A look into counseling’s future

Also inside:
• Counseling foster children and adopted children
• Applying the grief process to everyday losses
• What goes into developing counselor identity?
• Engaging millennial students in the classroom
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Cover Story

What the future holds for the counseling profession
Compiled by Lynne Shallcross
As ACA celebrates its 60th year as an organization, 19 counseling leaders assess the trends taking place within the profession and society at large and do their best to predict the direction counseling will take over the next decade.

Features

Fitting together as a family
By Lynne Shallcross
Counselors can help foster children, adopted children and parents to address the wide range of challenges that might be encountered as they attempt to weave together a secure and cohesive family unit.

Space to grieve everyday losses
By Stacy Notaras Murphy
Getting laid off, moving away from friends or even aging can launch people into the same grief process that accompanies the death of a loved one, but clients often need help recognizing these losses as “grief-worthy” and adjusting to their new reality.

Knowledge Share
A closer look at developing counselor identity
By Timothy E. Coppock
Clients will benefit if they are treated by professional counselors who are not only competent in their counseling skills but also confident in the specific role that professional counselors play in providing services.

Reader Viewpoint
Engaging millennial students in today’s counseling classroom
By Jeannine Studer & Blanche O’Bannon
Today’s counseling students possess a unique array of characteristics and perspectives not previously seen in classrooms, and instructors risk shortchanging these students when they do not take the time to better understand them and their learning needs.

Extras

ACA Graduate Student Committee launches mentorship initiative
The American Counseling Association is celebrating its 60th anniversary as an organization in 2012. Here, Counseling Today highlights some of the history, milestones and memories from ACA’s past.

ACA (then known as the American Personnel and Guidance Association) began publishing The Guidepost (which evolved into Counseling Today) in 1958. Here are a few items that appeared in the pages of The Guidepost from 1960 to 1964:

- APGA announces a $50,000 grant from the Fund for the Advancement of Education to study the function of guidance programs and to develop clear guidelines for the operation of such programs in U.S. schools during the next 20 years. (January 1960 issue)
- APGA announces that the APGA Code of Ethics, adopted at the 1961 APGA Convention in Denver, is in its final form and will be printed in an upcoming issue of The Personnel and Guidance Journal. (July 1961 issue)
- Guidance counselors and placement officers are encouraged to broaden their knowledge of a fledgling program known as the Peace Corps and to help select qualified Americans for service abroad. (December 1961 issue)
- The U.S. Chamber of Commerce underscores the importance the business sector places on guidance activities by stating that effective guidance programs should be a prerequisite to state accreditation of secondary schools. (April 1962 issue)
- APGA membership reaches an all-time high to that point in the organization’s history: 16,283 members. (June 1962 issue)
- APGA President Willis E. Dugan and APGA Executive Director Arthur A. Hitchcock personally present an APGA Senate resolution supporting the establishment of the National Service Corps to Attorney General Robert F. Kennedy. Hitchcock tells Kennedy, “Our members through their responsibilities in the guidance profession are in continuous touch with young people. This Association has felt a growing need and concern for the development of new occupation areas. The establishment of the National Service Corps will serve partially to answer [that] need ...” (May 1963 issue)
- President John F. Kennedy invites APGA officials to a meeting of educators at the White House to discuss the civil rights problem facing the nation, particularly the high proportion of Black students dropping out of school. A few weeks later, Kennedy announces he is allocating $250,000 to better enable counselors to keep potential dropouts in school. (Summer 1963 issue)
- APGA produces a 13-week, nationwide radio series titled Topic of Conversation for the Mutual Broadcasting System, the largest radio network in the nation. Designed to show that counselors are an essential element in solving educational and social concerns, programs include “Career Choice in the ’60s and ’70s,” “Juvenile Delinquency — Let’s Look to Community Services,” “Technical Education — Preparing for the Future,” “The Changing Role of Women in Today’s Society” and “The Dropout — The Counselor, the Community and the Parents.” (October 1964 issue)
Why attend state and national conferences?

This month, American Counseling Association members and many other professional counselors will be attending the ACA 2012 Annual Conference & Expo in San Francisco. Throughout the year, ACA divisions and state branches provide opportunities for counselors to attend information-packed events ranging from learning institutes to extensive conferences with a variety of presentations.

In an era in which information is both rampant and readily available through a variety of technology or media sources, the question “Why attend state and national conferences?” is being asked more frequently. The same query has been voiced throughout the 60-year history of our association, but now that personal development opportunities are being designed (many by ACA) and delivered via webinars, blogs, information links, enews and a variety of other sources, that line of questioning has gained strength. The quick and easy availability of professional development opportunities, especially when coupled with our country’s current economic climate, seemingly makes the question more prevalent than in years past. The high cost of travel, housing and sustenance at some locations further reinforces the viewpoint that in-person attendance might not be necessary.

When conferences are discussed, I often hear the term _participate_. For example, someone will ask, “Are you going to participate in the conference this year?” That is the key element in my response to the “why attend?” question. For me, the bottom line is the concept of participation. I realize that with advances in technology and the advent of virtual reality, sometimes we are led to believe we are still “participating,” but for the most part, this level of involvement has limited applications.

Participation takes on many forms when applied to conferences, but for me, it includes making personal contacts, networking with others and being exposed to different and new ideas. Participation provides opportunities to listen to common issues being discussed and then to share with one another our successes and, in some cases, our failures. Participation is the opportunity to spend several days with folks who care and talk about what we do every day. It is a chance to socialize and connect with people who understand what drives each of us to do what we do because we share similar motivations.

The “why attend” question sometimes encompasses the added element of “can I attend?” Most of us have asked ourselves this question when faced with the decision to “become involved” with state, regional and national groups of professional counselors. I believe that it requires participation and involvement for us to truly feel a part of a profession. It requires us to become active. We cannot be active without attending and being a part of our state and national conferences.

Time and money are critical issues for us all, but many times those issues become our excuse rather than an actual rationale for limiting attendance and involvement. Cost is certainly a concern, but value must also be considered.

Value must transcend the question of what specific personal benefit one will receive. Value must also include an answer to the question “What can I contribute?” Our profession has reached a level of visibility that necessitates unity of effort and leadership from all of us, regardless of the specific issue or topic. Active involvement in each state and at the national level gains greater individual significance as the topics become more defined and have greater political and/or economic impact.

My recommendation to each of you is not just to “attend” local, state, regional and national conferences, but to “participate” in those conferences and in your organizations. I urge you to accept responsibilities and become actively involved. The future of our profession and our professional organizations will be determined by our unity and commitment. I hope to see each of you “active and involved” in San Francisco later this month.
Help Your Clients Work Learning Into Life
THE CENTER FOR PROFESSIONAL DEVELOPMENT AT EXCELSIOR COLLEGE

Here is a great piece of advice that can make a tangible difference in someone’s future:
The Center for Professional Development at Excelsior College, offering the education and skills
needed to advance in a current job or start a new career. And like the degree programs at Excelsior
College, the Center’s non-credit programs are designed to provide a first-rate online learning
experience for adult students.

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available when the student is ready—no matter where in the world that student might be.

Our Campus Is Wherever You Are—Virtually Everywhere.
Executive Director’s Message

Richard Yep

Major gathering, milestones and a surprise

In just about three weeks (if you’re reading this at the beginning of March), more than 4,000 professional counselors, counselor educators and counseling graduate students will gather in San Francisco for the ACA Annual Conference & Expo. Among the highlights will be more than 450 education sessions, 100 exhibits and plenty of opportunities for networking, reconnecting with old friends and making new contacts. The keynote speakers are counseling legend Irvin Yalom and Craig Windham, the award-winning National Public Radio newscaster who also happens to hold a doctorate in counseling.

In celebration of ACA’s 60th anniversary, the ACA Foundation will play host to a Gala Awards Dinner as part of its fundraising efforts to support the profession. This will be a very special gathering, and I am certain a few surprises will be in store for those in attendance. In fact, if you read through this column, I have a surprise of my own, so read on.

I wanted to update you on another milestone. It looks like ACA will have 50,000 members by the time we complete our fiscal year on June 30. Given that we had slightly more than 40,000 members five years ago, this growth is significant. As I said last month, what this means to me is that we have all of you to thank. Your support is something for which we are all very appreciative.

Another recent development is the expanding continuing education opportunities that ACA offers via the Internet. Thus far, we have produced three webinars featuring some of the seminal experts in various areas of counseling: Sam Gladding, Courtland Lee and Gerald Corey. The response to these initial offerings has been overwhelming. Stay tuned to read about our next offerings!

If you are still looking for my “surprise” announcement, here it is. Because the ACA leadership and staff are committed to those who are new to the counseling profession, we wanted to reach out to those in this group who might not be able to afford to attend the ACA Annual Conference & Expo in San Francisco from March 21-25. If you are an ACA Student member or New Professional member, send me an email (subject line: ACA Conference Contest) that includes your name, mailing address, ACA member number, phone number and email address anytime between now and March 11 by 11:59 p.m. Eastern time. Once I receive your email, you will be entered into our drawing for a free registration!

I will select four winners each day from March 7-11. Please note that you only need to send one email because your entry will be good for all of the drawings in the ensuing days.

Here is the proverbial “fine print.” You must be an ACA Student or New Professional member in good standing to win. If you win and are already registered for the conference, you will not receive a refund. However, you may give the registration to a friend or colleague. The registration is only good for this month’s event in San Francisco. You will be responsible for any other fees related to the conference (travel, lodging, meals and so on).

This is just one way in which the leadership and staff want to say thank you — by providing an opportunity to those who can benefit from the great offerings at the ACA Annual Conference & Expo but might be unable to afford registration otherwise.

As always, I hope you will contact me with any comments, questions or suggestions that you might have. Please contact me via email at ryep@counseling.org or by phone at 800.347.6647 ext. 231. Thanks and be well. ♦
Letters

If counselors want change, they need to take action

I wanted to thank Thomas J. Sherman for writing his featured opinion on license portability (“License portability: One counselor’s journey across state lines,” January). When I moved just 30 minutes across state lines, I encountered a more than two-year dilemma that was very much similar to his experience. Although I had previously been licensed and was a clinical director in one state, I found myself unemployable in my profession.

What makes this situation more interesting is that I had supervised a graduate who was actually licensed in the state I couldn’t get licensed in, and she had gotten licensed based on the supervision I had provided her.

It is because of this situation that I have begun to examine the processes of professional licensing boards, laws and state counseling associations, and I believe there are some things that counselors need to know and understand.

Counselors need to know that in some states, our ability to practice independently has been removed or has not been granted.

Counselors need to know that in some states, their professional organizations are either bankrupt or close to it.

Counselors need to understand that our professional organizations and boards tend to include other professions in their voting memberships and board structures.

Counselors need to understand political processes and that written law in most states prevents even a well-represented counseling organization from addressing our agendas.

Counselors need to understand the aspects of interdisciplinary supervision issues. In most cases, we allow supervision to be completed by other disciplines, while others disciplines do not allow this same practice.

Counselors need to understand that not only does licensing change from state to state, but scope of practice does as well, and this is greatly impacted by the lobbying of other disciplines.

Counselors need to understand that we must be more active in addressing these issues and that even small networking efforts on our part make a difference.

On the basis of these findings, I believe it is important that each of us as counselors encourages others to belong to our national and state organizations and to be as involved as we can. The changes that need to be made are going to take time, attention and interest.

Robert J. Dean Phillips, M.S., LMHC, LCPC, NCC
Indianapolis

Article falls short of addressing real issues faced by counselor retirees

As a retired counselor, I looked forward to the January cover story on transitions (“Making your next move”). However, I found that the article, composed of cameos of individual practitioners, lacked much in the way of substance.

To illustrate, here was but one cameo on going from practice to retirement, despite the large number of us retiring right now. The person chosen retired from an academic setting, and the article does not make clear if she was employed as a counselor. In addition, her adjustment seemed remarkably smooth. The biggest challenge she faced was paperwork and preparation before retiring. It appears that her process went almost problem-free once she left employment.

My concern is that Counseling Today is not addressing the situations of thousands of [retired or retiring] counselors who devoted their professional lives to helping others and training new counselors. What are the issues that many of these former practitioners face? How can they, if they so choose, continue to be of service in a meaningful way? What are the indexes of a successful retirement in our professional group?

I am sure there are other retirees in the American Counseling Association who would be interested in articles and research on this subject.

Jeffrey Shelton, Ph.D., LPC, LMFT
Chesapeake, Va.

Editor’s note: The CT staff would be very interested in covering this topic in greater detail if we can identify enough

Editorial policy

Counseling Today welcomes letters to the editor from ACA members; submissions from nonmembers will be published only on rare occasions.

Only one letter per person per topic in each 365-day period will be printed. Letters will be published as space permits and are subject to editing for both length and clarity. Submissions can be sent via email or regular mail and must include the individual’s full name, mailing address or email address and telephone number.

ACA has the sole right to determine if a letter will be accepted for publication.

Counseling Today will not publish any letter that contains unprofessional, defamatory, incendiary, libelous or illegal statements or content deemed as intended to offend a person or group of people based on their race, gender, age, ethnicity, religion, sexual orientation, gender identity, disability, language, ideology, social class, occupation, appearance, mental capacity or any other distinction that might be considered by some as a liability. ACA will not print letters that include advertising or represent a copy of a letter to a third party. The editor of Counseling Today will have responsibility for determining if any factors are present that warrant not publishing a letter.

Email your letters to ct@counseling.org or write to Counseling Today, Letters to the Editor, 5999 Stevenson Ave., Alexandria, VA 22304.
retired or retiring counselor practitioners who are willing to share their stories. If you would like to participate in such an article, email ct@counseling.org with a brief summary of the challenges you faced and the guidance you would pass on to other counselors looking toward retirement.

**Clients are not their disorders**

In Suze Hirsh’s article “Right on schedule” (“Learning Curve: Notes From a Novice,” December), the editors and author allow clients to be referred to by their “disorders” in complete disregard of their basic humanity. “[G]iving back-to-back appointments to a Borderline and a Bipolar …” (italics mine) is part of an article that, in tone, lacks compassion for clients and views them as defective, deviant or in other ways less than the counselor.

It is unacceptable to refer to clients by their supposed disorders, as if they are their disorders. This is Counseling 101. As an ACA member, as a counselor and as a parent of a young adult who suffers severe mental health issues and who has been called, in my presence, “a borderline” instead of “an individual diagnosed with borderline personality disorder,” I am deeply grieved that this was printed in Counseling Today.

Among my colleagues, there are those who continue to show disregard for the humanity of the client by referring to them as their disorder. This client objectification is no secret. That it is printed in the flagship ACA publication, in the same issue that the open petition by Division 32 of the American Psychological Association to the DSM-5 Task Force is presented, seems even more appalling.

Counseling Today needs to address this serious issue of person-first language in our profession and hold itself and its writers and contributors to the strictest policy of person-first language.

Martha White, M.A., LMHC-NCC
kealakea@gmail.com

**Editor’s note:** The reader raises a valid point. We erred in the way clients were labeled in this article. We offer a sincere apology and a promise to do better moving forward.
Department of Education to accept new round of ESSCP applications

The Elementary and Secondary School Counseling Program (ESSCP) is one of the most competitive discretionary grant programs operated by the U.S. Department of Education. The program provides grants to local education agencies (LEAs) for the development and support of school counseling services. There has been so much interest in ESSCP that, unlike with many other programs it operates, the Department of Education solicits new grant applications for ESSCP funds only every other year. In intervening years, the department typically awards grants to the top-rated applications it already has on hand. According to Department of Education staff, between 400 and 500 grant applications are received each time a notice is posted. In 2011, only 43 grants were given out, in amounts ranging from $150,000 to $400,000. Grants typically are for three years.

The high level of demand for ESSCP grants shows how important the program is, despite its inclusion on a long list of education programs characterized as “wasteful,” “unnecessary” or “inefficient” and slated for termination by proposed legislation in the House of Representatives. That legislation, H.R. 1891, is one of a handful of bills House Republicans have developed to streamline and reauthorize federal education programs under the Elementary and Secondary Education Act (ESEA). Given continued partisan disagreements, it appears increasingly unlikely that Congress will pass ESEA reauthorization legislation this year. Nationwide, the average student-to-counselor ratio across elementary and secondary schools remains inappropriately high, at 459:1, well above the 250:1 ratio recommended by both the American Counseling Association and the American School Counselor Association.

The Department of Education will soon begin accepting a new round of ESSCP grant applications, using the $52 million appropriation for the program for Fiscal Year 2012. School counselors interested in applying for a grant can find information on the department’s website at www2.ed.gov/programs/elseccounseling/index.html. A copy of the most recent notice inviting applications, from January 2010, can be downloaded from www2.ed.gov/programs/elseccounseling/applicant.html.

ACA encourages school counselors interested in applying for funding to work with their LEA to submit an application. For more information, contact Scott Barstow with ACA at 800.347.6647 ext. 234 or sbarstow@counseling.org.

DoD seeking comments, considering changes prior to implementing TRICARE rule

The Department of Defense (DoD) regulation regarding independent practice authority for licensed professional counselors working within the TRICARE program, released at the end of 2011, is not being implemented immediately. Although the regulation was issued as an “interim final rule,” which typically allows an agency to begin operating under its provisions immediately, TRICARE staff indicate they are continuing to require counselors to practice under physician referral and supervision for the time being.

TRICARE is accepting comments on the counselor independent practice regulation until Feb. 27. After the comment period ends, the agency will consider modifications, with a goal of adopting a final version — and instructing TRICARE plans and intermediaries on how to implement it — later this year. TRICARE is the health care program providing services for an estimated 9.6 million active duty military service members, retirees and their families. For many years, TRICARE has allowed all other master’s-level mental health professionals to practice independently, while counselors have been required to practice under physician referral and supervision.

Effective 2015, TRICARE’s proposal would recognize only fully licensed counselors with a master’s degree in mental health counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs who have also passed the National Clinical Mental Health Counselor Exam (NCMHCE). A full description of DoD’s proposal was included in the February issue of Counseling Today and is also available on the ACA website at counseling.org/publicpolicy/.

ACA encourages counselors to comment on the regulations prior to Feb. 27 using the federal government’s regulatory website at regulations.gov. On the webpage is a drop-down box titled “Select Document Type.” For document type, select “Rule,” and in the box next to it titled “Enter Keyword or ID,” type “certified mental health counselors.” Click “Search,” and the top result listed on the page should be “TRICARE: Certified Mental Health Counselors.” A link for “Submit a Comment” will be on the right-hand side of the page.

ACA will be submitting comments, likely including:

- An expression of strong support for DoD’s proposed transition period, during which counselors with degrees from programs that are not accredited by CACREP can apply for certification as independently practicing mental health counselors
- A request that TRICARE recognize all relevant counseling master’s degree titles for practice as a mental health counselor
- A request that TRICARE recognize all supervised experience obtained by counselors that meets the criteria used by the licensure board for the jurisdiction in which they practice
- A request that TRICARE consider extending the transition period during which the agency will certify counselors with degrees from regionally accredited institutions who have passed the NCMHCE and counselors with degrees from CACREP-accredited programs who have passed the National Counselor Exam.

For more information or a synopsis of TRICARE’s proposed requirements for independent practice, contact Scott Barstow with ACA at 800.347.6647 ext. 234 or sbarstow@counseling.org.
A bipartisan counselor coverage bill, the Seniors Mental Health Access Improvement Act of 2011 (S. 604), has been introduced in the Senate. This legislation would cover both state-licensed counselors and marriage and family therapists under the same terms, conditions and reimbursement rates as those received by clinical social workers. We believe this legislation deserves to be cosponsored by at least 50 senators.

These are the senators we have so far:
Sen. Ron Wyden (Oregon) — lead sponsor
Sen. John Barrasso (Wyoming)
Sen. Mark Begich (Alaska)
Sen. Jeff Bingaman (New Mexico)
Sen. Barbara Boxer (California)
Sen. Sherrod Brown (Ohio)
Sen. Kent Conrad (North Dakota)
Sen. Richard Durbin (Illinois)
Sen. Daniel K. Inouye (Hawaii)
Sen. Tim Johnson (South Dakota)
Sen. Jeff Merkley (Oregon)

This means there are 89 senators out there who are potential targets. If one (or both!) of your U.S. senators is not on the above list, please take a moment to call his or her office and request that the senator co-sponsor this commonsense, bipartisan bill. If you have already contacted your senators but have not yet received a “yes” or “no” response to your request that they sign on as co-sponsors of S. 604, please consider contacting them again to ask for a specific response. You can identify your state’s senators at senate.gov/, and all senators can be reached through the U.S. Capitol Switchboard at 202.225.3121.

Legislation to establish Medicare coverage of state-licensed counselors was passed by the Senate in 2003 and 2005 and by the House of Representatives in 2007 and 2009. But because a bill becomes law only if the same exact legislation is passed by both chambers of Congress in the same two-year-long session, this isn’t enough. It does show, however, that Medicare coverage of counselors is not controversial. We need this bill to pass both chambers of Congress this year and to be enacted as part of a broader package of Medicare legislation.

Medicare is the nation’s single-largest health insurance program, covering more than 45 million Americans and counting. There aren’t enough mental health providers currently to meet the needs of older Americans. In addition, the baby boom generation is beginning to hit Medicare eligibility age, and many mental health service providers are retiring. Now more than ever, Medicare needs to recognize the more than 120,000 licensed professional counselors across the country.

## Giving Back to the Community Project

### The Social Justice Leadership Development Project at the 2012 ACA Conference

**Thursday, March 22, 2012 • 1:00 p.m. – 5:00 p.m.**
Moscone West Convention Center • San Francisco, CA

This year’s Social Justice Leadership Project will focus on practical strategies counselors can use to effectively address challenges they face in individual counseling, counselor education training programs, and when working as social justice advocates in the field. To accomplish these goals, participants will observe and respond to three live demonstrations on three areas in which social justice counselors are commonly involved:

- Modeling individual counseling from a social justice perspective
- Dealing with the challenges of social justice in Counselor Education programs
- Becoming an effective social justice advocate; Learning from the Occupation Movement

**Interested in registering for this free event? Contact Michael D’Andrea at michaelandrea@yahoo.com**
Joan Phillips was the subject of one of my columns a few years ago when she was president of the American Art Therapy Association. When she wrote to tell me about her time in Ireland as a Fulbright scholar, I knew I wanted to share her story with you. Here is her tale of teaching, writing, creating mixed-media art and learning in Ireland — and the story of settling back into her private practice in Oklahoma. Enjoy!

Rebecca Daniel-Burke: Tell us how you earned the Fulbright opportunity.

