adults early on. So why would she respect me simply because I was an adult? If anything, being an adult was connected to being untrustworthy and threatening to someone such as Lena. That reality was hard to swallow for someone like me who felt that if you did not respect me, then you took my personhood away. So why should I do anything for you?

I began noticing how annoyed I felt whenever Lena failed to do her chores yet still asked me to take her on an outing. Other times she ignored directions and left the unit without permission but then expected me to be sensitive and understanding. My annoyance was showing and hurting the relationship. It became clear that being disregarded and taken advantage of were huge triggers for me, born from feeling devalued during my own adolescence. I could accept a person not respecting me, but when that person then asked for help, it infuriated me. Once again, I had to take a step back and look at my column four. What was going on inside me that made me react so strongly anytime I felt disrespected?

When a client is pushing my buttons, it has more to do with me than with the client. I would need to learn more about myself during these events. Each time I became reactive to something Lena said, was it just like in my past? It never occurred to me how much I needed approval or to be liked as a person and a counselor. I tried so hard to connect with Lena, but she never quite warmed up to me. All the skills and techniques I learned in class to make Lena feel safe and comfortable never fully worked. I tried to be the perfect counselor, outwardly presenting as nice and empathic. But to be honest, I wasn’t sure I actually did like her.

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Student Focus

Continued from page 25

For the largest collection of resources for child and play therapists available, check out our products at www.childtherapytoys.com!
ACCA Annual Convention
March 23-25
Detroit
The American Counseling Association Convention will be held at the Detroit Marriott Renaissance Center and the COBO Convention Center. Learning Institutes will take place March 21-22, the Exposition Hall will be open March 22-24 and Education Sessions are scheduled for March 23-25. Attendees have the option of registering onsite, calling 800.347.6647 ext. 222 or going online to the ACA website at www.counseling.org/convention.

COMING EVENTS
AAS 40th Annual Conference
April 11-14
New Orleans
The American Association of Suicidology annual conference will be held at the Hilton New Orleans Riverside. The conference theme is “40 Years of Suicide Prevention: Moving Forward with Education and Training.” Continuing education credits are available for psychologists, psychiatrists (CMEs), social workers and national certified counselors. CEU forms will be available for $5 at the conference. For registration and program information, go to www.suicidology.org or call 202.237.2280

FYI
A. Scott McGowan, editor of the Journal of Counseling & Development, is seeking applicants for three-year appointments to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Given the broad scope of the journal, we are seeking applications from people who represent all the various specialty areas of counseling. We are also looking to increase ethnic and racial diversity and to achieve a geographic balance on the board. Although not required in the letter of application, sharing such information relative to these characteristics is appreciated.

Applicants must be ACA members and agree to provide high-quality reviews on a timely basis. Applicants interested in reviewing quantitative research manuscripts should identify their areas of expertise in a letter attached to their application. Reviewers should have expertise in research design and statistics. Reviewers for qualitative research are also needed. Applications must be made electronically, but a hard copy must also be sent. JCD has an electronic manuscript submission and review process; prospective reviewers must have access to a computer and be prepared to forward reviews electronically.

To apply, e-mail the following materials to jcd@liu.edu: a letter of application describing qualifications and areas of expertise, a vita and a list of publications. In addition, send hard copies, along with a recent representative publication of an article the applicant has successfully published in a refereed journal, via regular mail, to A. Scott McGowan, Editor, JCD, Department of Counseling & Development, Long Island University/C.W. Post Campus, 720 Northern Blvd., Brookville, NY 11548. Incomplete applications will not be considered.

Stephen Freeman, head of the Department of Counseling at Texas A&M University-Commerce has announced the creation of The Journal of Graduate Student Scholarship in Counseling, a national, online, peer-reviewed professional journal devoted to showcasing the scholarship of graduate counseling students. Kathryn Oden and Chester Robinson will serve as co-editors for the journal, with the Editorial Board to include four to five current or retired faculty and seven to eight advanced doctoral students. As the students graduate, they will become faculty representatives on the Editorial Board.