Joan Phillips: Along with my private practice as a counselor and art therapist, I do college teaching in the creative arts therapies and counseling. Through my academic work, I became aware of a call for applications specifically for a person with background in one of the creative arts therapy fields. Since I am a credentialed art therapist, this was a perfect fit. Of course, the process involved a long and rather comprehensive application process and it is very competitive, but in the end, I think my skill set and background was a good fit. The choice is made both by practitioners and educators methods in research. It was attended both by practitioners and educators from all over Ireland and a few from Northern Ireland as well. I also did a lot of networking and training with the creative arts therapies all over Ireland and student work going on there. The undergraduate social care students can either go straight into the social care profession — which is unique to Ireland [and requires] a bachelor's degree level of social work with government recognition — or go on into graduate study in counseling, psychotherapy, social work or other helping professions.

I also worked with the faculty at my institution to bring more of a research focus into the educational offerings and, at the end of my stay, conducted a daylong workshop regarding narrative methods in research. It was attended by practitioners and educators in many settings such as social care, education and the government in general. The government was debating enactment of mandatory abuse reporting laws while I was there. I think we take for granted many child protection statutes and social services [in the United States]. I know I was a bit taken aback to realize this is still evolving worldwide. The government was debating enactment of mandatory abuse reporting laws while I was there. I think we take for granted many child protection statutes and social services [in the United States]. I know I was a bit taken aback to realize this is still evolving worldwide.

RDB: Describe the work you did there.

JP: I was a lecturer in an undergraduate “applied social care” degree program and taught several classes and advised research projects and practicum placements. One of my favorite tasks was the practicum because it allowed me to see firsthand a domestic violence shelter and the staff and student work going on there. The undergraduate social care students can either go straight into the social care profession — which is unique to Ireland [and requires] a bachelor’s degree level of social work with government recognition — or go on into graduate study in counseling, psychotherapy, social work or other helping professions.

Joan Phillips

RDB: How was everyday life different there?

JP: So much more relaxed! And damp! I love the spirit of play and kindness that everyone I met exhibited. It is a very verbal culture, so I heard great stories and connected with people far beyond small talk in almost every situation. And it may be a stereotype, but Ireland is so green. Even when I left in December, the fields were a bright green. The year-round grazing of cattle and sheep contributes to the wonderful food there. I had some
of the best cheese and chocolate I’ve had anywhere.

RDB: In what other ways is the mental health/social service system different there?

JP: I could see that Ireland is making the transition from more church-based services through the Catholic Church and into governmental and secular social services. Also, Ireland has the full range of social services as we do, such as shelters, community clinics, inpatient care, school-based work, private practitioners and much more. It is important to remember how tiny Ireland is geographically. I checked the square miles of Ireland versus Oklahoma where I live, and you could fit two countries the size of Ireland into my state.

RDB: Was your time there transformational for you?

JP: Absolutely. I know that I will be integrating and understanding insights from my Fulbright for many years to come. Initially I was impacted by the awareness that I lived out of two suitcases for four months and was completely happy, so what am I doing with all this stuff in my home, office and life? I had the chance to relax and reflect more and just recharge my batteries. Having a different perspective on education, training, professions and the general cultural differences all broadened and deepened my thinking. I hope to blog about it more on my ACA blog because I know it will take months for my learning to really integrate.

RDB: I know you are fond of art and poetry. Ireland seems like the land of poetry. Is that correct?

JP: Ireland is a land of language and poetry as well as all the arts. While I was there, they elected a new president, Michael D. Higgins, and he is a published poet as well as a professor in Galway. I did a few poetry readings of my own work while there and really enjoyed delving into the great writers and poets of Ireland, especially Seamus Heaney and Patrick Kavanagh.

RDB: Did you do much art yourself while you were there?

JP: I did create mixed-media works that were exhibited at the 25th anniversary of the Irish Association of Creative Arts Therapists gala in Dublin in November. I wrote a lot of poetry that I am still editing and working on. Ireland is a place receptive to creative activities of all kinds and proud of its artistic and creative history. Their history in the arts is an amazing legacy, from prehistoric stone carving and storytelling to modern-day U2 and Nobel Prize-winning poetry from Heaney. I am not very musical myself but loved the traditional music, especially when played in the corner of a pub with no particular fanfare or billing.

RDB: How has the transition been back to life in the U.S.?

JP: Ah, that’s the hard part. I was very glad to see friends and family and to have a longer period of daylight in the winter. But I do miss my colleagues in Ireland as well as that lifestyle that included tea, scones, laughter, a pint now and then, and the genuine connection I found there. I will maintain many friendships and already have plans to return in summer to teach a summer art therapy intensive in Cork.

I was relieved that my private practice has restarted and, within a few weeks, I was back to a full schedule. I guess I have to stop criticizing managed care since this time it has managed to restart referrals in an almost seamless manner and I am back to full time very quickly. It makes me more confident that in the future, I could take breaks from my office and still return and continue. It did take a lot of planning to terminate and/or plan for every [client] last summer. I also had to cover my business activities during a break like this. But it was not impossible, and now I know it can be done. ♦
April 2012 marks the 60th anniversary of the founding of the American Counseling Association, originally chartered as the American Personnel and Guidance Association in 1952. And this edition of Counseling Today features the pilot article of what is planned to be a regular column. In it, I will explore issues pertaining to ACA and the broader counseling profession, share personal reflections and speculate on future challenges facing the profession.

I have titled my column “Through a Glass Darkly,” a well-known phrase in biblical literature that is attributed to the Apostle Paul. Although this column is a secular as opposed to a religious one, the title seemed apt because discerning the future is a delicate and inexact art. The title also is a throwback to my childhood days in the rural Ozark hamlet of Salem, Ark., where my siblings and I played a game utilizing car headlights from the nearby road. Turning off the living room light in our grandparents’ house, these headlights would move across the interior wall. Using our hands to form images from the light, we created kinetic silhouettes that danced across the screen of the living room wall in cinematic style. The juxtaposition of light and shadow created a magical theater for our youthful minds. Caught up in the reverie, we spun tales that speculated on the origins of our crafted figures and where their journeys might end. With fanciful imaginations, we wove tales involving locations both prosaic (for example, Oxford and New York City) and exotic (San Francisco and Australia) and prosaic (for example, Oxford and New York City).

The imaginative game played out in our grandparents’ living room strikes me as an appropriate analogy for commencing an exploration of the journey and maturation of the counseling profession. Over the course of six decades, we have evolved from a small amalgamation of four disparate organizations — none of which incorporated the term counseling in its name — into a flagship organization with nearly 50,000 members, 19 special-focus divisions and one organizational affiliate. Since my high school years, the counseling profession has progressed from no states licensing counselors to all 50 states and three U.S. territories licensing counselors. The profession has fought for and achieved landmarks such as third-party billing and approval to work in Veterans Affairs medical facilities. In addition, the Bureau of Labor Statistics lists counselors as one of the fastest-growing mental health professions, and Money Magazine has cited counseling as a promising career. The oft-fragmented counseling profession has begun uniting behind the promising 20/20: A Vision for the Future of Counseling initiative, which involves 31 national counseling organizations.

So, although it is tempting to become frustrated with what hasn’t yet been accomplished (Medicare privileges, marketplace parity with psychology and social work), the counseling profession has indeed traveled a long way, particularly considering that our more established “relatives” — psychiatry, psychology and social work — have opposed us at every stage. Thus, it behooves us all to acknowledge the significant progress of the counseling profession. Nevertheless, professional achievement requires a “hungry ghost” approach. We cannot afford to spend spare time savoring accomplishments. Of necessity, each “victory” is but a brief pause before moving on to the next goal.

But this column is not about organizational “guerrilla” warfare between ACA and, say, the American Psychological Association. Rather, it represents a vehicle to espouse my ideas regarding the counseling profession, personal and professional lessons learned and notable people who have influenced me. It further provides a forum for me to play counseling’s version of Nostradamus (well, of sorts). The ideas and foundation for this column will come out of my 20-plus years’ experience in community mental health, university counseling and counseling in residential communities, as well as my 12 years spent as a counselor educator in the United States and Australia. Though I have accumulated much experience, I resist any vestigial impulse to take up the yoke of “expert,” because I’m never quite sure of the qualifications and am even less convinced that experts actually exist. As I have frequently said to clients and students, however, the crucible of my years of experience in the field have taught me valuable lessons and given me a perspective. This column will involve my critiquing what I see as pressing issues for counselors, whether regarding evolving ethics, the Internet’s impact, cultural considerations and conflicts, or sundry other challenges looming just around the bend. To borrow from former talk show host Phil Donahue, my hope is that the contents of this column will make you “mad, sad or glad but never bored.”

**Posed for a breakthrough**

I believe the counseling profession is poised at the threshold of breakthrough success. Though we have yet to realize all our goals, we have indeed accomplished much. The next decade promises to be a crucial one. I expect the profession will realize Medicare privileges, which I see as the profession’s tipping point, and achieve parity with our mental health colleagues in key areas. But just as the emerging economic engines of China and India have demonstrated the importance of tracking trends beyond domestic borders, the counseling profession must also take a wide-angle view of the future. For example, I believe the Internet age poses far greater challenges to the counseling profession than those that could ever be posed by psychiatry, psychology or social work.

Perhaps the best resource I’ve read regarding the Internet’s impact is Thomas Friedman’s evocative book *The World Is Flat*, in which he illustrates in detail how the Internet has transformed our world from one of regionalism and provincialism to a global, interconnected
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of treading through a minefield. But, to do so is the literary equivalent of cultural relativism, whereby certain societies or seen as practicing a type of egalitarian values on non-Western cultures. The counseling profession runs the risk of being viewed as mere “cultural variations.”

Applying Friedman’s “flattening” metaphor to the counseling profession means, I believe, that we must be as global as we are local in our actions and advocacy. The profession has been international for some time, but only in small numbers, with few U.S. counselors emigrating abroad. Future counselors will likely have viable career options abroad. Many counselors likely would be excited at the prospect of working in locations such as Kenya, Singapore, Hong Kong, Australia and elsewhere. Granted, this “wave” likely won’t reach high tide for a decade, but it’s certain to arrive, and we must plan for the opportunities and challenges that this flattening will hold for the counseling profession.

Friedman’s book also offers a window on numerous cautionary tales, particularly involving the clash of Western versus non-Western culture. Global expansion sets the stage for cultural conflict between a pluralistic profession such as counseling and societies that might see many of our empowering ethical standards (particularly regarding gender, religious and sexual equality) as, ironically, culturally insensitive. More particularly, the counseling profession runs the potential dilemma of being viewed either as insensitive by pressing Western egalitarian values on non-Western societies or seen as practicing a type of cultural relativism, whereby certain language (regarding gender, religion, sexual orientation and so on) is simply airbrushed out to appease more restrictive societies.

Now, I realize framing cultural conflict in such a manner is the literal equivalent of treading through a minefield. But, to borrow from sociologist Cornel West’s book Race Matters, to have meaningful dialogue on sensitive issues, one must of necessity run uncomfortable risks. A global era means some cultural conflict is inevitable and probably healthy, albeit uncomfortable for participants. There also is the delicate balance of respecting a society’s autonomy while simultaneously continuing to uphold the pluralistic values espoused in the ACA Code of Ethics. Our profession must carefully negotiate along the occasional demilitarized zone of widely varying traditions and demonstrate respect for cultures radically different from our own. But the reality is that all cultures — including ours — have their flaws. Some societies practice genital mutilation in girls, have legislated homosexuality as a capital offense and decree that adherents of any religion outside of the dominant one are infidels to be eliminated. Such inhumane practices clearly cannot be written off as mere “cultural variations.”

Although we cannot wash our hands of our ethical responsibilities, neither should we force our professional values on societies holding standards that run counter to our ideals. These types of cultural divides are likely to become flashpoints for conflict in the coming decades as the counseling profession continues to globalize. How the profession addresses major disconnects between professional ethical values and entrenched cultural norms will largely determine counseling’s degree of success in the emerging global movement.

Furthermore, the counseling profession must also adapt to non-Western values and customs if it is to practice cultural competence and thrive in an evolving, interconnected world. Some professional adaptations will surely involve regard for collectivism over individualism, family needs over personal desires and a willingness to incorporate traditional psychospiritual approaches into the counseling encounter (for example, indigenous treatments for Ghost Sickness, client communication with deceased relatives, concepts such as the Australian Aborigines’ “Dreamtime,” collaborations with local shaman and so on).

Emotional intelligence

This dynamic era is one of revolutionary change and requires equally revolutionary adaptation. What is the most critical tool to address such change? Michael Fullan, in his book Leading in a Culture of Change, quotes a former British Airways CEO as stating that emotional intelligence (EQ) is the most important attribute for organizations facing major change. Adapting our professional norms in diverse societies will pose radical challenges and opportunities. Change will likely be incremental, complex, sometimes arduous and occasionally frustrating, but it must be done and carried out in a diplomatic manner — thus the need for both organizational and individual counselor EQ. But counseling is a profession that seems ideally suited to addressing change, because change is precisely what we help students, clients, inmates and others achieve.

So, an emerging challenge is how to transform our predominately Western-based profession so that it can more readily prepare for an ever-evolving global society. This daunting task will require flexibility, imagination and a willingness to adapt professional practices to make them relevant in diverse societies. Failure to adapt in a dynamic, global era holds dire consequences. The once-dominant U.S. automobile industry resisted change and is now fighting for survival. Though counseling’s challenges differ from those faced by the automobile industry, the same Darwinian lessons apply.

As the name of this column alludes to, we do indeed see the future through a glass, dimly and with much speculation and uncertainty. But as with the childhood game my siblings and I played with such aplomb, we follow the road before us with a simple, abiding faith that it will lead us on a journey of meaning and fulfillment, while simultaneously acknowledging that we can never really know our destination nor truly imagine what adventures we might encounter along our way.

Shannon Hodges is a licensed mental health counselor and associate professor of counseling at Niagara University. Contact him at shodges@niagara.edu.

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Sam Gladding offers words of guidance

Periodically, “New Perspectives” gives students and new professionals the opportunity to ask a renowned counselor educator questions about his or her life. In this issue, Samuel T. Gladding, a past president of the American Counseling Association, reflects on his professional journey. Gladding is also a popular author in the counseling profession, an ACA fellow and chair of the Wake Forest University Department of Counseling.

I am a master’s student looking for ideas on how to find and what to look for in a good mentor. What has been your experience with mentorship?
— Master’s Student, Georgia

Sam Gladding: I was fortunate to have a couple of good mentors when I began my career. What I looked for then and what I look for now are as follows. Find someone you are comfortable with as a person. Otherwise, the process gets stilted and one-sided. There needs to be a real relationship. Second, find someone who is unselfish and wants to help you rather than tell you everything he or she has achieved or sell you a point of view you are uncomfortable with. Third, find someone who listens well as a counselor but has insight into the world of counseling and the world in general and, thus, can guide you as you look into the future.

I am a new master’s counseling student who walked away from corporate America several years ago to follow my calling as a “helper.” However, I am confused about what population I want to work with or my specialty area of interest. How did you decide on your current career path?
— Master’s Student, Michigan

Sam Gladding: In looking at my own career path, I think I evolved. I think that is true for many if not most counselors, especially those who do not have a passion for a particular population or specialty. I began as director of children’s services at a mental health center. I enjoyed the work but found my interests were broader than working with children. My next step was working with families under close supervision. I still do a lot of family work and love it. I then worked with groups. I am still engaged in this activity, along with counseling individuals.

I have not done much with corporations or institutions, at least formally. I think they might be interesting to explore, and since you have a background in this area, you might want to look at this group. The cartoon character Dilbert [inhabits] too many institutional settings. You can help break bad cycles in corporate thinking by working with those who seek to look beyond the bottom line. The important thing, I think, is to realize most crucial decisions in life, such as a career path, are made with both the head and the heart. The poet E.E. Cummings once said: “Feeling comes first.” There is a lot of research to back up the primacy of emotions. Thus, I would trust your gut as well as your knowledge of what you are good at and enjoy.

I am not getting enough out of my graduate program. I am starting my second year. The program is CACREP-accredited and the course work is challenging. However, I don’t believe we are being taught enough clinical skills. I feel like the school expects too much of us in our internship sites. Short of changing schools, what do you recommend that I do to get more out of my time in grad school?
— Master’s Student, Kentucky

Sam Gladding: Based on what you have asked, I would do the following. First, I would ask your professors for more help with increasing your clinical skills. They may not be aware that they are not doing enough or that you want more. Regardless, they may have some resources — for example, films — that can help you see other skilled clinicians at work, or they may expand what they are doing with experiential learning.

Second, I would seek out as much help from your internship supervisor as possible by again letting him or her know that you really want to learn excellent clinical skills and you do not think you are mastering as many skills as you would like. Most times, professors and supervisors are willing to help you learn more and be better.

I would also keep in mind that there is life after graduate school. I did not think I learned as many skills as I needed when I was a student. Thus, on my first job, I asked for more supervision and training than was customary. My clinical director was impressed and offered the help I needed. That was many years ago. I think my clinical skills have continued to develop since that time. Becoming a skilled clinician is a lifelong process. We are always “becoming.” Develop skills now as much as you can, but also realize that you will have opportunities through ACA and elsewhere to hone your skills even further once you are in an agency or educational setting.

I am interested in hearing about a situation in which you had a client from a completely different culture and
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**My life, my story**

To nominate an exceptional student or new professional to be featured in “My life, my story,” email acanewperspectives@yahoo.com.

This month, new professional Michelle Langley is featured as founder of Simple Love, Inc. (iamsimplelove.com), a nonprofit organization focused on ending commercial sexual exploitation and domestic trafficking of women and children.

**Age:** 41

**Current residence:** I am from Portland, Ore., but currently live in Brunswick, Ga.

**Education:** M.A. in clinical mental health counseling from George Fox University

**Greatest professional accomplishments:** Starting Simple Love Inc., a nonprofit 501(c)(3), less than a year out of school. I was also featured on the Halogen TV network show called Tainted Love speaking for those without a voice, and I consider gaining the trust of the most vulnerable sex industry workers a huge accomplishment.

**Biggest professional challenge:** Advocating for a change in public perception and establishing policies to protect our children. Simple Love is currently lobbying for a change in Georgia [state] law that would require a “john” caught purchasing sex from an underage girl to register as a sex offender for life.

**Words of advice for students:** Our profession has so many opportunities for growth and development, so take advantage of offers and follow your passion. If you love what you do, you will make all the difference in the world.

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**how you worked with that individual.**

— Master’s Student, South Carolina

Sam Gladding: One of the first clients I ever had was a 50-year-old African American woman who was married, Catholic and had three adolescent daughters. At the time, I was 26, single, Baptist and a WASP (White Anglo Saxon Protestant). In other words, our life experiences and worldviews were very different. Rather than try to tell and sell her on what she should do in life regarding her husband and daughters, I asked her to tell me her story. As she did, I tried to listen carefully and pick up facts concerning her difficulties, resources and worldview. I looked for her strengths and made sure she knew I was aware of her assets as well as deficits. To my amazement, she seemed to appreciate what I did.

I have found since that day it is best to be humble in working with people from completely different cultures. It is also important to focus on what individuals have as well as what they lack. Advocacy is also crucial, and helping unite individuals with programs and people that can help them is essential in our work as counselors.

**What do you think helped you to reach your current level of success as a counselor educator?** — Doctoral Student, Florida

Sam Gladding: I think if I have been successful as a counselor, it is due to a variety of factors. First, I love the profession and my identity as a counselor. Second, I have gotten deeply involved with the American Counseling Association and given my time and talents to as many initiatives within ACA as possible. Third, I am willing to take any job and get my hands dirty. I think it is “in the trenches” where so much of counseling is done, and it is also where much of the fun in the profession is located. Fourth, I believe you succeed by perseverance and that it is not so important who gets the credit as that the job gets done. Finally, I write a little almost every day. It helps me be aware of who I am and what is happening in the world. I can later read and reflect on the words and realize how I am growing or not.

Donjanea L. Fletcher is a student affairs counselor at the University of West Georgia. If you would like to submit a question to be answered in this column or an article detailing the experiences and challenges of being a graduate student or new counseling professional, email acanewperspectives@yahoo.com.

Letters to the editor: ct@counseling.org
Cruz, Robyn Flaum & Cynthia F. Berrol—DANCE/MOVEMENT THERAPIST'S IN ACTION: A Working Guide to Research Options. (2nd Ed.) '12, 276 pp. (7 x 10), 9 ill., 8 tables.


Marvasti, Jamshid A.—WAR TRAUMA IN VETERANS AND THEIR FAMILIES: Diagnosis and Management of PTSD, TBI and Comorbidities of Combat Trauma - From Pharmacotherapy to a 12-Step Self-Help Program for Combat Veterans '12 384 pp. (7 x 10).


Ponterotto, Joseph G.—A PSYCHOBIOGRAPHY OF BOBBY FISCHER: Understanding the Genius, Mystery, and Psychological Decline of a World Chess Champion. '12, 212 pp. (7 x 10), 13 ill., 3 tables.

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Lamis, Dorian A. & David Lester—UNDERSTANDING AND PREVENTING COLLEGE STUDENT SUICIDE. '11, 360 pp. (7 x 10), 21 ill., 11 tables, $69.95, hard, $49.95, paper.

Payne, Brian K.—CRIME AND ELDER ABUSE: An Integrated Perspective. (3rd Ed.) '11, 374 pp. (7 x 10), 7 ill., 18 tables, $68.95, hard, $48.95, paper.

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Palmo, Artis J., William J. Weikel & David P. Borsos—FOUNDATIONS OF MENTAL HEALTH COUNSELING. (4th Ed.) '11, 508 pp. (7 x 10), 6 ill., 3 tables, $87.95, hard, $64.95, paper.

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Bryan, Willie V.—THE PROFESSIONAL HELPER: The Fundamentals of Being a Helping Professional. '09, 220 pp. (7 x 10), $55.95, hard, $35.95, paper.

Johnson, David Read & Renée Emunah—CURRENT APPROACHES IN DRAMA THERAPY. (2nd Ed.) '09, 540 pp. (7 x 10) 11 ill., $119.95, hard, $79.95, paper.
Tech-savvy conferencing

It has been slightly longer than 16 years since my first encounter with technology use at a counseling conference. I was a doctoral student at the University of South Carolina in 1995, and the year prior I had started the CESNET-L email discussion group. The late David K. Brooks, then faculty at Kent State University and president of the North Central Association for Counselor Education and Supervision, invited me to come to the NCACES conference in Cleveland and share a keynote address with him and F. Robert “Bob” Wilson on the topic of counseling and technology.

I suggested to David that we try two new additions to conference presentations: demonstrating a mock NCACES webpage for the (still new) World Wide Web and having Internet-connected computers on-site for a technology lab for counselors. I had been teaching myself HTML coding by reading what was on the web and stripping other websites’ source codes for ideas. From that, I pieced together a mock NCACES website to demonstrate. David enlisted the help of his then-doctoral student, David Delmonico, and between the three of us, we managed to scrape together six desktop computers, transported them to the conference hotel and set up long-distance dial-up Internet access for all six desktops to create a counseling technology lab.