Selected doctoral students will have had training in research methods and statistics and must have completed at least half of their doctoral program. Faculty board members’ reviews and comments will be shared with graduate Editorial Board members during the process to help them gain valuable insight into the peer-review process.

The journal is currently seeking nominations and applications for student board members. Students must submit a current vita, a sample manuscript and a current training log of their graduate studies to Kathryn Oden, Assistant Professor, Texas A&M University-Commerce, Department of Counseling, Education North 202, Commerce, TX 75429-3011.

Alternatively, students can e-mail the required materials to Kathy.Oden@tamu-commerce.edu or fax them to Oden’s attention at 903.886.5780. The journal also seeks manuscript submissions from graduate-level counseling students. Submission guidelines are available at www.JGSSC.org.

Call for papers, manuscripts
The Journal of Trauma Counseling International, a new peer-reviewed journal, is seeking submissions from counselors for its Summer 2007 edition. Appropriate topics include counseling with the survivor of a traumatic event. Manuscripts should be submitted electronically as attachments. Please include contact information, including a telephone number.

Send submission to Editor Mike Dubi at mdubi@argosy.edu

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

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

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

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

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

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

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

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

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

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

Bulletin Board submission guidelines
Entries for the Bulletin Board must be submitted via e-mail to akennydy@counseling.org with “Bulletin Board” in the subject line. Paragraphs should be in a Word document, single-spaced, justified and Times font in black. Please provide a contact person with an e-mail address or phone number to call for more information. Do not send submissions with tables, tabs, bullet points, logos, letterhead, colors or uncommon fonts. Submissions are subject to editing. The rolling deadline is the 10th of every month by close of business, ET.
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Walden College of Social, Behavioral, and Health Sciences offers 25 specialized programs, including specializations designed to prepare you to be a licensed counseling professional. Walden also offers advanced degrees online in education, management, public administration, and engineering.

Our academic standards are high, our curriculum emphasizes your interests, and our distinguished faculty and including scholars are among the best in the counseling profession, giving you access to recognized experts in research and practice. With our world-class library, faculty mentoring, Writing Center, and award-winning student services, Walden is dedicated to helping you achieve success—however you define it.

Walden is now offering more than $1 million in new doctoral scholarships to qualified students. For more information, call 800-356-6396 or visit www.WaldenU.edu/AC.

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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 Health Sciences 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 state licensure in counseling or family therapy. 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. Visit us at www.capella.edu or call 888-CAPPELLA (227-3552) to speak with an enrollment counselor.

Hazelden

Hazelden, a national nonprofit organization founded in 1940, helps people reclaim their lives from the disease of addiction. With nearly 60 years of knowledge and experience, Hazelden's comprehensive approach to addiction addresses the full range of patient, family, and professional needs, including treatment and continuing care for youth and adults, research, higher learning, public education, and advocacy, and publishing.
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THE UNIVERSITY OF NORTH ALABAMA
Counselor Education
The University of North Alabama invites applications for a tenure-track position in Counselor Education – School Counseling. Applicants are expected to demonstrate a strong commitment to teaching, research, service, and student advisement. Salary and rank will be based on qualifications of the successful candidate. Screening will begin immediately and will continue until the position is filled. For detailed information about the position, visit our website at www2.una.edu/humanresources or telephone the Office of Human Resources and Affirmative Action at 256-765-4291.

MINGS MOUNTAIN ACADEMY
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Arizona is not all deserts! Move to the cool pines of Prescott and become part of a multi-disciplinary team that helps empower adolescent girls. Mings Mountain Academy is in search of a therapist who is self-motivated and believes in a holistic approach. We offer competitive salary and benefits to the right candidate. Contact: Ginger Flaumenhaft, P.O. Box 26485 Prescott, AZ 86312. Phone: 602-335-2045, Fax: 602-335-1311. Email: gflaumenhaft@mnaaz.com. Check out our website at www.mnaaz.com.

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CAREER PATHWAYS: THE COUNSELOR WHO CARES

The Counseling Program in the Adrian Dominican School of Education at Barry University announces faculty openings beginning August 2007 at the Associate or Full Professor level. Salary and rank will be commensurate with qualifications and experience.