A lot has changed in 16 years. We’ve gone from a static Internet that required an “expert” programmer to create content to an interactive Internet where everyone can create and disseminate content. Content formats for conference presentations have moved from lectures to overheads to PowerPoint to live Internet connections. As for data devices, we’ve moved from desktops to laptops to netbooks to tablets to smartphones. Conference attendees use technology to assist them in traveling, in communicating, in receiving immediate messages about the conference, in organizing documents to read, in presenting content and in locating local hotspots for entertainment.

This month’s American Counseling Association 2012 Annual Conference & Expo in San Francisco will feature some added technology tools, including a website scaled to run on mobile devices. This website will provide conference information and a full presentation schedule, including information about each education session. In addition, the convention center, Moscone Center West, is equipped with digital displays that will carry up-to-the-minute conference information.

With this month’s “Digital Psyway,” I hope to provide ideas for tablet and smartphone apps that will enhance your conference travel experience.

Travel and accommodations

There are services you can use through your smartphone or tablet to assist you in finding flights and hotels and resolving problems when travel plans change. An app I use to consolidate all my travel information is TripIt, which keeps flights, hotel reservations, shuttle information and more available for each of your trips. The free version allows you to forward your reservations from booking sites directly into the app via email. Other travel service apps for mobile devices will help you find lower hotel and airline rates.

- TripIt: tripit.com/uhp/mobile
- Kayak: kayak.com/mobile
- Hipmunk: hipmunk.com
- Orbitz: orbitz.com/b/marketing/mobile/
- ITA OntheFly: itasoftware.com
- Skyscanner: skyscanner.com/mobile.html

Social networking service apps

Once you make it to the conference, how will you locate that colleague you haven’t seen in awhile or let friends know you have found a great place for dinner and when you will be free? There is always the old conference “message board,” a corkboard tacked with folded slips of paper with people’s names on them and containing a message inside. A tech-savvy method would be to use SNS (social networking service) apps. SNS apps combine your smartphone contacts with a text chat app so you can send messages to others in your phone book or those who are already signed up for the SNS. Instead of using the same messaging system your phone uses (SMS), SNS uses a wireless data plan to accomplish the same thing at no cost.

TripIt has a desktop app as well as a mobile app, so as you’re working on your desktop or laptop, you don’t have to reach for your phone to text. Whatsapp allows you to easily text chat with a colleague in Turkey without an international messaging charge. Whatsapp also has group chat available, so you can get all of your connections in on the dinner plans.

- Trillian: trillian.im
- Wordpress: whatsapp.com
- LiveProfile: liveprofile.com

Twitter

In 2011 at the ACA Conference in New Orleans, attendees started sending out real-time tweets about current sessions, good places to eat, links to pictures taken at events and even audio clips of Bourbon Street Dixieland music. “Back-channeling” tweets has become a popular way for attendees to have a public conversation with others at the event as well as with those unable to attend. To make it possible for someone to follow the topic, tweets include hashtags. A hashtag is “#” and a tag phrase that the group agrees on to serve as the search tag for the event. This year, the ACA Conference hashtag is “#ACASF2012.” So, to follow the conference twitter thread, you need to use the search in your twitter app for #ACASF2012. If you wish to contribute to the feed, you can do so by including #ACASF2012 in your tweet. Those not attending the conference can use the search on Twitter to see what is happening and to add to the feed using the hashtag.

If you haven’t already, now is the time to acquaint yourself with Twitter.
Besides following the ACA Conference, I use Twitter to follow new trends in technology, my favorite political columnists and a few humorists.

- Twitter accounts: twitter.com
- Twitter apps: twitter.com/download
- Tweetdeck: tweetdeck.com
- Twitter Fan Wiki Mobile apps: tinyurl.com/8xbu7o4

**Document readers**

When traveling to and attending conferences, I always carry extra reading material with me, whether it’s a paper I need to edit, a dissertation I need to read or an article I need to review. For that reason, I make sure my smartphone or tablet includes a document reader. The document reader can be an app (GoodReader, DocumentsToGo) that handles a variety of documents I have loaded to review, or it can be a database of documents I store in the cloud (Evernote).

GoodReader is a Mac OS app that is very versatile. It includes document editing and markup capabilities for a variety of document formats. DocumentsToGo is a multiplatform editor with a higher price point depending on your reading/editing needs. Evernote is a multiplatform document database app and web clipper, so if I see a website or article that I want to store for later reading, I can clip it, store it and pick it up on any device running the app. Evernote is a free app with paid services for more storage. I can clip complete articles, sort them into folders and tag them for search and later reading.

- GoodReader: goodiware.com
- DocumentsToGo: tinyurl.com/pfnd4
- Evernote: evernote.com

**Giving presentations**

The process for presenting at professional conferences has changed due to technology. In the past, “presenting” meant giving a formal presentation of a paper by reading it to the audience. Next, overhead transparencies, emulsion film slides and VCR players were used so we could add some visuals to the presentations we were giving. As more presenters adopted multimedia as part of their teaching, PowerPoint software required the presence of computers and digital projectors at conferences. Two interesting trends are increasingly being noticed at other conferences and now at the ACA Conference: the use of Prezi presentation software and the use of QR codes.

Prezi software creates an alternative to PowerPoint. It images a large display board on which the presenter can place text, pictures and video throughout the design field. If you think of PowerPoint as a series of cards that drop one at a time as the presenter moves through the presentation, Prezi is a large field of content. The presentation moves from one part of the field to another as the presenter changes topics.

QR codes are images that look like a checkerboard matrix. When a digital scanner, such as a camera in a smartphone, scans the QR code, the phone software reads the code, stores it and converts it back into the intended content, generally text or URL links to websites. The links below give some idea about how both of these new trends are being used.

- Prezi: prezi.com
- QR codes at conferences (Profhacker): tinyurl.com/7ctu6r5
- QR code generator: qrstuff.com
- QR phone decoding software: tinyurl.com/yzd2jc

I encourage you to bring tech tools with you to your next conference (hopefully, the ACA Conference). Challenge yourself to add at least one of these tools to your conference experience. If you do, perhaps we can meet at the conference “tweet up” and share the tech experience.

Find these and other links on “The Digital Psyway” companion site at digitalpsyway.net. Did we miss something? Submit your suggestions to column editor Marty Jencius at mjencius@kent.edu.

Marty Jencius is an associate professor in the counseling and human development services program at Kent State University.

Letters to the editor: ct@counseling.org
Risk and the counselor

Today I am sitting at a coffee kiosk at the Reading Terminal Market in Philadelphia. I’m here because this week my company is opening its third (our second clinical) company-owned location, right here in Philly. As a small company, any endeavor that includes the words “new location” is a serious risk.

I don’t like risk, and the risks of opening a new practice are many. We need the right location, the right staff, the right operations, the right credentialing and even the right marketing. The failure of any one of these key areas will cripple the project. Although risk abounds, I try not to fear it, and through the years I’ve improved (even if perhaps only slightly) in my ability to assess and manage it. In this column, I’ll write what I know about risk as it relates to business in the counseling profession.

1) Being an employee is risky too. Some claim that being an employee is just as risky as starting a business. I disagree. However, there are risks of employment. An employee can end up on the wrong side of office politics and get passed over for advancement — or lose his or her job entirely. In the health professions, it’s not uncommon for organizations to change directions on the basis of funding. A mental health clinic once catering to college students might transition into treatment for the homeless. In this scenario, an employee might get to keep his or her job, but the work that person once loved is replaced with an entirely different set of duties and expectations. As one counselor said to me, “I’m still employed, but I’m making less money and spending half my time on case management I never wanted to do.”

Still, employees can’t lose money. Startup costs for the employee are zero (the employer has costs), and if things don’t work out, an employee can simply walk away and find another place to work. If you’re looking to minimize risk, don’t start a practice. Instead, read my column that appeared in the January issue, “Four reasons not to start a counseling practice (and one appealing alternative).”

2) Failure is part of success … but doesn’t guarantee it. Thomas Edison, in an over-quoted anecdote, was once asked about his many failed attempts to invent the light bulb. To paraphrase, he replied, “I didn’t fail. I found 2,000 ways how not to make a light bulb.” He is also credited with saying “Many of life’s failures are people who did not realize how close they were to success when they gave up.”

Is it really darkest before the dawn? Ask Frank Nelson Cole. In 1903, Cole gave a presentation at an American Mathematical Society conference in which he proved that a very famous prime number, 2^67-1, was not actually prime. During Cole’s “lecture,” he approached the chalkboard and (in complete silence) wrote out longhand the number 2^67-1, which is 147,573,952,589,676,412,927. Cole then moved to the other side of the board and wrote 193,707,721 x 761,838,257,287. He multiplied the numbers by hand, showing that the result equaled 2^67-1! The attendees erupted with applause. Cole later said that finding the factors of 2^67-1 had taken him “three years of Sundays.”

Although the stories of Edison and Cole demonstrate the value of persistence, not all persistence bears fruit. According to best-selling author, entrepreneur and marketer Seth Godin, entrepreneurs need to tell the difference between a “dip” and a “cul-de-sac.” If you’re in a dip, you can push yourself out. If you’re in a cul-de-sac, it doesn’t matter how much you push. Godin states that being told to never quit is “bad advice. Winners quit all the time. They just quit the right stuff at the right time.”

As you begin (or grow) your practice, some areas of your business might be cul-de-sacs: specific target populations, groups, psychoeducational programs, online services, specific marketing endeavors, specific counseling methods and so on. Learning to differentiate cul-de-sacs from dips will help you to focus on the areas of your business that can grow and jettison areas that are wasting your time and effort.

3) Betting the ranch versus taking a punt. “Betting the ranch”: The act of wagering a large portion of your assets. Failure places you in serious financial trouble.

“Taking a punt”: The act of wagering a small portion of your assets. Failure doesn’t place you in serious financial trouble.

There is a big difference between the two. On one end, if you bet the ranch enough times, you will eventually lose the ranch. On the other end, if you’re so cautious that you never even take a punt, you’ll never get anywhere.

Counselors are more often on the cautious end of the spectrum. I’ve known many counselors who were too conservative to take a $400 punt that could have built their practice (this could be for a better office, a website, a print ad, a booth at a conference or something else). Although $400 is betting the ranch for some clinicians, for many it’s a manageable risk.
How much can you take a punt with? $40? $400? $4,000? The amount of cash you have on hand is not nearly as important as how you interact with the money you have. Ask yourself: How is my risk tolerance? Am I betting the ranch? Am I afraid to take a punt?

4) Risk versus reward. Would you buy a car for $10,000 if you could potentially resell it for $10,250? No! What if the clutch went out or you overestimated the car's value? The reward is too small relative to the risk. However, would you buy a car for $250 if it had a Blue Book value of $10,000? Of course! Even if the car didn't run, you could sell it for parts or scrap. The potential reward heavily outweighs the risk.

So what are the risks and rewards of starting a counseling practice? Service businesses, such as counseling, tend to have low start-up costs. There’s no manufacturing, no patents, no inventory. However, counselors today struggle to build caseloads, and they struggle to get paid for services rendered. Therefore, in some aspects, starting a counseling practice is low risk; in others, it's high risk.

If you're considering starting a private practice, invest time before you invest your money. Learn the costs of doing business in your area and learn the potential rewards. (Consider going to the ACA blog site at my.counseling.org and searching for one of my previous articles, “Building a six-figure private practice,” which itemizes some of the costs involved). Finally, although risk abounds, try not to fear it. Take a punt. In time, you'll improve in your ability to assess and manage risk.◆

Anthony Centore is the founder of Thriveworks, a company that helps counselors get on insurance panels, find new clients and build thriving practices. Contact him at Anthony@Thriveworks.com.

Letters to the editor: ct@counseling.org
Every person grieves and mourns loss in his or her own way. Therefore, as a counselor, it is helpful to possess multiple ways of understanding how to assist clients as they work through these feelings. It is important to recognize what research has already been done and what needs to be done in the future to truly provide a service to practicing counselors.

Working With the Bereaved: Multiple Lenses on Loss and Mourning proves to be a comprehensive summary of the major themes in bereavement research and clinical work. Clinical application is stressed as the main use for the book, with theoretical and practical issues addressed as the foundation.

The authors worked diligently to include both research-based information and evidence-based techniques to encourage clinicians to think about all aspects of grief and bereavement. Although the text includes academic language, the book is well-organized and easily understood by the layperson. Early chapters introduce the topic and its importance within the counseling profession and then focus on returning to life after a loss. Throughout Working With the Bereaved, a variety of case studies are provided to demonstrate how specific approaches were utilized and deemed helpful to clients. The case studies are relevant and applicable to clinicians and researchers separate from their disciplines or experiences.

To gain a broader perspective of the topic, the authors include contributions to the field by Sigmund Freud, Erich Lindemann and John Bowlby. The majority of the book focuses on the theoretical and clinical implications of the empirically validated Two-Track Model of Bereavement, originally proposed by first author Simon Shimshon Rubin. This model combines the insights of the psychodynamic and interpersonal view of loss (Track I) with its effects on the client (Track II). Basically, the first track asks about the client’s difficulties in biopsychosocial functioning, then guides the clinician on how and when to intervene based on the client’s needs within the biopsychosocial realm. The second track discusses the nature of the relationship to the deceased, as well as the client’s adaptive strengths and weaknesses. It also lays out a path for the clinician to intervene in these relationship domains. This information is gathered using “The Two-Track Bereavement Questionnaire,” available in the book’s appendix.

From a clinical perspective, Working With the Bereaved provides tips for helping the bereaved to reconfigure their lives and to manage their continuing bonds with the deceased. An important part of this resource encourages clinicians to explore their own emotional and intellectual beliefs about loss and bereavement through reflection questions and proposed ideas. In between and at the end of most sections, shaded boxes summarize, reflect and/or provide further information. These boxes support the text and at times challenge readers to dive deeper in understanding the most important parts. Aside from reflections, the book provides multiple tools for practical understanding, including graphs, pictures and tables that allow readers to visualize the authors’ statements.

The latter chapters promote the inclusion and understanding of several other components of grief and bereavement, examining methods for integrating systems and family perspectives in therapy, for understanding possible implications of culture and religion, and for meeting crises and emergencies in bereavement care. The concluding chapter addresses self-care, well-being and resilience, offering practical guidelines both for the bereaved and those who treat them.

This book was helpful both from clinical and research-based standpoints because it provides relevant techniques and hundreds of references from experts in the field. It is a worthwhile read for clinicians who want to implement evidence-based techniques or to better understand their own views on the topic and how these views might affect their practice.

Reviewed by Allison Sandrock, clinical counselor with Youth & Family Services at Harbor in Toledo, Ohio, and a doctoral student at the University of Toledo.

Statistical Methods for Validation of Assessment Scale Data in Counseling and Related Fields

By Dimiter M. Dimitrov, 2012, American Counseling Association, 272 pages, $49.95 (ACA member); $69.95 (nonmembers), Order #72914, ISBN: 978-1-55620-295-7

Dimitrov’s Statistical Methods for Validation of Assessment Scale Data in Counseling and Related Fields provides a systematic explanation of the current methods and procedures for validating statistical data from assessment scales. Dimitrov was the editor of Measurement and Evaluation in Counseling and Development, the journal of the Association for Assessment in Counseling and Education, from 2005-2011. During his term as editor, Dimitrov found consistent problems with manuscripts containing dated conceptualizations of validity, faulty methodology and/or errors in selection and implementation of statistical methods. So, he created this user-friendly book to assist counselors in understanding how to determine the validity of data that is gathered from assessment scales (surveys, tests, questionnaires, inventories and so on).
With *Statistical Methods*, Dimitrov offers an excellent resource to help counselors and graduate counseling students enhance their knowledge and research skills. To make this sometimes daunting material manageable, Dimitrov divides his book into three parts. Part I ("Scales, Reliability and Validity") includes chapters on the various variables and measurement scales, focusing particularly on the types of scales used in assessment. Additionally, this section provides a detailed explanation of reliability of measurements as well as a construct-based model of validity that will assist counselors in developing an assessment instrument. This section of the book not only defines the concepts necessary to become knowledgeable about instrument development but also outlines the five actions that counselors need to undertake (determining the purpose of the assessment instrument, test specification, development of test items, expert reviews and pilot studies).

In Part II ("Factor Analysis in Construct Validation"), Dimitrov provides clear explanations of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) and offers descriptions of the various CFA-based models of multitrait, multimethod data analysis. The numerous examples, figures and tables provided in this portion of the book are beneficial in understanding these analyses. Also helpful is the comparing and contrasting of the different statistical methods (for example, component analysis and factor analysis).

Part III ("Psychometric Scale Analysis") is beneficial for counselors in their development and validation of assessment instruments. Additionally, information is provided regarding the concepts and procedures involved in item response theory or the Rasch-based analysis. Again, the section features numerous examples, tables and figures to assist readers in understanding these typically complex concepts.

The contents of this book are formatted in an easy-to-follow manner, with each chapter featuring a succinct summary. Dimitrov proves capable of providing all the information a counselor needs regarding validating an instrument from scale data in a concise manner, resulting in a manageable read of less than 275 pages. Overall, the book is effective in its design and content. *Statistical Methods for Validation of Assessment Scale Data in Counseling and Related Fields* would be a good investment for quantitative researchers looking for sound guidance on current methods and procedures for validating statistical data from assessment scales.

Reviewed by Kathleen A. Brown-Rice, assistant professor of counselor education, University of South Dakota.

**Dying to Be Men: Psychosocial, Environmental and Biobehavioral Directions in Promoting the Health of Men and Boys**


Historically, counseling male clients has posed a problem for many counselors due to the traditional and intergenerational gender roles and belief systems present in society. Will Courtenay, an
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Three ways to recruit!
1. Simply log on to counseling.org/60for60, download the recruiter’s membership application along with member benefits brochure and the recruitment letter, and pass it along to your colleagues—remind them to indicate your “ACA Membership ID” on the “Referrer’s ACA ID#” space of the application to receive credit for your referral;
2. Encourage your colleagues to log on to counseling.org and select the “Join ACA” link for instant signup—remind them to add your “ACA membership ID” on the “Were you referred by a current ACA Member?” section to receive credit for your referral; or
3. Have your colleagues contact the ACA Member Services Department at 800-347-6647 x222 or 703-823-9800 x222 (M–F, 8 am–6 pm, ET). Make sure they state your name and/or “ACA Membership ID” as their referral in order to receive credit.

60for60 Double Win fun ends April 30, 2012, so get started now! If you need assistance with recruiting new “Professional” or “Regular” members, please contact Denise Brown, Director of Member Programs, at 800-347-6647 x303, 703-823-9800 x303 or dbrown@counseling.org.

Remember - the more you recruit, the better your chances to win! Let’s start recruiting today.
Internationally recognized authority on men’s health, offers a multicultural and comprehensive perspective of men and boys and how these stereotypical roles are detrimental to their health. Backed by 20 years of research and more than 2,000 studies, Courtenay summarizes more than 50 specific lifestyle behaviors and habits that place males at risk for injury, illness and death. Understanding the behavioral, psychological and health issues men experience will allow therapists to utilize interventions that are more effective.

The book begins by referencing how masculinity affects men and boys and pinpointing gender differences that influence health-related behaviors. Next, Courtenay describes the biopsychosocial elements that motivate men to engage in unhealthy behaviors. In the third section, he focuses on the health needs of men of all ethnic and demographic backgrounds, describing a comprehensive construct of the male gender role and, within that paradigm, how it affects a man’s well-being. In collaboration with multidisciplinary colleagues, he provides four empirical studies that examine masculinity and the health beliefs and practices of men and boys. Finally, Courtenay offers evidence-based strategies to improve the behavioral health of men and boys.

As a whole, Dying to Be Men provides a comprehensive exploration of the medical, social and psychological problems that men and boys experience throughout their life spans. Valuable information is offered on gender-sensitive and beneficial interventions for confronting these gender and masculinity issues.

Reviewed by Terry Dunlop, a doctoral student at the University of South Dakota.
Bullying exposure might lead to less benevolent worldview

Readers of this column may know that bullying and victimization are the focus of my own research. Therefore, I am always eager to discover new studies in that field. Jolynn V. Carney, Charles J. Jacob and Richard J. Hazler rewarded me this quarter with an interesting study in the Fall 2011 issue of The Journal of Humanistic Counseling ("Exposure to School Bullying and the Social Capital of Sixth-Grade Students"). This novel study examined how exposure to school bullying, either as a target or as a witness, was related to social capital among 91 sixth-grade students.

Social capital, in young people, was defined as “friendships, family support and general belief in the ability to depend on others as well as providing support to others as needed.” This construct was operationalized as seeing trust, fairness and helpfulness in others, each of which was assessed with a single dichotomous (yes/no) variable. The Exposure to Bullying Events variable was created by combining responses from the victimization and witnessing variables on the 28-item self-report questionnaire administered to participants. The team’s findings revealed that all students in the sample were exposed to bullying in the past year, with rates of exposure varying from almost every day to once or twice.

Participants who indicated that most people could be trusted were found to have lower rates of exposure to bullying and higher rates of observing other students attempting to stop bullying. Students who reported a belief that most people try to be fair had lower rates of exposure to bullying. No differences were detected on these variables between those who perceived others to be generally helpful and those who did not. Although the sample was small, and reliability and validity data for the measures were not provided, the results have implications for future research and practice.

Many studies have found relationships between bullying others and being victimized and measures of psychosocial maladjustment. There is also a body of literature that has documented associations between being involved in bullying and decreased academic performance and poor attendance at school. This is one of very few studies to have included witnessing, both of bullying events and student interventions when bullying occurs, as a variable of interest. This study also suggests that bullying exposure is associated with a less benevolent worldview in children, which is potentially an important finding. I hope to read more studies by these researchers or others that investigate these questions with larger and more diverse samples. These kinds of findings can add to the evidence for the importance of prevention and intervention programs in schools.

Studies reveal more on experiences of transgender college students

The increased victimization of lesbian, gay, bisexual and transgender students has been well-established in the bullying literature. Jessica C. Effrig, Kathleen J. Bieschke and Benjamin D. Locke used data from two large-scale studies of college students to examine the levels of victimization and psychological distress in students who identified either as transgender or “other” on demographic items (“Examining Victimization and Psychological Distress in Transgender College Students,” Fall 2011 Journal of College Counseling). These authors defined transgender to include persons who express their gender identity in ways that are inconsistent with expectations of their biological sex. That is, not all students who are transgender by this definition have had or plan to have surgical procedures or other medical interventions.

Although there is evidence that transgender individuals have higher rates of suicidal behaviors than individuals with other sexual orientations, the college population had not been well studied. Using two large national databases allowed the researchers to gather a sample of transgender students of sufficient size (n = 86) to conduct the analyses, while also providing both a nonclinical (general sample of college students) and clinical (students who were receiving services at college counseling centers) view.

Two measures were used, one assessing psychological symptoms and the other collecting demographic information and additional questions about the history of mental health problems. The outcome variables were quantified distress (self-harm, suicidal ideation and suicide attempts) and victimization (unwanted sexual contact and abuse).

First, the clinical group of transgender students reported significantly higher rates of suicidal ideation than those found in the general population. Transgender students also had higher rates of self-harming behavior, suicidal ideation and suicide attempts than students who identified as male or female.

A second study examined differences on scale scores for psychological symptoms and found that the transgender group had significantly higher rates of both victimization and distress. Because of the small sample size and unequal cell sizes, these comparisons could not be subjected to statistical tests of difference, but the authors noted that the score for both clinical and nonclinical subjects on Family Distress is notably higher than the
scores for men and women on that scale. Although transgender students represent a small percentage of students on college campuses, the significantly higher rates of both distress and victimization in this group suggest that college counseling centers need to be alert to the needs of this group, as do college campuses in general. Particularly given the elevated rates of suicidal ideation and attempts, prevention programming and awareness campaigns might be helpful in increasing tolerance of this group of sexual minority students.

Findings suggest effectiveness of web-based interventions for student drinkers

I have commented in previous columns about various studies related to alcohol use by college students. In the October 2011 issue of the Journal of Addictions & Offender Counseling, researchers Diana M. Doumas, Camille R. Workman, Anabel Navarro and Diana Smith investigated the relative efficacy of two forms of brief motivational interviewing interventions among a sample of 61 students mandated to participate in a program due to violations of campus alcohol policy (“Evaluation of Web-Based and Counselor-Delivered Feedback Interventions for Mandated College Students”).

The participants (37 completed a program and a 30-day follow-up assessment) were randomly assigned to receive the same program, which included the i-CHUG online intervention with personalized feedback. One group received the feedback only online, while the other group received the same feedback and reviewed it with a trained counselor immediately following completion of the online intervention. The outcome variables, assessed at baseline and follow-up, were weekly drinking quantity, peak alcohol consumption, frequency of intoxication and alcohol-related negative consequences. Results indicated no difference between groups, but significant reductions were detected in drinking behaviors in both groups 30 days following the intervention.

The findings have implications for how colleges and universities provide services to students with alcohol-related infractions. The web-based program significantly reduced drinking behavior, but the counselor-guided review of computer-generated feedback did not add to that effect. With the online program alone having promise, institutions have an efficient and effective method to deliver an intervention.

The authors recognize that the 30-day follow-up period is quite short and that longer-term follow-up data would be helpful. Hopefully, future studies will include longer follow-up periods. This study adds to the growing literature that suggests interventions based in brief motivational interviewing merit consideration on college campuses, so many of which struggle to reduce student drinking.

Sheri Bauman is a professor and director of the school counseling program at the University of Arizona. Contact her at sherib@u.arizona.edu.

Letters to the editor: ct@counseling.org

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The future might be anyone’s guess, but David Pearce Snyder has spent his career making calculated predictions about what looms ahead. Snyder, a Bethesda, Md.-based consulting futurist who says he consults on the long-term future of anyone and anything, has a few ideas about what’s in store for the counseling profession throughout the next decade.

Snyder, who is also a contributing editor to *The Futurist*, the bimonthly magazine of the World Future Society, predicts that by 2020, everyone will be chatting — not just through — their computers. The significance for counselors, he says, is that computers will be loaded with software enabling the machines to answer their owners’ questions — including questions that people today often go to see a counselor to discuss.

Instead of a live counselor being the first stop for someone with mental health, career, relationship or other issues, Snyder believes that person will initially ask the personal avatar “counselor” on his or her computer for feedback and advice. The personal avatar counselor will be stocked full of good health information, so it will offer constructive and helpful advice, according to Snyder. If the artificial counselor assesses that the person has a problem beyond the scope of assistance the computer can offer, it will recommend that the person see a real counselor. “The artificial counselor becomes the first line of defense,” Snyder says.

On the surface, that prediction sounds disturbing, as if advancing technology might threaten to make the counseling profession obsolete. But Snyder contends that artificial counselors will become crucial to the profession because there simply won’t be enough human counselors to meet the growing demand as the world becomes more complex and everyday life is filled with increasingly challenging problems and decisions. “More people will need help in making decisions about their lives,” he says. “Therefore, I believe the function of counseling will become increasingly important.”

As someone outside the profession, Snyder has an interesting perspective on the future of counseling. For an “inside” perspective, *Counseling Today* also approached a number of leaders in the field and asked them to share their thoughts (in their own words) on the next decade of counseling. As the American Counseling Association celebrates its 60th year as an organization, these counselors offer projections concerning the trends, issues, challenges and successes that might await the profession in the relatively near future.

**Bradley T. Erford** is president-elect of the American Counseling Association and a professor at Loyola University Maryland. Contact him at berford@loyola.edu.

As I look into my clouded crystal ball to predict the direction of the counseling profession over the next decade, I realize that even though the profession of counseling is more than 100 years old and ACA is celebrating its 60th birthday, counseling as a profession is just coming into its own in terms of parity.
and respect among peer professions, legislators and the public. We have achieved licensure in every state, but there are over 40 different titles for professional counselor licensees and trainees. How can we expect the public to understand who counselors are and what counselors do when we do not even agree on what to call ourselves?

Developing a unified profession and helping promote a core identity as a counselor first and specialty area second is the preeminent professional challenge of the next decade. To address this challenge, accreditation of counselor education programs and credentialing/licensing of counselors will become even more important. Imagine how easy it would be to advocate for the counseling profession and protect the public if every counselor education program in the United States was accredited by the Council for Accreditation of Counseling and Related Educational Programs; imagine if every graduating counselor attained the credentials of National Certified Counselor and state licensure that was recognized and portable within all U.S. states and territories; imagine if every state licensure board required its licensees to graduate from a CACREP-accredited program and attain the same supervision, experience and examination requirements. Such goals of standardization would simplify immensely our task of protecting the public, advocating for the counseling profession and solidifying a unified professional identity.

Perhaps the biggest threat to professional unity comes from within. Like many of you, I have worked with children, adolescents and their families in schools, provided mental health services to youths and families in private practice, and educated and trained the next generation of counselors in my current work in the university. While each of these positions was referred to by a different title (school counselor, licensed professional counselor, counselor educator), first and foremost I have always been a professional counselor! I happened to work in various settings performing various roles, but at my core, I have always been a professional counselor. Some divisive individuals currently stand opposed to the unity of the profession to which we have dedicated ourselves. These individuals place their political and personal agendas above the common interest of the counseling profession under the guise of counseling specializations. When we go to legislators to advocate for the counseling profession, we must speak with a single voice in order for that voice to be clearly heard and present a single vision for our goals to become realized. Other professionals, such as physicians, dentists, social workers and psychologists, realized this simple truth long ago and have become strong, respected advocates for their professions and the public.

Counseling has gone global. Governments around the world have recognized the importance of mental health and wellness. As a result, numerous counseling organizations have sprung up in nations around the globe looking for guidance related to accreditation, credentialing and organization-building. CACREP is helping to fill the accreditation need by introducing the International Registry of Counsellor Education Programs, which promotes high professional standards sensitive to the cultural and economic realities of international counseling. NBCC International is currently providing support to more than two dozen countries.
developing credentialing processes and in need of organizational support. At ACA, we are developing ways to encourage and make affordable international membership, and some international members have proposed development of an organizational affiliate or division focused on international counseling. We all share the goal of helping counselors in other countries build a strong, vibrant profession — and hopefully avoid some of the mistakes we have made in the United States.

Finally, as professional counselors, we need to firm up the scientific foundations of counseling effectiveness. There are over 400 published counseling theories, but the outcome literature only supports use of a small fraction of these helping approaches and only for limited developmental and clinical applications. Counseling researchers and journal editorial boards need to substantially increase efforts to validate counseling practices and assess counseling outcomes. It is far easier to advocate for the counseling profession with legislators and public policy administrators when armed with overwhelming evidence of the effectiveness of our services. ACA’s new Center for Research and Public Policy was created to focus our efforts on achieving this goal.

Barbara Herlihy is a university research professor in the counselor education program at the University of New Orleans, chair of ACA’s International Committee and chair of the ACA Foundation. Contact her at bherlihy@uno.edu.

Technology is changing our world at an astonishing pace. When I stepped into the 21st century just a few years ago, I wouldn’t have imagined that my phone would keep me connected to the world in thousands of ways, limited only by my number of “apps.” Next year, I’ll probably laugh that I thought a smartphone was innovative. That said, my predictions about the future start with the truth of a cliché — technology truly has transformed our planet into a global village. We cannot be unaware of the disparities in power and privilege that exist between and among peoples. Therefore, it seems likely that the social justice movement in the counseling profession will continue to gain strength and will become increasingly international in focus.

How will these changes impact counseling theory? In our upcoming book, Counseling as a Profession: Our Past, Present and Possible Future, Sam Gladding, Courtland Lee and I suggest that our profession will need to move away from existing theories that focus on individuals, couples and families and instead embrace systemic theories that address social ills and foster healing on a global level. Of existing theories, the multicultural and feminist approaches seem to hold the greatest potential for addressing these goals and may see increased acceptance and practice.

Most predictions about counseling theory have taken a narrower focus on the deep entrenchment in our society of the medical model and managed care, as well as our growing dependence on psychotropic medications. Thus, predictions are that brief-term, evidence-based, cognitive-behavioral approaches will dominate the future of mental health care. We believe that if counselors acquiesce to this status quo, we will contribute to the demise of our profession by rendering ourselves superfluous in a field already crowded with practitioners of the medical model. If, however, we can unite behind our identity as a profession that is uniquely strengths-based, holistic and grounded in the wellness model, we have the potential to turn the tide.

Another societal trend worth noting is that, due to advances in medical technology, people are living longer and our aging population is growing. In the future, we will need theories that respond to the needs of elders by addressing spiritual dimensions of living and existential issues such as isolation, meaning and death. But really, who knows what the future will bring for counseling theory? An unforeseen, entirely new paradigm may emerge that challenges all of our current assumptions.

Kurt L. Kraus is the facilitator of the “20/20: A Vision for the Future of Counseling” initiative and a professor in the Department of Counseling and College Student Personnel at Shippensburg University of Pennsylvania. Contact him at klkraus@ship.edu.

Likely, the next 10 years for the profession will surprise us. Predictions, especially about society in our tumultuous era, are probably best left to futurists who carefully analyze trends and foreseeable forces. Luckily though, actual change will come shaped by collective thinking, the complex evaluation of our profession’s purpose and efficacy, the goodness of fit between our achievements and the challenges the profession will find itself tasked to fulfill and, not least, the degree to which our current and emerging leaders and the visionaries of our profession nurture our own development, unity and growth.

I envision in a simile of identity development that our profession is reaching its early adulthood. The challenges encountered and overcome of our individuation — our adolescence perhaps — have given way to autonomy, recognition and professional fidelity, demonstrated in part by licensure across the nation, a burgeoning national and international counseling workforce, and our clearer and solidifying professional sense of self. Turf, semantic impasses and separatist ideologies of our adolescence wane. Our vision is emerging. We have authored a common definition of counseling and defined guiding principles [as part of the 20/20 initiative], and we begin these next years with ample room and welcome for a grand diversity of practitioners, specializations and missions.

Global politics and economies; technological advances and their consequences; the jeopardy of nationalism and other rampant isms; worry about the Earth’s finite resources and adapting to a warmer planet; the coming of age of generations with
beautifully different goals and priorities than [were held by] their parents and grandparents — all will inevitably influence what we do this decade. We as a profession will be propelled in new directions by genomic discoveries and the neurosciences. An expanding embrace of world medicine and health practices coupled with redefinition of health care and service delivery in America will shape us. We, too, are a potent force as we adapt to local and world change. I believe that our profession will be vital in global efforts to raise the quality of life and in providing mental health care to serve our 7.5 billion neighbors by 2022 (U.N. projection). I think our profession will directly influence the emergence of new archetypes for what constitutes education, careers, families, societies, healthy human development across the life span, empathy, philanthropy and happiness.

What will tomorrow’s arrival offer and require of our profession? Our development as a unified profession has been courageous, motivated by compassion and fairness and guided by science and ethics. I am confident we are poised and ready to welcome the next 10 years and beyond. I’ve always been fond of surprises.

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Technology, technology, technology. Excuse me … did I remember to add technology? And we counselors, counselor educators and all concerned professionals involved in the counseling world had better get ready for the transition. I know that I went kicking and screaming into even owning a BlackBerry many years ago, and now I can’t seem to get away from my iPhone. As we journey more into the world of Skype, Facebook and other social media, we counselors have to learn to keep up with the Joneses as it were. Those of us who buck the system will be left behind. We have to meet our clients where they are, and it seems they want to be deeper into the 21st century. Think of the host of problems all of these new technologies will bring to the counseling office. We definitely need to be prepared!

How will these continually evolving trends affect us? How must counseling theories be adapted or even newly created to ensure that our clients’ needs are being met? With this new, innovative, oft-confusing technology comes new ethical concerns, new ways to reach out to our clients and definitely new issues that may need to have culturally sensitive and social justice-minded individuals ensuring that our clients are presented with the very best. Our personal best! Best “evidenced-based” practices have to be at the forefront of our discussions and research. Counselor education programs need to be able to ensure that their curriculums follow a pedagogy that embraces online counseling and supervision. These programs need to start really accepting online counseling programs, which are often seen as foes (come to think of it, I’m still kind of kicking and screaming even as I type this). Traditional programs need to acknowledge the next wave and find ways to attract students who are looking to the future.

We cannot allow ourselves to fall behind on this newfangled phenomenon. Seriously consider the challenges our profession is facing today. We are currently in a battle to define our profession (i.e., “20/20: A Vision for the Future of Counseling”). Technology will definitely be front and center within this fight. As we head to Washington and deal with the bureaucrats on the Hill, I am sure that how the world is evolving will be on their agenda. Definitions and portability issues aside, we need our two-minute elevator talking points for how we see ourselves technologically in this ever-changing society as well — and you surely don’t want to lose out in this battle to social workers, psychologists and coaches.

I’m game! Are you? Email me. Heck, FaceTime me … I will pull out my iPhone and chat with you for a minute.
Counseling changes the brain. The major conceptual, theoretical and practical breakthrough will be the recognition and incorporation of neuroscience into our counseling practice and research. Counseling colleagues are already applying neuroscience principles as they conduct both counseling and research using functional magnetic resonance imaging (fMRI). In interviewing practice, I constantly maintain awareness of the client’s attentional patterns and what likely is occurring in the brain. Relationship and empathic understanding have become even more important. Research demonstrates that high points of client/counselor empathy show in parallel movements on an fMRI.

Wellness and positive psychology will become more central. I’ve always taken a positive approach to the field, but I understand better [now] why and how a strength-based approach builds new neural networks and reinforces positive emotions (associated primarily with the frontal cortex). This even increases the size of the seat of memory, the hippocampus. The positive wellness approach combats and can overcome our protective but also negative emotions of sad, mad and fear.

It is fascinating to discover new scientific foundations for what we counselors have been doing since the beginning. But neuroscience adds to and clarifies what works and makes a difference for our clients. I behave much the same in my own interviewing, but now I am much better at knowing what I am doing and what is likely to happen with the client as a result of the relationship and my interventions.

Biological foundations and curriculum change: CACREP has set the foundation with their new standard that emphasizes bringing biological foundations into our training. At the moment, our field still operates from a “theory of choice” framework, which tends to focus on remediation and a problem-focused approach. Neuroscience leads us more to a positive, preventive approach. For social justice advocates, there is now substantial research that shows that poverty, abuse and oppression lead to less gray matter in the brain, less effectiveness in schools and a lifetime of continuing negative patterns.

On the positive side, wellness assessment and developmental life planning will become central. Less time is likely to be given to abstract theorizing. Stress management will become even more important [because] it provides us with ways to prevent damaging cortisol from entering the brain. It is clear that exercise, nutrition and meditation now are required areas of expertise for all counselors and therapists.

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I expect the counseling profession will continue its journey from adolescence to adulthood as we join together to respond to three major demands over the next decade.

Accountability: Our educational, governmental and human service institutions have entered the age of accountability. We know we have an ethical responsibility to provide our publics with the most effective and efficient services possible. Unfortunately, we sometimes remain silent as others define evidence-based services for professional counselors or limit us to externally defined types of services or numbers of sessions. In the next decade, I believe we will continue to realize the vital role of rigorous, socially valid research and intentional advocacy regarding professional counseling.

As we do so, we will emerge with a stronger understanding of what works in professional counseling practice and education and, in turn, a more meaningful integration of evidence-based practices across counseling settings.

Identity: Demands for greater accountability and enhanced understanding will provide an opportunity for professional counselors to realize our potential as agents of optimal growth and wellness. To respond effectively, we will need to continue to cultivate a collective professional identity regarding who we are, what we do and where, when, why and how we serve. Such solidarity will help us to move forward in our efforts regarding licensure portability, expectation for accreditation, public awareness and advocacy, and interdisciplinary participation.

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The future of the counseling profession has the potential to be bright. As we consider the profession’s future, it is important that we continue to integrate the needs of the oppressed into emerging counseling...
We need multiculturalism and social justice need to become generic “forces” in the field if we are serious about addressing the issues of culturally diverse clients. To this end, we need to discard old ways of thinking and not become complacent by settling for the status quo of [what is comfortable].

Unfortunately, we have become too comfortable with the social order of things in counseling. We have developed what I refer to as an “additive approach” to helping that does not fully address the needs of culturally diverse clients. An additive approach to counseling is when we integrate multicultural and social justice into predominant counseling theories and ways of practicing without changing the core structure of an existing theory or practice. On the surface, it seems as if we have continued to evolve with the changing needs of society. However, the central tenets of the theory or practice remain the same. This is problematic because we continue to promote paradigms and practices that do not fully address the issues of culturally diverse clients.

A sense of urgency is needed because the consequences are dire. For instance, lesbian, gay, bisexual, transgender and questioning youth are struggling in America’s school system because school staff are ill equipped to respond to a culture of anti-gay sentiment on school campuses. Youth of color and the poor are receiving a K-12 education that our legislators would not want for their own children, yet they (youth of color and the poor) are expected to compete for the same resources (college admissions, jobs, health care, etc.) upon graduation. Predominant counseling theories and practices are not addressing these issues.

The viability of the profession is dependent on our ability to take risks and think differently. We need to stop recreating existing models and practices. For this to occur, we need to admit students into counselor training programs and hire faculty who are unafraid of standing up to the status quo. We need people who will make us uncomfortable. We need people who identify as social change agents within the profession.

Don W. Locke is president of ACA and dean of the School of Education at Mississippi College. Contact him at locke@mc.edu.

The next decade will be exciting for the profession of counseling as we try to maintain the momentum of the past and face the unknown future. In my opinion, we have a variety of needs, challenges and opportunities. There is the two-pronged effort to secure professional unity (as counselors with areas of specialization continue to expand) and to meet the increasing pressure for portability of professional licensure between states. A new challenge is the increased use of technology, cybercounseling and virtual reality. An area of opportunity is the specialization and clinical training that will be provided at the doctoral level for practicing licensed counselors.

If we are to sustain the progress made with implementation of accreditation, licensure and credentialing, it will be necessary to ensure that professional counselors do not splinter by specialization into competitive groups and become adversaries for licensure, payment or clients. The next decade must be one of professional unity and a focus on license portability.

The possibilities presented to professional counselors by the use of technology are, to me, mind-staggering. I cannot envision where we will be in a year, much less a decade from now. There must be the development of ethical guidelines related to the use of technology, accelerated training for current students and annual professional development opportunities for practicing counselors. The prospect of using virtual reality during practicum and internships is already being explored.

I have also been contacted by an ACA member who wants to form an interest group concerning the prospect of using

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### Guía de Estudio para NCE y CPCE

La muy popular Guía de Estudio para el NCE y CPCE (2011, 6ta ed.) del Dr. Andrew Helwig está ahora disponible en español. Este manual contiene las ocho áreas de CACREP al igual que información acerca del NCE y CPCE. Contiene consejos útiles al momento de tomar un examen, estrategias de estudio, dos exámenes prácticos y el Código de Ética del ACA. Esta conveniente Guía de Estudios tiene más de 430 páginas, traducidas al español por Maximiliano Nealon, quien es consejero profesional.

Para más información o para adquirir un ejemplar en inglés o español de la Guía de Estudios para NCE y CPCE ($79.95) o los DVDs del Taller, visite: www.counselor-exam-prep.com. E-mail al Dr. Helwig a: ahelwig@sprintmail.com.
virtual reality in therapeutic situations, especially as it pertains to the treatment of PTSD (posttraumatic stress disorder) and phobia. I am sure there are additional virtual applications being proposed for a variety of situations. The counseling profession must move quickly to be prepared for the technology-oriented future facing our clients and us.

More professionals will be pursuing the Doctorate of Professional Counseling (DPC). It is anticipated that the programs of study chosen by DPC candidates will provide them with opportunities to select areas of additional training so they can better serve specific client needs. I anticipate that this counselor training model, which recently became available and that prepares candidates for licensure at the master's level and then specialization at the doctoral level, will expand significantly during the next decade.

Professional counseling has become respected as a viable mental health provider. The next decade will determine if that level of respect is maintained.

**Thelma Duffey** is a professor and chair of the Department of Counseling at the University of Texas at San Antonio and the founding president of the Association for Creativity in Counseling. She also works in private practice in San Antonio.

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School bullying has long been a difficult experience for children. In fact, some of the more painful childhood memories reported by some adults involve being made fun of, left out or otherwise bullied by their peers. Bullies sneer, mock, intimidate and often involve others to normalize their actions. And today, children have an even greater burden to manage: Internet bullying. People no longer have to look their victim in the eye when bullying. They can simply post a hurtful message, mean-spirited blog or compromising photo. Unfortunately, we know the consequences of bullying. And we know that bullying doesn't end in childhood.

The experiences of hurt and humiliation are very real societal concerns regardless of age. I can see counseling in the next decade increasing its focus on relational development: supporting realistic self-examination/care and finding innovative ways to promote genuine concern for one's impact on others. The hope would be that an increased focus on relational competencies could have a productive ripple effect over time.

On a practical level, I believe the economy is a significant stressor for many people who find themselves in a Catch-22 situation. They experience stress, seek out services and then have a hard time paying for them — leading to more stress. Exploring creative ways to provide innovative, meaningful and cost-efficient counseling services is becoming increasingly important. A hybrid of face-to-face and online counseling could be one possibility.