Candidates must have a Ph.D. in counseling or closely related field, and be eligible for, or hold Florida licensure (LMFT and/or LMHC). Preference will be given to candidates who: are graduates of CACREP accredited programs or those with experience working in CACREP accredited programs; have clinical experience and expertise in marriage, couple and family counseling; and have a record of sustained scholarship, including a record of successfully writing and securing grants.

This position involves teaching and advising in the Masters and Doctoral programs. Other responsibilities include clinical supervision of practicum and internship students; competency in conducting and mentoring qualitative and/or quantitative research, and directing dissertations. Flexibility and willingness to work on program projects are highly valued qualities as are the ability to work collegially and collaboratively with the faculty as a team member and being student-oriented.

The Counseling Program has CACREP accreditation in its Masters in Marriage, Couple and Family Counseling/Therapy; Mental Health Counseling; and School Counseling specializations. The PhD program in Marriage, Couple, and Family Counseling/Therapy is in the process of seeking CACREP accreditation.

Please submit a letter of interest, vita, transcripts, and three letters of reference to Dr. Sylvia Fernandez, Chair of the Search Committee, Counseling Program, Barry University-ADSOE, 11300 NE Second Ave., Miami Shores, Florida 33161-6695. Dr. Fernandez can also be reached by e-mail at: smfernandez@mail.barry.edu or by phone: 305-899-4868 or 3701. Women and minorities are encouraged to apply. This position is subject to budgetary approval.

FLORIDA INTERNATIONAL UNIVERSITY
Assistant Professor (2) School Counseling.
Two Assistant Professor positions in its CACREP accredited graduate program in school counseling. The positions are tenure track, full-time, nine-month appointments within the Department of Educational and Psychological Studies which also houses graduate programs in Mental Health Counseling, Rehabilitation Counseling, School Psychology, and Special Education. An earned doctorate in Counseling or Counseling Education from a CACREP accredited university (preferred) with a concentration in School Counseling; professional identity as that of a counseling professional (e.g., licenses, certifications, and/or other professional credentials); evidence of commitment to the profession of school counseling (e.g., leadership in counseling organizations, evidence of successful school counseling work); evidence of successful college teaching experience; evidence of scholarly productivity. The successful candidate must have an ability to use technology as a teaching tool and have demonstrated the ability to teach with and work with people from culturally diverse backgrounds. Responsibilities include teaching, advising, and coordinating the School Counseling program; supervising school counseling practicum and internship students; serving on departmental and counseling university committees; providing service to the university and community; publishing in refereed journals; conducting scholarly presentations at professional conferences. Positions will remain open until filled, and initial review begins in February 2007. Please submit a letter of application indicating the position for which you are applying, and describing your qualifications for the position. Enclose your vitae, samples of scholarly writing, letter of graduate transcript and a list of at least three references with phone numbers/e-mail addresses to Dr. Judith Blucker, Dean, College of Education, c/o Alejandra Garcia, ZEB 225, Florida International University, Miami, Florida 33199. Please visit our website at http://www.fiu.edu/~edpsy/counseloredhome.htm.

MICHIGAN UNIVERSITY OF PHOENIX
Adjunct Faculty Positions
The Counseling And Human Development Program at the Phoenix, Arizona, campus invites applications from outstanding counselors for teaching positions at the university level and 2 master’s level clinician positions for the 2007-2008 academic year. The positions are part-time, non-employee, and are part of the adjunct faculty position. The University of Phoenix is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). The University of Phoenix is an equal opportunity employer and is dedicated to diversity. Qualified candidates must have a master’s degree from a regionally accredited institution and a minimum of two years’ experience in the mental health field. Experience includes teaching and counseling at the community college level. Applicants without the required experience but seeking to develop a career in counseling may apply for the position. The University of Phoenix offers a variety of clinic and community resources for the professional development of the faculty members. Please submit a resume, references, and a cover letter to: Dr. Mary DeYoung, Dean, College of Education and Human Development, University of Phoenix, 1500 South 49th Avenue, Goodyear, Arizona 85338. For full consideration, resumes should be received by February 15, 2007.