As to where the profession heads in the coming decade, the brain will be an emerging area of interest. There is a plethora of information currently available on the neuroplasticity of the brain. I see this as exciting, cutting-edge work that could have a tremendous impact on our profession on so many levels. Still, this work is relatively new and ripe for investigation. I believe rigorous research that examines creative, innovative ways of regulating the brain to perform more optimally would be a wonderful next step in the profession of counseling. In the next decade, we may see important work related to addressing common counseling concerns such as depression, anxiety and addiction through brain regulation.

As far as emerging counseling theories, I see relational-cultural theory (RCT) as particularly relevant because it supports the counseling profession's focus on wellness and mental health, particularly when conceptualizing people's life experiences and their responses to these experiences. Using the language of connection, disconnection, development and context, I believe RCT has much to offer the counseling professional in the next decade.

**Thomas Sweeney** is a professor emeritus of counselor education at Ohio University and executive director of Chi Sigma Iota. He is also a past president of ACA.

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I believe our society is showing clear signs of embracing a more holistic, wellness perspective on well-being. This is being embraced not so much on a philosophical but
an] economic basis. It has always made more sense (no pun intended) to prevent illness, accidents and lifestyle disasters. Increasingly, government, business and industry are aware that life stress, physical inactivity and poor environmental conditions are creating huge repercussions in health care costs. Prevention is smart business, and happy, healthy workers and citizens even more so.

In addition, education is increasingly seen as an economic necessity. Some say that we are no longer world leaders in education. Our economy is suffering as a consequence. The global economy requires us to have competent, flexible workers who adapt to the changes driven by circumstances beyond our borders.

Professional counselors’ competencies in career, group and wellness counseling are unique to their core preparation. Integral to these skills are knowledge and competencies suited to a diverse and culturally rich global society. There will be even greater need for our interpersonal, group and multicultural competencies to help facilitate change in all work and social settings.

In addition, we are currently witnessing a revolution in how we can help those we serve. School counselors are now introducing children to biofeedback computer-based software programs. Such programs help children reduce their test anxiety, learn more effectively and experience self-efficacy with fun-based exercises that translate into classroom, social and learning benefits.

We are also on the cusp of a revolution in delivery of services that never seemed possible before counselor credentialing. While in its infancy in counselor education, neurofeedback for use with children with attention-deficit/hyperactivity disorder and adults with anxiety and depression disorders has already begun. Licensed professional counselors are providing such services, sometimes even collaborating with physicians to help reduce and, in some cases, eliminate dependence upon drugs to regulate the body’s and brain’s imperfections.

The major trends in society will not be what drive the future of counseling practice, however. It will be determined more by how professional counselors educate others as to who we are and how we contribute to the realization of a healthy society by fostering wellness and human dignity. [To paraphrase what a U.S. government mental health director] told us in 1990, if you are a “group of groups,” I do not need to listen to you. If you are as one group, now that I have to hear!

Summer M. Reiner is an assistant professor of counselor education and the school counseling coordinator at the College at Brockport. She also chairs the ACA Ethics Appeal Panel. Contact her at sreiner@brockport.edu.

As a profession, I think we are beginning to thrive. Recently, we achieved licensure in all 50 states and gained recognition by the [Department of Veterans Affairs]. There are 598 CACREP-accredited counseling programs and over 48,000 counselors certified by the National Board for Certified Counselors. ACA has over 49,000 members and is still growing. I believe that society has begun to recognize the value of our approach with our emphasis on wellness, strengths and life span development and our rich clinical training. To support our momentum as a profession, we need to address the needs of our clients. Recently, our attention has shifted to disaster mental health and to working with the returning veterans. If I were to predict four additional issues that I believe we will need to be prepared to address, they would include:

- Life balance: I think that technology is changing the way we live as well as our expectations about the world. The availability of the Internet and smartphones keep us plugged in at all hours. Many of us are multitasking — for example, texting one person, while visiting with another — and working around the clock. How many of us check our email before bed and upon waking?
- Patience: Instant access to information and entertainment may fuel the need for instant gratification. I would predict that goal setting, career and life planning, and relationships will all be impacted.
- Health-related decision-making: Given our technological abilities — for example, keeping people alive on machines, analyzing genetic information — I think clients may experience personal dilemmas. Making decisions about the life and death of a loved one, such as “pulling the plug,” can have a lasting emotional impact. A relatively new health option, genetic screening, may allow individuals to identify...
emphasis on wellness is here to stay are all hot topics in society today. An development theory and practice. These on wellness, creativity and career profession, counseling will be a leader in its will lead in its decade ahead.

Aging: We have known for some time that the baby boomers would eventually reach retirement age. Boomers are clearly a large group and have normalized the idea of seeking counseling for improving wellness. I believe they will expect to address their many age-related transitions through the counseling process. Ironically, ACA continues to pursue achieving Medicare recognition when few counselors are fully prepared to provide such services. NBCC and CACREP eliminated their emphases on geriatric counseling, and less than 2 percent of ACA members are members of the Association for Adult Development and Aging [a division of ACA].

Samuel T. Gladding is a professor and chair of the Department of Counseling at Wake Forest University and a past president of ACA. Contact him at stg@wfu.edu.

I think the profession of counseling will be more of a leader than a follower in the decade ahead. Counseling will lead in its emphasis on continuously refining itself as a profession and fulfilling its mission accordingly. The 20/20: A Vision for the Future of Counseling initiative, started in 2005, has transformed the profession from one where there was much internal squabbling and disagreement to one where there is more agreement, uniformity and pride in what counseling is and what counselors do.

Besides being a leading helping profession, counseling will be a leader in the next 10 years in its emphasis on wellness, creativity and career development theory and practice. These are all hot topics in society today. An emphasis on wellness is here to stay as Americans realize its importance. The counseling profession has some of the best minds in the country writing, researching and implementing practices in the wellness area. The wellness wheel created by Jane Myers, Tom Sweeney and Mel Wittmer is one example of a concrete instrument being developed in counseling that has potential for a huge impact, both inside and outside the profession.

In the creativity realm, I continue to be impressed by the Association for Creativity in Counseling and the Journal of Creativity in Mental Health, edited by Thelma Duffey. ACC and those associated with it are into originality and transformation as related to counseling issues. The Journal of Counseling & Development, edited by Skip Niles, is also showcasing articles that deal with macro issues counselors need to be aware of and innovatively tackle.

Finally, because of the economy, career development and theory — one of the pillars on which counseling is based — will become stronger. Career issues are international, and solid career counseling is intentional wherever it is delivered. I think Mark Savickas’ narrative counseling approach is going to grow in popularity. Like existential and Gestalt theories, the narrative approach deals with meaning, mattering and the integration of persons.

Jill D. Duba is an associate professor and coordinator of the clinical mental health counseling and marriage and family therapy programs at Western Kentucky University. She also chairs the ACA Professional Standards Committee. Contact her at jildduba.sauerheber@wku.edu.

Counseling will be significantly impacted by the emerging relationship counselors have with the health care reimbursement system. Managed care promises several advantages. Clients will be assured that they get what they pay for, unnecessary long-term therapy will be eliminated and professional counselors will be paid for services rendered. But what are clients paying for? At what point does managed care begin to mandate what counselors do and how they are thus trained?

My family systems class recently asked me why professional counselors do not engage in co-therapy and why reflecting teams are not employing these techniques in practice, especially since they appear to be highly effective modalities. First, I explained that co-therapy and reflecting teams are not seen as cost-effective. Second, treatment plans must adhere to an outline provided by the managed care system. What professional counselors know and have studied to work is frequently usurped by what “Managed Care Knows Best.” Finally, professional counselors who depend on payment from managed care will have restricted opportunities to empower and help others if they simply document the use of preventative, holistic health and wellness approaches. Managed care may eventually determine counselor identity, the nature of the profession and certainly how counselors are trained and practice.

I believe the growth of the profession is dependent on the growth of the people it serves. Are people getting healthier? Are we getting closer to convincing people that seeking counseling for adjustment-related issues — before they are in crisis — is an illustration of “mental health”? Do the systems that our clients are a part of contribute to the individual health of their members? Are professional counselors seeking more knowledge and skills for helping people develop coping mechanisms, positive support systems and healthy mental lifestyles than [knowledge and skills] about identifying pathology, providing symptom relief and diagnosing? Do professional counselors know what clients need in order to maintain a healthy mental lifestyle within their cultural/family context? If these ideas are essential to counselor identity, we must focus on how to document effectiveness and maintain our core values.

In terms of theories, incorporating systemic, wellness-based theories in practice is crucial. We must conduct studies using wellness-based theories to document what works to help all populations maintain mental “health.” It is time to begin applying these theoretical
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models within a systemic context rather than using them as backdrops for long-winded and recycled conversations about where we are headed.

Mark Pope is professor and chair of the Division of Counseling and Family Therapy at the University of Missouri-St. Louis. He is also a past president of ACA. Contact him at pope@umsl.edu.

As the U.S. and other countries experience another capitalist cycle downturn, human services will continue to be the target for drastic budgetary cuts. The good news is this: It will get better (again), but more slowly because of the depth of the recession.

In the long term, counseling has great potential, greater than many of the other mental health professions. We are the youngest of all the mental health professions and, yet, we have overtaken them all. We continue to grow faster than other mental health professions (projections for the next decade include counselors: 18 percent [782,200], social workers: 16 percent [745,400] and psychologists: 12 percent [190,000]; see the Occupational Outlook Handbook, 2010-2011 edition). And because of our economic position — lower cost and yet higher-quality services — we will continue to grow faster.

With the increasing move toward 60-hour master's programs, I see a longer-term trend toward increasing professionalization of counselors. And with counselors achieving licensure now in all 50 states, we can and are moving strongly forward to inclusion in all nationwide programs (for example, TRICARE). We are truly ripening as a profession, with even greater potential for the future.

Finally, newer theories, interventions and models that address outcome quality in shorter-term interventions will increase, such as solution-focused therapy, eye-movement desensitization and reprocessing (EMDR) and other cognitive behavior theories.

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Four issues will continue emerging:

1) The profession must decide whether we succumb to what medicine did by moving to practice specialties or remain as broad generalists.

People come with multiple problems, and counselors address multiple issues, so specialists would change our profession.

2) Trauma-informed counseling will require ruling out or treating trauma as the primary cause that keeps clients stuck despite many attempts at counseling.

Counselors will be required to learn specific evidence-based treatments (EMDR), as well as other neurobiological treatments that will emerge (Brainspotting), to help people break the “recovery logjam” not resolved by talk therapy alone.

3) Addictions-informed treatment recognizes that many people have “use” issues and coexisting disorders that contribute to the self-medication cycle and will benefit from neurobiological techniques as well.

4) Finally, the struggle over using evidence-based techniques (difficult to replicate in noncontrolled client settings) or focusing on the therapeutic alliance and common factors will continue. Some mixture will evolve.

All counselors will need to develop a tool kit loaded with strategies and skills to be employed depending on the client’s needs. These will be less theory-based and more about effectively resolving client problems. Counselors will become a major force in the provision of mental health services.

As far as emerging counseling theories, I believe we are entering the posttheoretical era where older comprehensive “theories” will be presented for historical background in counselor training. My wife (Jane Webber) and I are writing about the posttheoretical era, where the current overemphasis on theories robs time from skill-building.

Although attempts to create a transtheoretical approach met with limited success, it seems that most new ideas look like a slimmed-down version of Arnold Lazarus’ multimodal approach. Clients bring multiple issues requiring multiple strategies, which means taking evidence-informed or other effective techniques and applying them to specific client problems. Brief solution-focused and motivational interviewing [approaches] moved in that direction, combining the therapeutic alliance and common factors (taken from Carl Rogers’ work) with strategies framed into a logical treatment model. In light of these changes, counselor educators will be challenged to create teachable models in a way that students understand.

Also, the pendulum of religious fundamentalism swings back as people discover that faith cannot always explain everything and seek to create their own meaning and understanding. A revival of existential thought (Western Buddhism) may re-emerge in counseling.

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I believe that over the next decade we will see counselors expand their skill set to keep abreast of the emerging science on the brain and how brain disorders affect behavior, mood, academic performance and interpersonal relationships. We will see, for instance, counselors acquiring training on how to interpret objective measures of brain function such as SPECT and quantitative EEG. These measures will be used to provide input during, for example, marriage counseling, academic counseling and career counseling.

We will see more counselors learning innovative methods of changing brain function, including the neuromodulation methods such as neurofeedback. I also believe that, while psychodynamic approaches will always be important to explore genetic or family-of-origin factors
(the loaded gun), there will be a shift toward looking more at environmental factors (the trigger finger) such as nutrition and lifestyle factors that affect the brain and, ultimately, the behavior.

I also see a growing trend with young adults and teens presenting with poor social skills and the inability to interact one-on-one or in groups. There is a growing isolation that I believe is fueled by the explosion of technology and the overreliance on electronic gadgetry to socially connect. So, there is a growing need for social skill-building groups for these young people.

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As I consider the evolution of counseling over the next decade, it will be important for the profession to be aware of a number of important global trends. Issues such as worldwide financial instability, climate changes (global warming), unprecedented population aging, ongoing political instability and ideological conflicts, increasingly diverse communities, and rapidly evolving and ever-pervasive technologies all have the potential to significantly impact human development and well-being.

It will be important, therefore, for the counseling profession as it is known in the United States to develop more of an international perspective on counseling and human development, given the sense of global interconnectedness that is emerging among mental health professionals. In many parts of the world, both individually and organizationally, counseling professionals are moving beyond provincial conceptions of theory, research and practice to join in collaborative efforts to foster notions of mental health and human development that stretch across geopolitical boundaries. It will be important for ACA and counselors in this country to be part of these collaborative efforts. Counseling theory and practice over the next decade should focus on understanding human nature in a broad global context. In addition, counselor training must stress the notion that what happens in one community in any part of the United States must be understood within this larger global context. More than ever, it will be crucial for counselors to be able to “think globally and act locally.”

Given this, I believe that counseling practice over the next decade must be predicated on counselors becoming globally literate human beings. Global literacy is the breadth of information that extends over the major domains of human diversity. It consists of the basic information that a person needs to possess in order to successfully navigate life in the technologically sophisticated, globally interconnected world of the 21st century—a world in which people from diverse cultural backgrounds interact in ways that were previously inconceivable.

Global literacy implies an understanding of the contemporary world and how it has evolved over time. It encompasses important knowledge of cultural variations in areas such as geography, history, literature, politics, economics and principles of government. Global literacy is the core body of knowledge that an individual gains over a lifetime about the world in which he or she lives. The driving force behind the
development of global literacy is the commitment one makes to ensure that openness to cultural diversity is the cornerstone of his or her life. While the development of multicultural competency should continue to be an important goal for professional counseling training and practice, global literacy must be the goal for a life lived in a culturally competent manner. It logically follows, therefore, that one cannot be a culturally competent counselor if he or she is not a globally literate person, and a wider understanding of the world will be crucial for counselors in the decades to come.

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In my opinion, a future focus of the counseling profession should center on the counseling needs of older adults. In the United States, baby boomers represent a growing percentage of the overall population. As they retire, the counseling profession must be ready to meet the unique developmental needs of this age group. Research suggests that the mental health needs of older adults are growing at an exponential rate, and counselors must be prepared to serve the needs of this underserved population.

The process of aging is a universal phenomenon that needs more attention in counselor preparation programs. There is a general lack of evidence-based practices for older adults. Counseling programs should place a specific emphasis on understanding and meeting the developmental needs of older adults. Counselors should be prepared to work with older adults’ issues such as grief and loss, disability related to physiological functioning, career needs and lack of access to services.

Counselors need training in counseling-based interventions specific to older adults and the awareness of services available in the community. Counseling programs should prepare students to work in more client-focused settings, such as older adults’ homes. If counselors do not reach out to this population, chances are high that older adults will not receive services due to transportation and mobility limitations.

Counselors can play a vital role in the successful aging of today’s older adults. The mental health needs of older adults are often overlooked and can only be expected to grow in the immediate future. The training of future counselors, flexibility of service delivery and development of evidence-based practices are vital for people experiencing this inevitable part of human development.

Circie West-Olatunji is an associate professor of counselor education and coordinator of the mental health track at the University of Florida. Contact her at circie@ufl.edu.

There are three major trends that are emerging in the discipline of counseling: the internationalization of counseling, more nuanced understanding of traumatic stress and the role it plays in psychological distress, and counseling children.

As more countries explore the value and benefit of having counseling professionals in their society, counseling will become increasingly visible outside the United States. A major benefit of this expansion is that it has the potential to create a global synergy that advances our knowledge and application within the discipline. In particular, globalization of counseling can augment our cultural competence and understanding of sociopolitical context in service delivery.

Another trend is in the area of traumatic stress. There are several human challenges that fuel this trend, such as a) the impending return of U.S. troops from areas of conflict, b) the evolution of the term traumatic stress to include more pervasive triggers (for example, systemic oppression and historical bias/discrimination) and c) the increase in natural and human-made disasters worldwide. More recent catastrophic disasters have [had a greater impact on] individuals, families and communities due to their size, intensity and duration. These changes in the characteristics of disasters have offered new challenges to disaster mental health professionals. Additionally, the prevalence of technology has delivered disasters and subsequent secondary stress to a worldwide audience. Thus, counselors need to create innovative interventions that respond to contemporary challenges.

Finally, the third trend in counseling is attention paid to counseling young children. As the discipline matures, counselors are increasingly defining new areas of application for service delivery. Working with infants, toddlers and preschool children is an emerging area for counselors that allows them to traverse down the developmental pipeline to apply the core principles of counseling to young children. Such an area is appealing to professional counselors because counseling young children requires a focus on prevention and use of a developmental perspective.

Given these three emerging trends, we are likely to see several new theories develop. One would be the creation of new culture-centered counseling theories that come from Eastern Europe, southern Africa, the Pacific Rim or South America. Another area where theory is likely to be developed is in providing more definition to the area of traumatic stress in relation to pervasive intergenerational issues. In working with young children, we are likely to see a flurry of theories related to counseling young children ages 0 to 5. The next decade in counseling will be a very exciting time in which counselors will need to be more responsive than ever.

Lynne Shallcross is a senior writer for Counseling Today. Contact her at lshallcross@counseling.org.

Letters to the editor: ct@counseling.org
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Moscone West Convention Center, Room 2016

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

Friday, March 23, 2012

11:00 am – 12:00 pm
The Counselor and the Law: Avoiding the “Dirty Dozen” Legal and Ethics Traps
Anne Marie “Nancy” Wheeler and Burt Bertram

This session will summarize issues covered in the newly revised sixth edition of The Counselor and the Law such as updates to HIPAA (HITECH), client referrals, documentation, and reporting duties. The presenters will also provide an overview of current legal and ethical problems for counselors; tools to help clients achieve their goals while avoiding lawsuits and licensure board complaints; updates on new trends in confidentiality, privilege, privacy, and social media; and a decision-making model.

2:00 pm – 3:30 pm
Techniques to Help Challenging Youth Make Positive Life Changes
John Sommers-Flanagan

In this workshop, the lead author of Tough Kids, Cool Counseling will focus on three overlapping counseling themes: (a) relationship connection strategies; (b) solution-focused and narrative (constructive) techniques; and (c) using intuition and timing to maximize goodness of fit between client (or student) and counseling interventions. Participants will be provided with an online link to the authors’ counseling resources.

3:45 pm – 4:45 pm
Creating Your Professional Path: Lessons From My Journey
Gerald Corey

This presentation is based on Gerald Corey’s book Creating Your Professional Path. Topics discussed will include turning points in the author’s personal and professional journey, the counselor as person and professional, developing a personal perspective on counseling theory and group work, becoming an ethical counselor, being mentored and mentoring others, creating a career in counseling, becoming a writer, and self-care. Questions and participation from the audience are invited.

5:00 pm – 6:00 pm
Working With LGBT Persons and Their Families
Sari H. Dworkin and Mark Pope

In Casebook for Counseling Lesbian, Gay, Bisexual, and Transgender Persons and Their Families, Drs. Dworkin and Pope fill the training gap in work with LGBTQ+ clients. Case studies focusing on what is said and done in actual counseling sessions examine contemporary issues affecting these populations to assist students, practicing counselors, and other mental health professionals in assessment and treatment planning. The presenters will discuss how the cases can be used to train competent counselors.

Saturday, March 24, 2012

10:30 am – 12:00 pm
Clinical Supervision in the Helping Professions
Gerald Corey, Robert Haynes, Patrice Moulton, and Michelle Muratori

The coauthors of the book Clinical Supervision in the Helping Professions will describe why and how they wrote their book and address the following topics: roles and responsibilities of supervisors, the importance of the supervisory relationship, multicultural competence in supervision, ethical issues in supervision, legal and risk management issues, evaluation in supervision, and becoming an effective supervisor. Questions and participation from the audience will be encouraged.

2:00 pm – 3:30 pm
Perspectives on Comprehensive School Guidance and Counseling Programs
Norman C. Gysbers and Patricia Henderson

Based on the new edition of the authors’ bestselling book Developing & Managing Your School Guidance & Counseling Program, this session will describe the evolution and current status of comprehensive school guidance and counseling programs and offer new perspectives on program development. Participants will learn effective leadership strategies for school counselors and other school staff to meet students’ mental health needs, and for responding to and advocating for diverse student populations.

3:45 pm – 4:45 pm
The Creative Arts in Counseling
Samuel Gladding

This session, based on Dr. Gladding’s new book, will focus on how the creative arts (literature, music, dance/movement, drawing, humor) can be used effectively in a wide variety of settings to help clients gain insight into problems and negotiate solutions to the concerns they bring into counseling.

5:00 pm – 6:00 pm
Cyberbullying: What Can We Do?
Sheri Bauman

This presentation, based on the author’s new book Cyberbullying: What Counselors Need to Know, will provide effective prevention strategies for responding to cyberbullying. Specifically, brief solution-focused counseling, the support group approach, and the Method of Shared Concern will be outlined and features of restorative justice that can be incorporated into these approaches will be discussed. Dr. Bauman will also review recent legislation and court decisions related to cyberbullying.
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ACA BOOKSTORE
March 22, 4:30 pm – 7:00 pm – Welcome Reception
March 23, 10:30 am – 6:00 pm
March 24, 10:00 am – 4:00 pm

KEYNOTE BOOK SIGNING
Irvin D. Yalom
March 23, 10:30 am – 11:30 am

ACA AUTHOR BOOK SIGNINGS
March 22, 5:30 pm – 6:30 pm
March 23, 4:00 pm – 5:00 pm

New Releases From ACA!

- Casebook for Counseling Lesbian, Gay, Bisexual, and Transgender Persons and Their Families edited by Sari Dworkin and Mark Pope
- Counseling and Psychotherapy: Theories and Interventions, Fifth Edition edited by David Capuzzi and Douglas Gross
- Counseling Children: A Core Issues Approach by Richard Halstead, Dale-Elizabeth Pehrsson, and Jodi Mullen
- The Counselor and the Law, Sixth Edition by Anne Marie “Nancy” Wheeler and Burt Bertram
- The Creative Arts in Counseling, Fourth Edition by Samuel Gladding
- Cyberbullying: What Counselors Need to Know by Sheri Bauman
- Experiential Activities for Teaching Multicultural Competence in Counseling edited by Mark Pope, Joseph Pangelinan, and Angela Coker
- Group Work and Outreach Plans for College Counselors edited by Trey Fitch and Jennifer Marshall
- The Handbook of Counselor Preparation edited and cowritten by Garrett McAuliffe and Karen Eriksen
- Integrating Spirituality and Religion Into Counseling, Second Edition edited by Craig Cashwell and J. Scott Young
- Licensure Requirements for Professional Counselors 2012 by the ACA Office of Professional Affairs
- Play Therapy: Basics and Beyond, Second Edition by Terry Kottman
- Statistical Methods and Validation of Assessment Scale Data in Counseling and Related Fields by Dimitar Dimitrov
- Understanding People in Context: The Ecological Perspective in Counseling edited by Ellen Cook

American Counseling Association, Booth #301
Thursday, March 22 • 5:30 pm – 6:30 pm

- Sheri Bauman, Cyberbullying: What Counselors Need to Know
- Ellen Cook, Understanding People in Context: The Ecological Perspective in Counseling
- Gerald Corey, Robert Haynes, Patrice Moulton, and Michelle Muratori, Clinical Supervision in the Helping Professions, Second Edition
- John Murphy, Solution-Focused Counseling in Schools, Second Edition
- Joe Pangelinan, Experiential Activities for Teaching Multicultural Competence in Counseling

Friday, March 23 • 4:00 pm – 5:00 pm

- Ford Brooks, A Contemporary Approach to Substance Abuse and Addiction Counseling
- David Capuzzi, Counseling and Psychotherapy, Fifth Edition and Suicide Prevention in the Schools, Second Edition
- Craig Cashwell and J. Scott Young, Integrating Spirituality and Religion Into Counseling, Second Edition
- Sari Dworkin and Mark Pope, Casebook for Counseling Lesbian, Gay, Bisexual, and Transgender Persons and Their Families
- Dale-Elizabeth Pehrsson, Counseling Children: A Core Issues Approach
- Mark Pope and Angela Coker, Experiential Activities for Teaching Multicultural Competence in Counseling
- Jane Webber and J. Barry Mascari, Terrorism, Trauma, and Tragedies, Third Edition
- Anne Marie “Nancy” Wheeler and Burt Bertram, The Counselor and the Law, Sixth Edition

ACA Author Book Signings!

ACA Bookstore • Booth 301 • Moscone West Convention Center
Article: What the future holds for the counseling profession

Learning Objectives: Reading this article will help you:
1) Understand, from the perspective of 19 leaders in the counseling profession, trends, issues, challenges and successes that may await the profession in the near future.
2) Evaluate how professional counselors, educators and counselors-in-training can contribute toward strengthening the counseling profession and providing the community at large with more effective and efficient mental health services.

Continuing Education Examination
1) A variety of leaders discussed trends the counseling profession will take in the next decade. Which of the following was not addressed:
   a) Multiculturalism and the social justice movement
   b) Wellness assessments and developmental life planning
   c) Divergence from interdisciplinary collaboration among providers such as physicians, social workers and psychologists
   d) Increased use of technology, cybercounseling and virtual reality
   e) How brain disorders affect behavior, mood, academic performance and interpersonal relationships

2) Advancing a unified profession and promoting a core identity for counselors seems to be the preeminent professional challenge of the next decade. The profession is currently addressing this challenge by:
   a) Accreditation of counselor education programs
   b) Credentialing/licensing of all counselors
   c) Authoring a common definition of counseling and defining guiding principles (as part of the 20/20 initiative)
   d) All of the above

3) While the development of multicultural competency should continue to be a goal for all professional counselors, __________, which implies an understanding of cultural variations in areas such as geography, history, literature, politics, economics and principles of government, is also a requirement for cultural competence.
   a) Wellness
   b) Client focused awareness
   c) Global literacy
   d) Multicultural understanding

4) Counselors are moving away from existing theories that focus on individuals and toward interventions and models that address outcome quality in shorter-term interventions such as solution-focused therapy, eye-movement desensitization and reprocessing and cognitive behavior theories.
   ❑ True ❑ False

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Article: What the future holds for the counseling profession

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Fitting together as a family

Counselors can help foster children, adopted children and parents navigate the sometimes bumpy road to forging a cohesive family unit

By Lynne Shallcross

Kara Carnes-Holt’s daughter had one wish on her fifth birthday. “I wish that this mommy and daddy keep me forever,” the little girl said as she blew out the candles on her cake.

Hearing her wish, Carnes-Holt and her husband assured their daughter they were going to keep her forever. They became foster parents to their daughter when she was 4, and the adoption was finalized when she was 5.

Their daughter is now 11, but reflecting on that wish still breaks Carnes-Holt’s heart. “A child who is not adopted doesn’t have that fear,” says Carnes-Holt, an assistant professor in the counseling program at the University of Wyoming who works with adopted children and families through the university-based clinic. “I wish that my child didn’t have that fear. A child at 5 should never have to worry that they’re not going to have a mommy and daddy forever. No child should have to worry about that.”

In the years since their daughter joined their family, Carnes-Holt says they’ve concentrated on creating new family traditions, taking lots of family pictures and celebrating the anniversary of the day their daughter was adopted.

Although her daughter no longer fears that her parents might leave her, Carnes-Holt says she takes time for foster children and adopted children to heal. “You can tell a child [that you’ll keep them forever], but they also have to live it for a while,” says Carnes-Holt, a member of the American Counseling Association. “It’s just going to take some time for them to believe it. They have to feel that they can be part of the family and that they’re loved. Actions are stronger than words.”

Carnes-Holt says her daughter suffered emotional abuse and was frequently neglected by her birth family. She was in a therapeutic foster home prior to coming to live with the Carnes-Holts and struggled upon joining their family. Carnes-Holt believes rebounding from past trauma and loss of caregivers is a long-term healing process for foster children and adopted children, and she contends that the primary healing comes via new relationships. “In counseling, we focus on interventions and techniques, but the most healing component is a long-standing, unconditional relationship with someone,” she says. “That provides the most healing dynamic of anything we can do [as counselors].”

There are three different “tracks” for children through the foster care and adoption system, Carnes-Holt explains. First is foster care only, in which a child is removed from the home and placed temporarily with a foster family by the child services system. In this scenario, the goal remains to reunite the child with his or her birth family. If that doesn’t work, it becomes a foster-to-adopt situation, Carnes-Holt says. In this scenario, the parental rights of the birth parents are terminated, and the foster family is often given the first chance to adopt the child. With the third track, adoption only, parental rights have already been terminated. The child lives for a period of time with a family in a foster situation until the adoption can be finalized.

Michelle Zeilman works as a counselor with foster children through a nonprofit organization in St. Louis. A few decades ago, permanent foster care was more of the norm, she says. But after the Adoption and Safe Families Act was passed in 1997, the foster care system was tasked with either working toward reunification of children and their birth families or finding adoptive placements, says Zeilman, who is also an adjunct professor at the University of Missouri-St. Louis.

Counselors might encounter or seek out foster children, adopted children and their families as clients in a variety of ways. For instance, Carnes-Holt says, counselors might work with foster children through a community mental health agency, a private practice that accepts Medicaid or a children’s home.

Laura Hoskins, an ACA member who runs a private practice in Brattleboro, Vt., and specializes in working with adopted children and their families, says counselors can first seek out work with agencies that support those families. After gaining the necessary expertise, counselors can consider setting up a private practice and specializing, she says.

Although closely related, working with foster children and their families can be a different experience for counselors than working with adopted children and their families, according to Carnes-Holt. “[With] foster families, you are working more with external systems such as Child Protective Services,” she says. “Oftentimes, the outcome and future for the child may not be determined, so treatment planning and preparing the child for the future can be difficult. You also do not have control over many decisions that are being made for that child, such as visitation, reunification, termination of parental rights, etc. You can make recommendations, but those are not always followed, although you can always try to be the advocate.”
"For adoptive families," Carnes-Holt continues, "you are working more on developing a strong sense of connection and attachment in the family system, working to create a sense of permanency for the child and integration within [his or her] new setting. You are working to help the parent and child create an attuned relationship that lays the foundation for increased chances of long-term success for the family.

**Wounds from the past**

These counselors say both foster children and adopted children often deal with issues of attachment and trauma. As a result of their traumatic histories, Zeilman says, these children sometimes exhibit acting-out behaviors, aggression, withdrawal or hypervigilance. And although focus is often placed on the trauma and abuse history of the child, Zeilman says another important aspect often gets overlooked: the trauma the child experiences being removed from one home and trying to assimilate into a new family system.

Fitting in with a new family can be challenging for many foster children, Zeilman says. For instance, children from abusive backgrounds might have different ideas about how family relationships are defined and look, and they sometimes have developed certain behaviors that helped them survive in the past. Those behaviors can become problematic in their new foster home, Zeilman says. "As a therapist, the view I take is that I should be able to work wherever the needs are at that time," she says. "I might sit down with the foster family and child and talk about what the expectations are in this new system and how we can help the child understand that things work differently here."

Likewise, hypervigilance among foster children is also often rooted in their traumatic experiences, Carnes-Holt says, and it can appear similar to attention-deficit/hyperactivity disorder. Peer interaction can also be difficult for foster kids, she says, and they might exhibit oppositional behaviors and an extreme need for control because of the loss of control they otherwise feel in their lives.

It can be difficult for foster parents to see the child struggling, but Carnes-Holt says they shouldn't take it personally. She explains that the child is simply working to process all of his or her previous experiences. "It's hard when you try day in and day out to connect [with the child] and you still get opposition and struggles at school and at home," she says. "[Foster parents] have to learn to make it through the long haul and create the relationship and separate out those behaviors as symptoms of what [the child has] been through. It's not about them hating you."

As for the birth parents in a foster situation, Carnes-Holt says they need to take some ownership of what has happened and work to reestablish the child's trust because that link has been damaged. It takes a lot to say, "I messed up, and I can do better," she notes, but just because parents apologize doesn't mean that the level of trust will be rebuilt immediately. A counselor might work with the birth parents to deal with their own issues, to avoid placing blame on external systems and to prove themselves trustworthy to their child again, Carnes-Holt says.

When working with foster children, understanding child development is critically important, Zeilman says. "As these children reach new developmental phases, they tend to reprocess their
situation — the abuse/neglect, removal from the birth family, placements, identity, etc. This may bring new issues and problems that these children will need to work through. Therapy may need to be revisited at different times as the child develops.”

In Carnes-Holt’s view, the primary role of the counselor when working with a foster child is to be the advocate for the child, working with the child services system to secure whatever he or she needs to live a safe and happy life. Depending on the plan the system dictates for the child, a counselor might conduct individual counseling with the child or conduct family counseling with the birth family and child, the foster family and child, or the potential adoptive family and child.

Settling into a new home

It’s commonly thought that children adopted as infants are more likely to have an easier time adapting and attaching to an adoptive family, Carnes-Holt says. But even for those children adopted almost immediately after birth, an attachment had been formed while the biological mother carried the baby, Carnes-Holt points out, meaning there was also a break in the attachment between the child and the primary caregiver.

Although older children who are adopted are often considered more at risk for issues such as learning disabilities, attention issues and attachment struggles, Carnes-Holt says it’s not necessarily their age but more so their experiences that dictate how they will manage in a new family. A 5-year-old who lived in a stable family with the same mom and dad but gets adopted after her parents die in a car accident might fare better than a 2-year-old who has been in multiple foster homes, Carnes-Holt says. She acknowledges, however, that the older children are, the more chances they have had to experience traumas.

Echoing Zeilman’s thoughts concerning foster children, Hoskins says that during typical developmental stages of growth, the prospect of adoption can add a wrinkle to what is already a challenging time. “The easiest example to illustrate this is the task of teenage adolescents to individuate and determine who they are and where they fit in — in their family, the world, anywhere,” says Hoskins, who has two adopted children. “For a child who may have had no contact with birth parents while growing up, this can be a particularly challenging time period.”

Another hurdle for children who have been adopted, particularly internationally, is the potential stigma or challenge of being the only person in their family, school or even town with a particular skin color, Hoskins says. “While this is not usually a difficult issue for preschool-age children, it can become a more significant issue as the child matures and he or she begins to notice the difference and becomes confused about whether this is their family. And peers may use [the difference] to taunt.”

Carnes-Holt says adopted children can struggle with the idea of the difference between adopted and biological children. Counselors can support the family by helping the parents understand how best to explain the difference, she says. For example, the parents might tell the child that there are many ways to make a family and that they are connected by their hearts. She says it’s important not to tell a child, “We couldn’t have a baby, so we decided to adopt,” because this can imply adoption was the less-favorable option.

One welcome difference Hoskins notices now in comparison with years past is that the stigma of adoption has decreased and more parents are being open with their children about their histories. “A generation ago, it was not uncommon for parents to keep from their child the fact of their adoption,” she says. “The child may not have learned about it until an extended relative said something unknowingly, the child discovered their adoptive state when needing to produce their birth certificate for legal purposes of some kind or even [found] documents revealing the truth of their adoption after their adoptive parents had died. Being adopted was considered a much greater stigma in generations past than it is now. Much of the adoption literature encourages parents to begin telling their child their adoption story at a developmentally appropriate level as soon as the child joins the family. Creating an adoption book or a life story book is another way families today are encouraged to celebrate the fact of their child’s adoption.”

The issues faced by adoptive parents can vary based on the circumstances surrounding the adoption of their child, Hoskins says. If the adoption is classified as “open,” meaning the potential exists for a continuing relationship with the birth parent or parents, determining how close that relationship will be is a challenge for everyone involved, Hoskins says. If the adoptive parents were unable to have children biologically, they may also be struggling with feelings of shame or unworthiness, even after an adopted child has joined their family, she says.

When the child is acting out, it can be isolating and scary for foster or adoptive parents, Carnes-Holt says. These parents have a tendency to feel ashamed, to question whether they are providing a good enough home and to believe that they are the only family struggling, she says. On top of that, they often don’t know where to go for help, Carnes-Holt adds. If counselors are working with prospective adoptive or foster parents, it is important to validate that it is a wonderful thing that they are considering doing, Carnes-Holt says, but at the same time, to prepare them to potentially encounter some negative behaviors on the part of the child.

“Adoptive parents may be dealing with the challenging behavior of a child with reactive attachment disorder (RAD) or posttraumatic stress disorder (PTSD) due to their early life experiences,” Hoskins says. “To attempt managing these challenging behaviors on their own would likely only lead to frustration and an unhappy family. Counselors can best help these families by, at most, obtaining training regarding adoptive parenting, RAD and PTSD in adopted children and, at least, reading recommended books on these issues. Encouraging families to become involved in or actually offering a support group for adoptive parents can be extremely helpful.”

For her part, Carnes-Holt believes RAD is a rare diagnosis that at times can be overused by mental health professionals. Being pulled away from a primary...
Friday Keynote
The Power of Vulnerability
In our culture, vulnerability has become synonymous with weakness. We associate vulnerability with emotions like fear, shame, and scarcity; emotions that we don’t want to discuss, even when they profoundly affect the way we live, love, work, and lead. Because of this, we put on a face of invulnerability, which can lead to personal issues for many. Dr. Brown will explore the critical role vulnerability plays in our lives, common strategies we use to avoid and minimize vulnerability, and actionable strategies for using vulnerability to help us both personally and professionally.

Saturday General Session
Warriors and Their Families:
Adjusting to Pressures and Transitions
With the official end of the Iraqi War and troops continuing to serve in Afghanistan and around the world, there is a growing need to address issues concerning our troops and their families. Our panel of experts will address topics faced by veterans and how the mental health community can continue to support this growing population. Prompt topic slides will be used as a focus for panelists and to prompt questions from the audience. Issues may include: loyalty, financial stress, values, stigmas, social support, self care and sexual assault.

Panelists:
Major Ammon Campbell, Active Duty & Mental Health Counselor
Nate Crawford, Ph.D., Retired Air Force Chaplain
Judith Harrington, Ph.D., LPC, LMFT, Suicide Prevention
Adrian Magnuson-Whyte, MA, LMHC, Disenfranchised Veterans
Susanne Walker, MS, LPC, Military Family Issues

Pre-Conference Workshop
Suicide Prevention, Intervention & Postvention
During an era when hospitalization for suicidality is limited in length of stay or in readily available admissions, clinicians experience more demands for comprehensive care management and intervention. This workshop will highlight current thinking about suicide prevention as a national health imperative.

Pre-Conference Workshop
Reel Therapy: Ethical and Professional Issues for Therapists
Therapists and therapy are often portrayed in films with varying degrees of accuracy. Nevertheless, real therapists and other helping professionals can learn a great deal about themselves from “reel” therapists. The workshop will include provocative film clips, which often are an entertaining, powerful, and effective means for elaboration and discussion.

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counselor disrupts an attachment and is traumatic, but having a normal reaction to those events doesn’t necessarily indicate a disorder, she says.

**Helping children heal**

According to these counselors, many of the same counseling techniques work with foster children and adopted children. Zeilman points to cognitive behavioral therapy (CBT) techniques as being supported by research. Once the child is in a more stable situation, trauma-focused CBT can also be helpful, she says. Many counselors also use solution-focused techniques, Zeilman adds, because the counselor and child can pick a problem and figure out a solution for it, which helps to stabilize the child’s environment.

Carnes-Holt, a child-centered play therapist, says the model of child-parent relationship therapy is helpful in teaching parents the basic skills and philosophy of child-centered play therapy so they can use it with their children. Parents learn reflection of feelings, therapeutic limit setting, esteem-building statements, choice giving and more, she says. Child-centered play therapy offers an unconditional relationship with the child, Carnes-Holt explains, and the goal of child-parent relationship therapy is to encourage parents to offer that kind of relationship as well.

The reason child-centered play therapy is so effective both with foster children and adopted children is because these children have lost a substantial amount of control in their lives, Carnes-Holt says. This mode of therapy allows the child to be in control and allows for therapy to happen at the child’s pace. “Children have it within themselves to heal,” she says. “They’ll take the counselor where they need to go.” Theraplay, parent-child interaction therapy and dyadic developmental psychotherapy are three other commonly used techniques with this population, according to Carnes-Holt. All three, however, are more directive than child-centered play therapy, she says.

Hoskins points to a handful of clinicians who have written books, conducted research or offer trainings relevant to working with adopted and foster children. Dan Hughes has authored several books on working with attachment-disordered children and families and also leads workshops and trainings for parents and clinicians. Hoskins also recommends Nancy L. Thomas’ book *When Love Is Not Enough: A Guide to Parenting Children With RAD-Reactive Attachment Disorder*. Bruce Perry is another well-known expert who has done research on the effects of trauma on early brain development. He founded the ChildTrauma Academy in Houston.

Carnes-Holt says more and more research is being done to understand what trauma and attachment do to the brain. As answers continue to surface, she believes counselors and parents will come to recognize that these children are not intentionally trying to be difficult, but that their brains have been shaped differently because of past experiences. Many of these children’s behaviors are fear-based, she says, not based in willful defiance or manipulation. And although it takes time to heal the brain, Carnes-Holt says stable, ongoing relationships can go a long way in doing just that.

It’s crucial that any counselor working with this population also learns to work systemically, Carnes-Holt says. Counseling education programs often prepare counselors to focus on individual and family therapy, she says, but counselors working with foster and adopted children and their families must know how to collaborate effectively with agencies, schools, doctors and many other variables in the equation.

It can be challenging for counselors when they feel pressure to produce results in a certain period of time, Carnes-Holt adds. For instance, the foster care system might decide a child should begin having visits with his or her mother again even though the counselor doesn’t think the child is ready for that step yet. “Somehow, you have to collaborate to move forward,” she says.

Training is a must for any counselor working with foster and adopted children and their families, Hoskins says. “Please have focused training or supervision in this field, because it is not simply counseling with the added flavor of adoption,” she emphasizes. In addition to reading recommended books, it is even more helpful to take workshops and earn continuing education from trainings provided by clinicians who are respected in the field, Hoskins says. “Knowing adopted families personally can make a huge difference, and actually being an adopted parent gives one experience you can’t gather even from all these other sources,” she adds.

Zeilman agrees that training is critical. “This population has traditionally been provided service by social workers, so LPCs (licensed professional counselors) seem to be newer to this population,” she says. “My formal educational training as an LPC provided an excellent foundation, but it was absolutely necessary to seek professional training outside of my formal educational training to increase my competence.”

Working with foster children and adopted children offers counselors unique opportunities to witness and learn from the resilience that these children demonstrate, Zeilman says. She recalls working with one child who had been physically and emotionally abused by family members before being placed in a wonderful foster family. After seven months of therapy, the girl no longer needed any psychotropic medications.

“Her birth father had filed an appeal to the Termination of Parental Rights ruling,” Zeilman says. “This client had moved forward so much by the time court arrived that she asked to address her birth father, expressing that she loved him, that he would always be her father, but that she wouldn’t accept his behavior. She asked him to let her go — all unscripted and unprompted. This was a child who was still in elementary school. As much as we work to help our clients, we often forget how much we can also learn from them. I learned much from her strength, her courage and her ability to remain hopeful.” ☣

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**Lynne Shallcross** is a senior writer for *Counseling Today*. Contact her at lshallcross@counseling.org.

**Letters to the editor:**

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A client, Abby, comes to counseling to deal with feelings of loneliness and stress following an abrupt breakup with a long-term boyfriend. She had thought they would get married and now is questioning everything: her ability to be in a relationship, the meaning of the past few years and her value as a person. She reports ongoing sadness, moments of strong anger and fear at the prospect of wading back into the dating pool.

Abby says her friends are "sick of hearing about the breakup" and are encouraging her to "get back out there" and find someone new. Each of these conversations makes Abby feel worthless, embarrassed and even more alone.

Counselors could use a variety of treatment plans to help Abby get a handle on her symptoms. But what if the boyfriend had died in a tragic accident instead of simply ending their relationship? Would that change the diagnosis or shift the choice of intervention? Grief has its own category of treatment plans and possible interventions, yet those struggling with everyday losses often manifest grieflike symptoms. Being laid off, losing a scholarship opportunity, aging — the list of grief-inducing experiences is infinite, and experts agree that these losses can launch us into the same grief process that accompanies the death of a loved one. The problem is that clients, and the communities they live in, often have different expectations for how we should respond in such moments.