NEW JERSEY FAMILY CONNECTIONS Part time Temporary Mental Health Clinician
Family Connections of Orange, NJ has contracted with MDRC to hire and supervise for the Foundations of Learning Project, this 10-12 hour per week position with strong potential to expand to full-time or expanded hours. LSW, LCSW, or LPC preferred. Successful candidate will implement research-based behavioral strategies in Newark preschool classrooms to help reduce children's problem behavior and support the teachers’ role in this process. Must provide own transportation; bilingual skills in English, Spanish, and/or Portuguese is highly preferred. Please send resume and cover letter to: chrisana@mdrc.org Chrisana Lloyd, MDRC, 16 East 34th Street 19th Floor, New York, NY 10016, Fax: 212-684-0832 EOE.

NEW MEXICO CHADRON STATE COLLEGE Counselor Education
Chadron State College is accepting applications for a tenure-track Counseling Education faculty position. Position is open until filled. Start date is August 16, 2007. Salary is commensurate with qualifications. Doctorate in counseling education or closely related field required. Candidate must meet faculty standards as set by CACREP. Experience in school or community counseling, high-level education teaching, and on-line teaching with the use of technology and multimedia instruction in classes preferred. Responsibilities include teaching graduate level courses in counseling education, graduate and undergraduate courses in psychology, and on-line courses. Advise students, supervise field experiences, conduct scholarly activities in accordance with the expectations of the College and CACREP, provide service to the region within area of expertise, and serve the College on committees and program development/assessment activities. Send a cover letter, resume, CSC Employment Application Form (www.csc.edu/hr/forms.html), and transcripts to: Human Resources, Chadron State College, 100 Main Street, Chadron, NE 69337. Phone: (308) 432-6224. E-mail: hr@csc.edu. For more information, please visit our website at www.csc.edu/hr. Chadron State College is an Equal Opportunity Employer. To request reasonable accommodation, please contact HR at (308) 432-6224.

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NEW YORK

ALFRED UNIVERSITY
Assistant Professor of Counseling

The Alfred University Counseling Program is seeking a dynamic individual to fill a tenure-track teaching position. We are looking for an experienced school or mental health counselor who is committed to preparing the next generation of counselors. The position requires an interest in working closely with graduate students on course material and field experiences. The areas of specialization may include: counseling theories and techniques, consultation, personality/social-emotional assessment, statistics and program evaluation. Reporting to the Chair of the Division of School Psychology, the assistant professor of counseling will teach a regular load of nine credits per semester, conduct research, advise students, and provide service to the division and the university. This is an exciting opportunity for someone who is interested in being a part of a growing program that is part of a dynamic, forward looking department. Qualifications: A doctorate in counseling psychology, counseling, or school psychology is required. Experience as a school or mental health counselor, as well as strong interpersonal skills and the desire to work closely with students and faculty, are essential for success in this position. Knowledge of and/or experience with CACREP accreditation procedures is desirable. The Alfred University Counseling Program is part of a department that houses APA accredited and NASP approved school psychology training programs. The counseling program offers the Master of Science in Education with Certification in Advanced Study and enrolls approximately 35 full-time students. Candidates should be interested in the skills and knowledge required to be effective counselors in school and mental health settings. Individuals interested in applying for this position should send a letter of application with vita, transcripts, and at least three letters of recommendation to: Dr. Jay Cerio, Search Committee Chair, Division of School Psychology, Alfred University, Saxon Drive, Alfred, NY 14802. Email: fcerio@alfred.edu. Review of applicants will begin on March 15, 2007 and continue until the positions are filled. Anticipated start date is August, 2007.

LONG ISLAND UNIVERSITY- BROOKLYN CAMPUS
Full-Time, Tenure-Track Faculty Member

The Department of Human Development and Leadership seeks a candidate to teach master’s level courses in school counseling, bilingual school counseling, and mental health counseling, advise and mentor students, and take a leadership role in the CACREP accreditation application process. Applicants must have an earned doctorate in Counseling Education, Counseling Psychology, or a closely related field (AABD considered). A competitive candidate will have (a) relevant clinical experience as a professional counselor; (b) experience in school counseling with urban populations (bilingual and/or multicultural focus in training and experience) (c) experience in understanding of mental health counseling; (d) experience with the CACREP accreditation process; and (e) demonstrated capacity to collaborate with counseling faculty and staff. Candidates should send letter of interest and curriculum vitae by email to Dr. Linda Jacobs, HDL Personnel Committee Chairperson, at linda.jacobs@liu.edu, or by mail to her at the School of Education, Pratt Bldg., 2nd floor, Long Island University, 1 University Plaza, Brooklyn, NY 11201. Questions can be posed to Dr. Jacobs by email or by phone at 718-780-4363 or to Dr. Amy Ginsberg, Department Chair, at 718-246-6308 or amy.ginsberg@liu.edu.

STATE UNIVERSITY OF NEW YORK COLLEGE AT PLATTSBURGH
Assistant Professor/School Counseling Program Coordinator

Coordinator Responsibilities: Teach core courses School Counseling, Student Affairs Professional Practice, Community Counseling, and Mental Health Counseling graduate programs. Coordinate and teach specialization courses within the School Counseling Program. Other responsibilities consistent with the role of university faculty member include scholarly productivity, student advisement, curriculum and program development, committee work, and community service. Person will usually teach 9-10 credits per semester, possibly including Professional School Counseling, Career Counseling in the Schools, Leadership and Advocacy in the Schools, clinical applications in Curriculum Evaluation, Pre-practicum, Cultural Contexts of Counseling, and other classes as fit program needs and individual competencies. Preferred Qualifications: Earned doctorate in Counselor Education and Supervision, graduate program accredited by CACREP, and N.C.C. credential with ASCA National Standards, and relevant experience as a school counselor within the last ten years. Teaching experience in a CACREP accredited program preferred. Each of these programs is accredited by their respective accrediting bodies: APA, CACREP, and AAMFT. The Department of Counseling is affiliated with the Clinic for Individual and Family Counseling, a College of Education training center. Please refer to the Department website for more information: www.ukron.edu/colleges/educ/Counseling/index.php. The Position. The Chairperson will be expected to provide leadership both within the department, work collaboratively with other departments in the College and with the Department of Psychology in the College of Arts and Sciences, maintain an administrative environment that promotes faculty teaching, research and service, and represent the interests of the Department at the College and University levels. Qualifications. Minimum requirements include an earned doctorate in Counselor Education, Counseling Psychology, or Marriage and Family Counseling/Therapy; record of scholarly work including publications, research, and/or grant writing; evidence of collaboration with diverse groups; evidence of successful teaching experience at the graduate level; and demonstrated leadership skills and experience. Rank of Professor expected. Application. Send letter of intent and curriculum vitae to Dr. Susan Olson, Search Committee Chair, position #3506, The University of Akron, The College of Education, Akron, OH 44325-4206 or by email:olson@uakron.edu. Deadline. Applications will be reviewed immediately and accepted until a qualified individual is appointed. Interested individuals should send a letter of interest, curriculum vitae, and three letters of recommendation to: Chair, Search Committee (PHONE 4669-CT), c/o Human Resources SUNY Plattsburgh, 101 Broad Street, Plattsburgh, NY 12901-2681 hr.apply@plattsburgh.edu

OHIO

THE UNIVERSITY OF AKRON
Department Chair, Counseling

The University of Akron’s main campus is located in Akron, Ohio, at the heart of a large (4.5 million people), dynamic regional economy including Cleveland, Canton and surrounding municipalities. The University of Akron is among the 60 largest universities in the nation and has the third largest principal campus enrollment in Ohio’s state universities. Today, 24,000 students from 55 states and 102 countries are enrolled. The University of Akron is committed to a policy of equal employment opportunity and to the principles of affirmative action in accordance with state and federal laws.