“I think the public sometimes attributes grief reactions solely to losses due to the death of a loved one,” explains David Capuzzi, a grief expert and past president of the American Counseling Association. “In reality, people experience the same grief reactions to a variety of other transitions and losses that are not death-related.

“In addition, Westerners are not taught how to help those around them cope with the role of grief in daily life. We celebrate births, anniversaries, job promotions, being the recipient of an honor or award, and most of us have no trouble commenting positively on the good fortunes of those around us. By contrast, few know what to say to someone after a relationship ends, a job is lost or an anticipated ‘life marker’ is not realized.”

Mark Stauffer, a counselor in Portland, Ore., who has co-authored several books with Capuzzi, suggests that we imagine a continuum of loss based on our reactions to it. “On one side are more significant losses, [including the] death of a loved one, major illness or trauma, that generally spark greater grief processes and are often accompanied by social and cultural recognition and ritual,” he explains. “On the other side, everyday loss may attract little attention and may reflect a more idiosyncratic response to life and identity.”

Stauffer, a member of ACA, notes that the same type of event can trigger grief in one person but register as neutral for another. He offers the examples of a child moving between grade levels in school,
watching the election of a political candidate who does not reflect one’s own culture or having a child join the military. These experiences may ignite a grief response in some individuals and no response in others.

A counselor might be the first person to explain to a client how life transitions can cause feelings of grief, and counselors should be open to recognizing everyday losses for what they are. “Many losses could fall into [the everyday losses category] as we progress through life’s journey, since change and transitions are two of life’s constants,” Capuzzi says.

He adds that grief reactions can follow different patterns and durations. “Some individuals become lethargic and depressed, [while] some turn to food, drugs or alcohol to numb their feelings or avoid experiencing their feelings. Some fill their time with activities or responsibilities that prevent them from facing the reality of a loss. Still others need to talk about their loss to such an extent that the people around them prefer to keep their distance.”

**How to help**

Let’s return to our client, Abby, who is grieving the loss of her relationship. Helping her view her experience as part of a grieving process might offer a context that allows her to be gentler to herself. Although her conscious mind might reflect the larger culture’s often limited patience for grief (“I need to get over this already”), the empathic experience of counseling can help Abby feel subconsciously safe enough to tell her story, perhaps again and again, which most counselors agree is a necessary part of treatment.

“I think the first step in assisting a client to deal with any transition or change that he or she interprets as a loss is to allow the client to ventilate freely for the purpose of helping the client get in touch with the reality of the loss and the void that has been created,” Capuzzi says. “I believe it is a mistake for a counselor to ‘push the river’ or attempt to circumvent this aspect of the grieving process [because] clients need to fully assimilate and come to terms with what has happened before they can move on. They need to be allowed to feel their pain before they can initiate the process of moving on.”

Stauffer recommends helping clients develop awareness, connection, acceptance and dignity in dealing with everyday losses. “I prefer mindfulness-based therapies for everyday losses [because] they can help increase acceptance and awareness of the loss events [and] also of the natural qualities of grief,” he says. “As self-awareness increases around the topic of grief and loss for clients, the connection between death and everyday loss may come to light.”

Capuzzi suggests that counselors think about the four “basic tasks” of mourning: accepting the reality of the loss, experiencing the pain of grief, adjusting to a new reality, and letting go and reinvesting emotional energy.

Part of the counseling process might involve helping clients to accept their new reality, such as living life without the job they once held or absent the community of friends or colleagues they had hoped was permanent. “They also need to be taught that it is OK to grieve in whatever...
way is natural for them and that it takes effort to overcome a loss. Only then can a client let go of ‘what was’ and begin to reinvest in ‘what is and could be.’” Capuzzi says. “Losses can be painful, but every loss opens up spaces in our lives that can be filled with something different and fresh. Most clients will not see this at first, but those who do their grief work later report that their lives are richer than they could ever have imagined.”

**A role for resilience**

Once Abby has recognized her breakup as a grief-worthy experience and truly vented her sadness and comprehended it for what it is, the counselor might wish to help her move through to a place of self-assessment and appreciation. Some mental health experts suggest that the difference between just getting through a loss and becoming stronger because of it comes down to resilience, or the ability to bounce back from a life challenge. Certain people may naturally find this easier than others, but counselors would do well to consider resilience development as part of the long-term treatment plan for those experiencing any kind of grief.

“Resilience is about developing and maintaining the strength to overcome adversity,” explains Marymount University professor Tamara E. Davis, a member of ACA and the counselor educator vice president for the American School Counselor Association, a division of ACA. “In children, resilience can be developed by helping them develop the internal and external assets that will sustain them when life is difficult or when hard times occur. For adults, resilience typically comes through a sense of hopefulness and optimism about the present and future and the belief that one can overcome difficulties, either through prior experience in overcoming [difficulties] or through optimism that one can.”

Davis explains that strengths-based counseling techniques, which identify a client’s strengths, talents and abilities, can help a grieving client recognize that he or she already possesses the skills to get through a loss. “More than anything, strengths-based counseling is related to self-efficacy,” she says. “If the counselor can help the client recognize and identify the strengths that have helped them in difficult times before, they are much more likely to believe that they can work through the difficulties they are currently facing. The belief that I ‘have what it takes to overcome’ goes a long way in terms of actually overcoming.”

Davis adds that counselors can assist clients in recognizing both their internal and external assets in order to foster resilience. Internal assets include personal strengths, while external assets include support systems and people on whom the client can rely. “Literally identifying and writing down the external support systems in our lives reinforces that we are not alone,” she advises. “The feeling of having others in your corner is a reminder that we have people in our lives to help us. Being able to pull from this list when crisis occurs is a critical way to develop resilience.”

Steve K.D. Eichel, an ACA member who is a resilience expert in Newark, Del., says resilience often can mean the willingness or ability to find help when needed. “Resilience is the single most important client factor in being able to face, cope and even triumph over all adversities,” he says. “I define resilience as the ability to navigate one’s way to the resources that will help the individual withstand and learn from adversity.”

Eichel warns counselors that resilience won’t always appear in the form they might expect. “Our society approaches loss and grieving in a manner that is destructive and even offensive,” he says. “On average, workers are allowed two or three days to deal with the death of a spouse. Ridiculous! Traditional religions like Judaism and Catholicism have a much healthier approach. Active mourning is expected to last a week to a month, and the mourner is accorded unique status — for a full year. I would say that the person who deeply grieves, cries and mourns is often exhibiting resilient behavior.”

Although acknowledging that it would be ideal for a person to have developed resilience prior to experiencing an everyday loss such as an illness or a layoff, Davis contends that resilience can grow in the midst of crisis. “Consider someone diagnosed with cancer. The person really has two ways of responding,” she says. “They can either give in to it, say ‘I have no control over this, so I’m going to give up,’ and then isolate themselves as they go through treatment. Or they can say, ‘I can’t control that I have cancer, but I can control my attitude about it and the support systems I choose to help me get through it.’ Research supports that those who are more hopeful and optimistic about their recovery stand a better chance of a healthier and happier recovery.”

Eichel has found it beneficial to point out the resilience he sees in his clients. “The ability to tolerate difficult feelings, to verbalize experience, to increase awareness and be open to feedback, to remain focused and to build a relationship are all examples,” he says. “I also try to build an awareness of the strengths manifested in behaviors outside the office, even if those behaviors are ultimately ineffective.”

“I believe counselors can help build client resilience by challenging them, and to challenge them means being open to being challenged [ourselves as counselors]. In my experience, participation in some kind of ongoing group — led by a highly experienced and trained group therapist or facilitator — is one way to be open to such challenges. Ongoing participation in peer supervision and consultation is another way.”

Eichel also advises counselors to build their own resilience. “I strongly believe the single most important thing a counselor can do to promote her client’s resilience is [for the counselor] to engage in ongoing, consistent personal growth. That may mean ongoing, depth-oriented therapy, or it may mean becoming involved in a personally challenging ongoing growth activity. Or it may mean training for a marathon. It does not mean quickie, weekend seminars once or twice a year. Treating one’s own growth in a superficial manner will usually lead to great difficulty with truly and sincerely promoting deeper growth in our clients. And, generally, deeper growth is necessary for increased resilience.”

**Reimagining recovery**

So what can Abby expect in the future as she recovers from her grief and reframes her experience as something that might help her build her own strengths?

“Recovery for one of my clients is when the client begins to re-experience a zest for life — not as it once was, but as it is in the present,” Capuzzi reflects. “When
I see the focus of counseling sessions transition from describing the many facets of the grief that was earlier experienced to animated discussions about new relationships, goals, experiences, etc., then I know that recovery is well under way and that the counseling process may be coming to an end.”

Stauffer notes that blessings are often connected to our grief experiences, and making room to see all sides of the loss can be part of recovery. As an example, he points out “the higher-paying job requiring more time away from family or the birth of a first child [that] marks the loss of singlehood.” Deeper grief work may lead to recognizing the unexpected feelings of relief and closure that come through the loss experience, Stauffer says.

Davis agrees that resilience-building techniques, or those emphasizing assets and resources, can allow clients to see their losses in this deeper, more three-dimensional manner. She adds that this understanding is part of the natural evolution of the wider counseling field. “It is my belief that the focus on resilience, strengths and positivity in counseling will be the wave of the future,” she says.

David Capuzzi and Mark Stauffer will be presenting a Learning Institute on “The Many Facets of Grief” on March 21 from 9 a.m.-4:30 p.m. prior to the main ACA 2012 Annual Conference & Expo in San Francisco. A separate registration fee applies, and participants can earn six CE hours for the session. For more information, visit counseling.org/conference or call 800.347.6647 ext. 222.

Stacy Notaras Murphy is a licensed professional counselor and certified Imago relationship therapist practicing in Washington, D.C. To contact her, visit stacymurphyLPC.com.

Letters to the editor: ct@counseling.org
A closer look at developing counselor identity

Professional identity has emerged as one of the hot topics in the counseling profession. A quick look at the 2011 ACA Conference schedule and a preview of the sessions for the 2012 conference in San Francisco reveals that, as counselors, we are interested in discussions that investigate the topic and equally interested in adding the topic to our research agendas. This article is a personal reflection on the importance of professional identity from my vantage point both as a professional counselor and a counselor educator. An aspect I am most interested in is how we can strengthen and enhance the process of developing identity as professional counselors.

As is the case with most counselors, the first thing I need to do when meeting a new client is to introduce myself and talk about my identity as a professional counselor, what my client can expect from the counseling process and the expectations that he or she might have. I most often find that I have to define my professional identity by describing what I am not: I cannot prescribe medications, and I am not a psychologist. I go on to say that professional counselors are licensed to help resolve mental and social work. And, to be honest, the lines between disciplines were quite blurry as I acquired the skills for counseling. What distinguished my identity as a professional counselor from the other professions was not so much based in what I was taught but rather in who was doing the teaching and in the application of these concepts. My professors were counselors who had put the theories and techniques into practice, who exemplified the best of the skills needed to help others bring about desired changes, and who understood the importance of what works and what doesn’t in the development of plans to reach goals.

It is tough to say exactly when my identity as a professional counselor first emerged because it is indeed a process. It takes time for professional identity to develop, and it requires strong mentors who are willing to invest their time and energy not only in teaching but also in leadership and advocacy. I was simultaneously flattered and challenged when my master’s program adviser, Susan Huss, invited me to co-present at a regional counseling conference. Similarly to most of my fellow students, my life consisted of working a full-time job, attending night classes, finding time to study and balancing multiple roles as a father, student and, now, counselor-in-training. How would I work a two-day event into my already full schedule? How could I stretch my meager budget to include a conference registration and professional membership?

To be sure, professional identity is much more than attending and presenting at conferences. But the process of building identity does include strong relationships with mentors and colleagues who aspire to teach and learn from one another at conferences and continuing education events. And, most formidably, professional identity is built during the two to four years devoted to acquiring the master’s degree required for licensure as a professional counselor in all 50 states. Indeed, there would be no licensure for professional counselors and, hence, we would not be able to provide vital services to clients if it weren’t for the dedication and advocacy of professional counselors and counselor educators. Professional identity depends in part on the critical decisions and crucial sacrifices made by leading counselors and counselor educators. They forged the relationships and coalitions necessary to enact laws that ensure credentialing and accreditation by organizations such as the National Board for Certified Counselors and the Council for Accreditation of Counseling and Related Educational Programs. They also provide us with the ACA Code of Ethics and other professional guidelines that protect both the public and our obligation to provide services that meet standards of care. Ultimately, if not for the perseverance and continued dedication of these leaders, counselor licensure laws would not have been enacted in all 50 states.
What distinguishes counselors?

Ever since my years as a doctoral student at the University of Toledo, I have clung to the tenets of a profession that has worked hard to define itself within the complex context of other related professions. Ideally, these related professions would work together as a team, with an integrated approach, to provide mental health services. However, these professions often perceive one another as competitors, fighting for community contracts, insurance endorsements and licensure rights.

Martin Ritchie is another mentor/adviser, and now colleague, who has made a profound impression on my life and career. Indeed Martin Ritchie and Susan Huss represent a league of counselor educators who have invested their entire careers in the building of counseling as a profession. On one unforgettable occasion, Martin challenged my doctoral cohort with a concise history of professional counseling, giving specific emphasis to the identity conflicts professional counselors experienced regarding the related professions of psychology and social work. Embedded in his lecture were the primary issues of a fledgling profession—a profession oftentimes viewed as a stepchild in the course of lobbying and legislative efforts to secure licensure, a profession scrutinized by managed care and representatives of federal funding to determine if its members are legitimate providers of mental health services, a profession frequently lumped together with other social service providers variously as “mental health therapists,” “psychotherapists” and “clinicians.” Dr. Ritchie’s questions still reverberate in my memory: What gives us distinction? What sets counselors apart? Have we indeed earned our identity as a separate profession?

There are no simple answers to any of these questions. The reality is that professional counselors share a heritage of theories, techniques and, to some extent, training with several other types of mental health professionals, most notably marriage and family therapists, social workers and counseling psychologists. In Pennsylvania, where I currently am a counselor educator and also have a limited practice, professional counselors can be licensed with educational backgrounds in no less than 10 related fields. Indeed, the multiple tracks available to licensure in some states have in my opinion contributed to a blurring of professional identity, for counselors and consumers. From the point of view of the consumer, it doesn’t matter which license I use to practice, so long as my profession is regulated to protect the consumer. Psychologists, social workers, marriage and family therapists, and professional counselors all use the Diagnostic and Statistical Manual of Mental Disorders and bill the same insurance companies. Some attempt to make the distinction that professional counselors subscribe to a wellness model as opposed to a medical model. But quite frankly, other related professions would claim the same.

So what does make the difference? I believe the difference lies primarily in two areas: in our education and in our supervision as counselors. Professional counselors are trained in counselor education programs by faculty who identify as professional counselors, and we are supervised by licensed professional counselors (LPCs). Counselors educated and supervised by professionals other than counselors are unlikely to have a clear professional identity. CACREP’s work has provided a foundation to ensure that students develop both professional identity and standards for knowledge and skills specific to the profession of counseling.

Supervision is equally influential with regard to our identity as professional counselors. For a number of years, before there were enough LPCs to provide supervision, professional counselors were supervised by other professionals. However, as a profession, we have reached the point at which all 50 states have licensure laws that regulate not only the title of “professional counselor” but, in many states, the practice of counseling as well. Related to the achievement of that objective, most states currently require either that a professional counselor provide supervision or that a minimum number of supervision hours be provided by an LPC.
The task of instilling and developing identity as a professional counselor includes some serious challenges, not the least of which is the limited time available for the identity-building process. The program I am privileged to teach in at Gannon University is a three-year master’s degree program. Other master’s programs can be completed in as little as two years, however. Students entering master’s counseling programs come from a variety of backgrounds and with corresponding bachelor’s degrees: social work, psychology, art therapy, criminal justice and even from humanities or business. Entering students often possess almost no understanding of how counseling is different from other social service professions. In comparing my experience with that of other counselor educators, I have found this is commonplace among three-year master’s programs and even in larger programs featuring multiple tracks or offering a doctoral degree in counselor education.

The challenge is that counseling, unlike other related social service professions, has no corresponding undergraduate major and, hence, no undergraduate professional identity. Undergraduates typically may choose to major in psychology or social work in their freshman or sophomore years, which provides those professions as many as six to eight years to create and develop strong professional identity. Indeed, for a number of students the expectation is that a master’s degree in counseling will be a stepping-stone to a Psy.D. or a Ph.D. in psychology. It has become a challenge for counselor educators to develop curricula that offer the essential components to train counselors, while simultaneously including experiences that will instill and enhance strong identity as a professional counselor. A number of master’s programs are three-year programs in which the third year is spent in clinical practice and internship. Many full-time programs are only two years, however. At best, this leaves only one or possibly two years of classroom contact and exposure to professors and other students in the cohort during which identity-building experiences can be planned.

Suggested solutions

I view myself as a solution-focused, strengths-based counselor. In the best of that tradition, it is time to consider ways to reach beyond the next two to three years. One option for addressing this deficit of time is to expand beyond the bounds of graduate education and training by developing an undergraduate minor in counseling. At a minimum, this would provide undergraduate students — particularly those with related majors in psychology, social work or criminal justice — an opportunity to explore professional counseling. In turn, an undergraduate counseling minor would provide three to four courses in content areas such as basic helping skills, human development and professional orientation. This potentially would expand the amount of time students could develop their identity as professional counselors to as many as four or five years. An important component of this solution is that these undergraduate courses would have to be taught by instructors who strongly identify as professional counselors. One option would be for counselor education doctoral interns to teach the courses. This would represent a secondary benefit for larger counselor education programs that support doctoral degree programs. Another advantage of this approach is that undergraduate students who minored in counseling would be much better prepared for master’s programs. Universities might benefit from this increased awareness in the form of higher enrollment.

A strong predictor of professional identity is membership in professional organizations such as the American Counseling Association, attendance at professional conferences and pursuing leadership opportunities in professional organizations. One of the hats I wear is as faculty adviser for our local chapter of Chi Sigma Iota, the professional honor society that has distinguished itself as being clearly and singularly identified with professional counseling. Students are not eligible for membership in CSI until their second semester. Although the work of CSI is commendable in building professional identity, for students in master’s-only programs, this leaves precious little time for active involvement: about 18 months. I participated in a roundtable discussion in March 2011 with other chapter faculty advisers from master’s-only programs, and it was quickly noted that my experience is not unique. Again, as one who looks for solutions, what if CSI chapters placed even more emphasis on non-membership participation in events for first-year master’s students? And in the interest of expansion of opportunities for identity development, what if CSI supported programs that could be implemented at the undergraduate level to promote the profession of counseling?

Gannon University’s master’s program, like many other CACREP-accredited programs, is in the process of preparing for reaccreditation under the 2009 CACREP Standards. Much adieu has been made over the requirement that 50 percent of master’s course work be taught by core faculty. At issue has been an additional standard related to the professional identities of core faculty members. From a very practical, strengths-based approach, it would seem that the counseling profession could only gain from strengthening the identity of those who are primary to the formation of professional identity in the counseling profession.

In summary, I believe an expansion of the time allotted for development of professional identity can serve to strengthen and enhance our work as professional counselors. The bottom line, of course, is the public we serve. Clients will benefit if they are treated by professional counselors who are not only competent in their counseling skills but also confident in the specific role professional counselors play in providing services.

“Knowledge Share” articles are based on sessions presented at past ACA Conferences.

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Letters to the editor:
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Jennifer Bramer Correll
A respected counselor, educator and leader in numerous counseling organizations

Jennifer Bramer Correll, a longtime member of the American Counseling Association, passed away on Jan. 17, 2012. She is survived by her husband, Dan Correll, her daughters, Michelle White and Renee Irrer, and a large extended family. For those close to her, Jennifer's transition represented a great loss as well as a time to reflect on the many gifts she shared over the course of her lifetime.

Jennifer was born in Grand Rapids, Mich., in 1946 and spent the majority of her professional life in the Great Lakes state. She began her career in the K-12 educational system, where she worked from 1969-1981, first as a high school teacher and later as a secondary school counselor and community education instructor. She then joined the faculty at Lansing Community College, where she served as an instructor, counselor and administrator spanning the years 1981-1999. During much of this time, Jennifer also worked as a part-time instructor for Central Michigan University's counseling program and in private practice as a consultant, coach and therapist from 1990-2003.

At that point, Jennifer and Dan decided to leave Michigan in search of warmer weather. They relocated to Florida when Dan, who is also a professional counselor, transferred to Tampa for a position with the Armed Services Vocational Aptitude Battery career exploration program and Jennifer joined the faculty of Argosy University. From 2003-2010, Jennifer served Argosy in a variety of roles: as an associate professor, director of training and department head. In 2010, Jennifer left Argosy and embraced retirement.

Throughout her career, Jennifer epitomized the meaning of professionalism. In addition to working at her paid jobs, she volunteered a great deal of her time and energy in various leadership positions. Too numerous to list in this article, Jennifer's leadership roles included serving as president of the Michigan College Personnel Association (1989-1990), as president of the Michigan Counseling Association (1995-1996), as co-chair of the ACA Public Awareness and Support Committee (1998-2000) and as president of the Michigan Clinical Counseling Association (2002-2003). While at Argosy, Jennifer volunteered her time championing the counseling student honor society as the faculty adviser for Chi Sigma Iota.

Sadly, her retirement plans were challenged by an August 2011 diagnosis of stage IV cancer. The ensuing months of aggressive treatment took their toll, and on Jan. 17, Jennifer passed away, far too soon for such a vibrant human being. Throughout her course of treatment, Jennifer continued to demonstrate her faith in the power of human connection. Utilizing a CaringBridge website page, she elicited and benefited from the support of her many well-wishers. Since her passing, this same page has been used as a forum for the expression of condolences, and the guestbook will later be bound as a keepsake for her family. For those who still wish to express their sympathies or share their memories, please go to caringbridge.org/visit/journeywithjennifer.

In tribute to the legacy of Dr. Jennifer Bramer Correll, this article will conclude with a few excerpts from the many postings on this guestbook.

May we all live our lives in such a manner as to inspire others to reflect on our lives in such a beautiful way.

Jennifer:

- Epitomized the best. When we think of integrity and ethics, we think of Jennifer. When we think of professionalism, we think of Jennifer.
- Had a unique way of focusing in on each person she was with, getting inside his/her soul.
- Worked for justice and equality wherever she worked.
- Always had a smile on her face no matter what was going on.
- Had a zest for living her life fully.
- Had a warmth that radiated in a manner that reached everyone lucky enough to be in her presence.
- Was deeply admired … committed to her students … a leader in every respect, and a very kind and loving person.
- Was not only a dedicated counseling professional, but she was also a deeply caring, compassionate and thoughtful person who was genuinely concerned about the welfare of others. She was a model for those who remember her.