TEXAS

TEXAS TECH UNIVERSITY
Faculty Position in Counseling Education Program: School Counseling

College of Education Fall Semester 2007 Requisition #: 73210

The Counselor Education Program in the College of Education at Texas Tech University announces a tenure-track, open-rank position beginning fall, 2007. Qualifications: The successful candidate must have a doctorate in Counselor Education (preferably from a CACREP program) and experience as a school counselor. Preference will be given to applicants having certification in school counseling. Eligible for licensure as an LPC in TX is also preferred. Responsibilities: include: Directing the School Counseling Program, teaching school counseling courses, teaching core counseling courses, advising students, and serving on committees. The candidate must have experience or evidence of skills to be a strong teacher and researcher. Application: Please submit the application materials for Requisition #73210 on-line at: http://jobs.texastech.edu. Application must include current vita, transcripts, letter of application that addresses the position qualifications, and the names, addresses, phone numbers and e-mail addresses of 3 professionals to contact for reference. Review of application materials will begin March 15, 2007 and continue until the position is filled. For more information about this position, please contact Dr. Loretta Bradley at loretta.bradley@ttu.edu or Dr. Gerald Parr at Gerald.parr@ttu.edu. Texas Tech University is a comprehensive university with an enrollment of approximately 28,000 students. The College of Education has a wide range of undergraduate and graduate NCATE accredited programs. Texas Tech University, which is a member of the Big 12 Conference, is located in Lubbock (population 258,970). For more details about TTU or the COE, visit http://www.ttu.edu and http://www.educ.ttu.edu.

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Know the facts about Malpractice...

Myth #1
An individual malpractice insurance policy is an unnecessary expense if your employer already provides coverage for you.

Fact #1
Your employer’s malpractice plan is geared to focus on its own interests during a lawsuit—not yours. The main benefit of having your own policy is that it protects you and you alone. You’ll have peace of mind knowing that your interests will be the top priority.

Having your own coverage is worth it because you never know when you’ll need it.

Myth #3
Plaintiff’s attorneys will keep you on the defendant list in a lawsuit if they find out that you have your own insurance in addition to employer-provided insurance.

Fact #3
If the plaintiff’s attorneys believe that you were even remotely involved in an incident or could help strengthen their case, you’ll stay in court—whether or not you have your own insurance.

Myth #2
You are more likely to be sued if you carry an individual malpractice insurance policy in addition to employer-provided coverage.

Fact #2
The truth is, no one can know whether you’ve purchased an individual policy. If you are named in a lawsuit, your insurance status will not be uncovered until the “discovery phase” of the trial. At that point, you’ve already been named in the suit and you need to defend yourself.

Myth #4
If you are careful with your clients, you are unlikely to be sued—and therefore don’t need your own insurance.

Fact #4
You are ALWAYS under the risk of being sued. If a client even perceives there was harm done as a result of you providing (or failing to provide) services, that client could sue. If there are gaps in your employer’s plan—and it’s not uncommon—you may benefit from carrying your own insurance.

SOME HEALTHCARE PROFESSIONALS AVOID PURCHASING THEIR OWN POLICY because they may have been told, “Having your own insurance will make you a more likely target for a lawsuit.” This couldn’t be further from the truth. First, a client can sue you anytime, anywhere and for any reason.

Having insurance or not having insurance will never prevent someone from suing you in a lawsuit. However, having your own insurance does make a difference if you are named. You are provided with legal counsel that has your best interest at their priority. Recognize that when you are first named in a suit the lawyer involved doesn’t usually know whether or not you have your own professional liability insurance. In fact, typically he won’t find out about your individual insurance until the discovery phase of the lawsuit. This phase takes place where the lawyers from both sides—obtained relevant evidence and question everyone involved in the case.

The reality is that when a client is harmed, an attorney will usually name in the lawsuit everyone who was involved in the patient’s care. Again, this will occur whether you have your own coverage or not. If you have your own coverage and are named in a malpractice suit, your policy can protect you by assigning an attorney to help you as you are preparing for a deposition and by paying for your defense and any settlement or judgment against you. But, if you don’t have individual coverage you could wind up paying damages from your personal financial investments and assets such as your home, car and other valuables.

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