Memories of Jennifer's infectious laugh, her political savvy, her professional dedication and her kindness to virtually everyone she ever met will remain a source of inspiration. As we mourn the loss of her life, let us also remember the great words of Morrie Schwartz:

“Death ends a life, not a relationship.”
— Morrie Schwartz, from Tuesdays With Morrie by Mitch Albom
Today's counseling students bring a unique array of characteristics and perspectives not previously seen in our classrooms. For instance, it is not uncommon for students to approach classroom assignments through technological means rather than by engaging in thoughtful dialogue. Counselor educators have a responsibility to learn about these students and to adapt pedagogical approaches to reach these learners without compromising classroom rigor or standards. Although making predictions and drawing conclusions about any generation is difficult because of the inevitable variations within groups, generational generalities assist in understanding change, continuity and behaviors.

The millennial generation, also known as Generation NeXt, Generation Y, the Net Generation, Echo Boomers, DotNets or Generation Me, consists of individuals born between approximately 1982 and 2002. Students from this generation first appeared on postsecondary campuses at the turn of the century, and their attendance will continue beyond 2020. Millennials are the largest, most diverse cohort in history. They are characterized as having a sense of entitlement and, in comparison with previous generations, having more chronic diseases, symptoms of major depressive disorder and symptoms associated with psychopathology. Because of these characteristics, as well as other characteristics not identified here, the classroom milieu has changed. Therefore, it is incumbent on educators to adapt instructional pedagogy to engage this generation of learners, while also balancing the needs of students from previous generations who are enrolled in the same classroom with millennials.

Teaching considerations

Instructors shortchange students when they do not hold them to standards and/or do not take the time to understand them and their learning needs. Many millennials have a consumer-focused approach to education in which a passing grade is expected in exchange for paying tuition, a belief that it is acceptable to demand a higher grade when an unsatisfactory mark is received and an expectation of receiving a high mark solely for handing in an assignment, regardless of its quality. In addition, these students generally presume that instructors will understand when they miss a class for personal reasons.

With instant access to information through the Internet, texting and email, many in this generation expect immediate communication and instantaneous feedback from their professors. As a result, it is not uncommon for today's professors to feel as if they are television show hosts who need to entertain and acknowledge every opinion offered rather than provide a forum for intellectual inquiry. Many millennials have little patience for lectures, traditional classroom structures and assessment strategies. Instead, they prefer to learn through experimentation and active participation in student-oriented assignments. If these students must hear a lecture, they respond best to those that are supplement ed with pictures and other graphics or brief videos. Therefore, instruction is received better if it is chunked in smaller segments and augmented with media.

With the availability of numerous technological tools and the infusion of new advances, millennials view learning as a dynamic, active process in which information can be obtained whenever and however it is needed. As millennials continue to upgrade their technology tools, their expectation is that their instructors and institutions will do the same. Yet, the use of technology in the classroom is a challenge for instructors who still teach in the same manner as they did a decade ago. When considering technology in teaching, instructors must consider both the advantages and disadvantages of the plethora of online tools that can accommodate the experiential and participatory learning needs of millennials. Web 2.0 tools have brought powerful resources to the classroom that appeal to the learning styles of millennials as well as to students of other generations.

Web 2.0 toolbox for counseling course work

Web 2.0 tools allow anyone with a computer, Internet access and browser software to use various web-based software applications for free. These new tools allow students and teachers to create, communicate and share information online. There is no shortage of these tools, which are increasing in number at a staggering rate. Several are particularly useful to the counseling education curriculum. In addition, they appeal to millennial students and connect older generations to new learning strategies.

Productivity tools

- Functions: Word processing presentations, spreadsheets, surveys, drawing
- Software titles/services: Google Documents (google.com), Zoho (zoho.com)

Ideas for the counseling classroom:

Productivity tools can be used for teaching the many concepts to students that counselor educators deem essential. The benefits of using Web 2.0 productivity apps include having the option to store the files on the web and to share and collaborate with others without email.

Blogs

- Function: Online journal
- Software titles/services: Google Blogger (blogger.com), Wordpress (wordpress.org)

Ideas for the counseling classroom:

Blogs can be used for reflective practice during course work or for writing about topics of interest to counselors. Blogs on topics such as eating disorders and drug addiction can be used in counselor education or by practitioners for educational purposes.

Wikis

- Function: Websites used for collaborative research and writing assignments
- Software titles/services: PBWorks (pbworks.com), Wikispaces (wikispaces.com)

Ideas for the counseling classroom:

Wikis can be used to allow students to collaboratively create websites on topics
covered in the counseling curriculum, including eating disorders, drug abuse or conflict resolution.

**Social bookmarking**
- Function: Tool to search, organize, store, manage and share bookmarks online
- Software titles/services: Delicious (delicious.com), Diigo (diigo.com)
- Ideas for the counseling classroom: Social bookmarking allows students and/or professors to create and share sets of bookmarks on topics in counseling.

**Podcasts**
- Function: Audio or audio/video files that are accessible online
- Software titles/services: American Counseling Association podcast series (counseling.org/Counselors/TP/PodcastsHome/CT2.aspx)
- Ideas for the counseling classroom: Podcasts exist on many topics in the counseling curriculum. Podcast directories offer podcasts by topic. ACA has a podcast directory with many podcasts for members. Counselors, counselor educators and counseling students can create podcasts on various topics as well.

**Video sharing**
- Function: Video files that are accessible online
- Software titles/services: YouTube (youtube.com), Teacher Tube (teachertube.com)
- Ideas for the counseling classroom: The use of video recordings is a central pedagogical tool in counseling. Videos of role plays can be placed on YouTube and accessed by the instructor for assessment. A huge collection of videos on drug abuse, eating disorders, relationship topics, narcissism and other topics are available for download.

Today’s counselor educators have a greater array of choices than ever before to clarify and demonstrate counseling concepts. Introducing different types of media to counseling students is one method in which we can engage the millennial generation while still appealing to students from earlier generations. Other strategies for working with these students include personal and professional awareness activities, collaboration, and mentoring and supervision.

**Personal and professional awareness activities**
- Counselor educators have an obligation to provide feedback to students and to direct them to appropriate assistance when a professional or personal impairment is perceived. Furthermore, counselor educators can provide exercises and strategies to assist students in self-analyzing their own learning and in assessing who they are as a person and a professional. In part due to standardized examinations mandated by No Child Left Behind, many millennials have honed the skill of rote memorization to the detriment of their critical thinking skills and self-reflection. Because millennials grew up with scheduled activities and continual supervision, they desire specific directions and expectations. Among the useful strategies to use with these students include breaking goals and student outcomes into small steps, offering resources and information that assist in meeting expectations and providing rubrics.

**Collaboration**
- Counselors-in-training may gain a greater awareness of self and others through collaborative learning environments. Yet, it is unclear how communication using the Internet influences social networking with this generation. The Internet tends to increase communication ease and the ability to discuss personal issues, but fostering face-to-face interpersonal relationships seems to be a more difficult skill for many millennials to perfect. Placing students in groups where they can share knowledge and act as resources for one another creates a positive environment that contributes to interpersonal connectedness and facilitates creativity and empathy.

**Mentoring and supervision**
- Many variables are considered when pairing supervisees with appropriate supervisors. Generational differences should be among these considerations. For instance, baby boomers, who generally possess strong work ethics, might have difficulty supervising millennial supervisees, who generally exhibit more relaxed attitudes toward work. Furthermore, because empathy is often lacking among many millennials, supervisors might need to model empathic behaviors to vicariously teach compassion. In addition to the classroom considerations discussed previously, counselor educators can adapt several strategies for assisting in classroom transformation. These include:

- Introducing course syllabi as contracts that are reviewed on the first day of class so students can ask questions regarding course expectations
- Providing time for formative evaluative feedback during midterm to detect strategies that are not working and to model openness to student feedback
- Taking opportunities to get to know students personally
- Keeping the focus on education without diluting the information
- Outlining and monitoring rules, policies and procedures
- Stressing personal accountability with feedback that is layered (for instance, make a positive statement, a statement regarding an area that needs improvement and then another positive statement)
- Teaching students that the counseling process takes time and that results are not immediate

**Conclusion**
- The millennial generation is influenced by technology more than any other generation of learners, so counselor educators must walk a fine line to simultaneously meet the needs of the technologically savvy millennials and those who do not have these technological skills. Counselor educators have a responsibility to reflect on their individual teaching styles and how their particular pedagogical methods facilitate learning, reflecting and relating in the classroom.

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Letters to the editor: ct@counseling.org
The mission of the American Counseling Association Graduate Student Committee is to support graduate students and foster meaningful connections between them and ACA. In early 2011, the committee administered a national survey to ACA graduate student members to better understand their motivations for joining ACA, the benefits that encourage them to maintain membership and ways that their experiences within ACA can be enhanced. As a result of the survey findings, a new mentorship initiative will be implemented.

**Perceived benefits of ACA membership**

Graduate students who responded to the survey were able to identify several concrete reasons that they maintain membership in ACA. The provision of free liability insurance for unlicensed counseling students seeking master’s degrees was cited as the primary benefit of membership in ACA. Another perceived bonus for many graduate students is the availability of counseling resources and training materials. Graduate students particularly valued receiving access to peer-reviewed journal articles such as those found in the *Journal of Counseling & Development*.

Additionally, survey takers frequently mentioned ACA podcasts and other ACA training opportunities as a membership benefit. Graduate students value ACA’s communication outlets, including the enewsletters, emails and *Counseling Today* — all outlets that provide students with a connection to the field. Finally, graduate students value networking opportunities that are more accessible through membership in ACA, as well as the benefit of attending the national annual conference at a discounted student rate.

**Enhancing students’ membership experiences**

Although students were able to identify substantial benefits to ACA membership, they also pointed out ways their membership experiences could be enhanced. Graduate students would like to have their own forum through which they could share information regarding logistical aspects of being a student, such as selecting an internship, locating research opportunities and securing licensure and employment as a counselor. Student members are also interested in receiving research grants, scholarships and discounted training materials from ACA.

In addition to logistical and financial concerns, many graduate students expressed an interest in increasing their sense of connection with ACA at the local level. They would like to connect with successful area professionals, learn of relevant job opportunities and access hometown resources. The idea of a mentorship program was frequently mentioned, and a mentorship program would serve as one way to meet this need for connection. Of the 1,412 total survey respondents, 65.4 percent (924 respondents) indicated an interest in having a mentoring program. A total of 807 participants provided specific answers when asked “What would you like from a mentor?”

What are graduate students seeking in a mentoring relationship?

- **Finding a job or an internship site**: Either job/internship hunting techniques, finding supervision or being hired by the mentor/being referred to one of the mentor’s connections for a potential position
- **Professional growth**: Learning about the mentor’s challenges related to becoming a counselor and learning ways to better themselves ethically and professionally
- **Licensure guidance**: The steps needed to become licensed
- **Educational guidance during school**: Assistance with homework or assessing financial resources
- **Networking and assistance with understanding the benefits of ACA membership**: Becoming involved with ACA and various committees, opportunities to present at conferences

- **Specialized training**: For example, information about training in theory-specific interventions/specific populations/types of counseling

The three themes identified as most relevant were:

1. **Professional growth** (45.45 percent)
2. **Specialized training** (18.94 percent)
3. **Finding a job/internship site** (18.12 percent)

**ACA Mentoring Program**

A mentor is someone with experience and expertise in the counseling field who is willing to share knowledge and offer advice to foster the professional development of a mentee. Ideally, the mentor can serve as the mentee’s role model and will be an important part of the mentee’s support system. The relationship between a mentor and a mentee differs greatly from that of a counselor and a client, yet there are certain similarities that should be taken into consideration. Namely, the mentor-mentee relationship is built upon positive regard, clear boundaries, active listening, ethical behavior, respect, sensitivity and equanimity.

The overarching goal of the mentoring program is to connect ACA members who are either graduate counseling students or postdegree, neophytes counselors with ACA members who are experienced senior counselors, and to facilitate formal mentoring relationships to promote personal and professional growth and development. Pairs will be matched based on each party’s interests, locations and personal attributes. The duration of the mentoring relationship will be one year or longer depending on the dynamic and needs of the relationship. The styles of communication used may include face-to-face or electronic (Skype, phone, email and so on). The ACA Graduate Student Committee Mentoring Program coordinators will check in with the pairs via email on a biannual basis to determine the status of the relationship, progress and challenges.
If you are interested in more information about the ACA Mentoring Program or would like an application packet to sign up as either a mentor or a mentee, email mentoring@counseling.org.

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American Counseling Association

March 2012 | Counseling Today | 69
Support throughout your career

As a professional counselor or student-in-training, you may ask yourself, “How does the National Board for Certified Counselors influence my life and career?” NBCC and its affiliates — the Center for Credentialing & Education (CCE) and the NBCC Foundation — strive to make a difference in the counseling profession. CCE advances professional excellence through credentialing, assessment and business services, and the NBCC Foundation leverages the power of counseling by strategically focusing resources for positive change. The impact of NBCC and Affiliates can be felt at various stages in your career as a counselor.

The cover story in the January issue of Counseling Today explored the transitions that counselors experience along their unique career paths. The article builds on the idea of Nancy K. Schlossberg’s four S’s: situation, self, supports and strategies. As the article says, “Situation refers to the person’s situation at the time of transition and whether other life stressors are involved. Self alludes to the ‘person’s inner strength for coping with [the] situations.’ Supports have to do with the amount of support a person has available to him or her during a transition. Strategies refer to the coping resources one uses. ‘The more someone can use lots of strategies flexibly, the better one will be able to cope,’ Schlossberg says.”

NBCC and Affiliates provides both supports and strategies that are available throughout your career.

Strategy for getting the degree: The road to obtaining your master’s degree can be long and tedious. You pour your heart into studying, writing and practicing the theories that will lead to a life of assisting others. It is an emotional journey as you navigate your way through your past and anticipate your future. You might be aware of a certain population you wish to serve, but it could seem slightly out of reach. The NBCC Foundation can help.

Kay Lechner, an NBCC Foundation scholarship recipient, dreamed of serving her rural Wisconsin community. “When I received the phone call informing me I had been selected … all I could think of was how much it would help in covering the cost of my education and allowing me to move into a career where I can contribute to the mental health services in a rural area,” she explains. “Throughout my undergraduate and graduate years, I have worked hard to pay for my education. I am excited to be so close to achieving my master’s degree, which will allow me to fulfill my dream and passion of working in a small, rural, underserved setting as a mental health counselor, meeting the needs of the people there.”

For more information regarding the NBCC Foundation and the rural and military scholarship program, go to nbccf.org.

Strategy for career success: Next stop, a job! Department of Labor statistics continue to promote counseling as a profession with growth opportunities, yet jobs and career advances can be very competitive. Fortunately, during the final phase of earning your degree, you applied for and became a National Certified Counselor (NCC). You are now well-positioned not only to secure a counseling position but also to advance within the organization. What sets you apart is your NCC. It signifies that you have voluntarily met recognized national professional standards in addition to what is required by a state to practice. You get the promotion. “As a young counseling professional, I am proud that I am able to add the NCC credential to my name,” says Valerie Nelson, a school counselor in North Carolina. “Holding the NCC credential reinforces the fact that counselors are committed to the profession by taking the necessary steps to earn such an important certification. The National Board for Certified Counselors not only helps counselors stay abreast of important trends in the counseling field, it provides support and serves as a foundation for licensed practitioners all over the world.”

Strategy for career advancement: By now, you have been working in the profession for quite some time, and you are ready to become a clinical supervisor to other mental health professionals. Or perhaps you want to add an additional component to your practice as a counselor. Either way, the Approved Clinical Supervisor (ACS) credential is aimed at helping you attain your goal. This credential signifies your identity, visibility and accountability as a clinical supervisor, and it ensures your employer and your supervisees that you are dedicated...
Letters

Continued from page 9

Better late than never

I never randomly write to anyone who has written an article in any kind of magazine, but Suze Hirsh’s “Learning Curve: Notes From a Novice” article (“Setting the stage for informed consent,” October) was so wonderful, and I could relate to all the details she shared.

Here is how the story goes: I receive Counseling Today just like everyone else in the counseling universe, but I rarely read it because I’m too busy doing other things. So, needless to say, I missed the article until I asked my supervisor about informed consents for the new clients I have coming in. (Background info: I graduated in December and my degree was just conferred.) My supervisor brought me the “Learning Curve” article, told me she had just read it and said I should read it too. I read it and loved it!

The article was very enjoyable to read and covered my feelings to a tee. I am 40, and everyone else seems to be 35 or younger in my eyes. I feel like Granny Counselor, but the author did bring up some great points about how this might provide the illusion to clients that I am experienced.

I am just venturing out into the whole counselor-under-supervision realm, and it is a bit different than when I was younger and working as a receptionist in a medical office and answering to the office manager. I find that I am actually feeling more inexperienced today than I felt back then. I’m not sure if this is because I now have a “title” or because of the gift I have of a job and a wonderful supervisor. The fear of losing those things in this economy creates a walking-on-eggshells feeling.

Either way, I was thrilled with this article and how the author made the situation we face come alive. Thank you to Suze Hirsh for putting it together and for helping those of us in a puddle of newness come to a better understanding of how to present to new clients without looking lost.

If she feels like writing another article, I think one on the new but more “mature” counselor sounds grand. I know I could use it!

Wendy Bray, MAC
Hannibal, Mo.

John McCarthy

John McCarthy

Better late than never

strategy for leaving a legacy: Eventually, you reach the pinnacle of success in your career as a counselor and feel it is time to give back to a profession that you love and that has served you well. Perhaps you are thinking of retirement, or maybe you have the resources to donate time or monetary funding midway through your career. The NBCC Foundation was created in 2005 for this very purpose.

The mission of the NBCC Foundation is to leverage the power of counseling by strategically focusing resources for positive change. The NBCC Foundation’s programmatic priority is to increase mental health care in underserved and never-served areas, both domestically and abroad. To this end, you can donate your time and talent by applying to be on the Board of Trustees. Or you may volunteer for the President’s Circle, an elite group of volunteers that leads fund development activities. Finally, you can apply to participate in The Counselors’ Voice, an e-focus group that steers the direction of the NBCC Foundation and gives feedback to NBCC as a whole.

There are many ways to “give back” to the profession and to ensure that counseling maintains its rightful place at the table.

People such as John McCarthy have already done so. McCarthy is both an individual NBCC Foundation donor and a CCE board member. CCE supports the NBCC Foundation, and as part of his duties, McCarthy represents CCE where the NBCC Foundation is concerned. See an interview with him at nbccf.org/historyinfo.

If you are ready to bolster the profession, please visit nbccf.org to find out more about the NBCC Foundation. NBCC and Affiliates is constantly looking for ways to support and provide strategies for all of our certificants. This article touches on just a few ways being certified can assist you throughout your career. Please visit us at nbcc.org, cce-global.org and nbccf.org to learn more about all of the services we offer to you as a counselor and to the profession as a whole.

Jolie A. Long is the executive project coordinator for NBCC and Affiliates.

Sherry L. Allen is executive director of the NBCC Foundation.

Shawn W. O’Brien is vice president of the NBCC and Affiliates Center for Credentialing & Education.

Letters to the editor:
ct@counseling.org
ACCA conducts survey on community college mental health
Submitted by MJ Raleigh
mraleigh@smcm.edu

The American College Counseling Association’s Community College Task Force (CCTF) has conducted a survey to gather benchmark data about common practices for personal/mental health counseling in community/two-year colleges. The survey also explored how many community/two-year colleges have trained counselors providing career counseling; 294 professional counselors providing personal counseling in a community college setting were invited to respond.

In response to the needs of students, 68 percent of community/two-year colleges provide mental health counseling services. Of those providers, 78 percent hold a graduate degree, but only 37 percent hold LMCH/LPC licenses (35 percent hold no license).

Despite national data that reveal an increasing need for psychiatric services, fewer than 13 percent of community/two-year colleges have psychiatric services available on campus. Other tasks are often assigned to mental health providers: 71 percent sit on behavioral intervention teams, and 65 percent conduct suicide prevention efforts on campus.

Ninety-seven percent of the time, other services are being provided with mental health counseling; 78 percent participate in campus committees, 70 percent conduct academic advising and 68 percent conduct career counseling.

It is critical to point out that the majority of providers’ time is being spent in academic and career counseling, despite reports of increasing psychological needs. Similar to their four-year college/university peers, 60 percent of mental health providers at community/two-year colleges report experiencing an increase in the intensity of clinical issues. The same percentage of community/two-year college and four-year college therapists (about 47 percent) report having no session limits for students seeking services. With the financial realities of today’s economy, it is not unusual for staff on any campus to be asked to do more with less. Unfortunately, for community/two-year colleges, the demands will continue to increase as the population utilizing community colleges rises. Historically, this is a trend we can anticipate during times of recession.

ACCA will continue to support the CCTF annual survey of community/two-year colleges. We hope to support the efforts of our colleagues in all academic settings by increasing awareness of the needs and services on campus.

Contact CCTF Chair Amy M. Lenhart (alenhart@collin.edu; 972.881.5775) or author Jon Edwards (atstedwards@massbay.edu; 781.239.3142) for more information.

ASERVIC announces upcoming events
Submitted by Mark E. Young
myoung@cfl.rr.com

Motivational interviewing’s William R. Miller will be the keynote speaker for the Association for Spiritual, Ethical and Religious Values in Counseling’s third Conference on Spirituality in Counseling, June 3-4. Miller will be speaking on spirituality in the treatment of addictions. More than 50 other conference programs will explore the relationship between counseling and spirituality, from mindfulness to prayer.

The conference will be held at the Inn and Spa at Loretto in the heart of Santa Fe, N.M. Rated as one of the top spas in the country, the room registration is only $159. Special conference registration rates are still available, and there are reduced fees for students. To register, visit aservic.org and select the conference tab.

In other upcoming events, Jeffrey Kottler, noted counselor and author, will be the speaker for this year’s ASERVIC luncheon at the American Counseling Association Annual Conference & Expo in San Francisco at noon on Friday, March 23. Kottler will speak about his work in providing scholarships for at-risk girls in Nepal (empowernepalgirls.org).

NECA hosts Day of Learning in San Francisco
Submitted by Kay Brawley
kbrawley@mindspring.com

The National Employment Counseling Association Institute, themed “Wellness in the Workplace,” will be held Friday, March 23, from 11 a.m.-6 p.m. Join us at the ACA/NECA headquarters hotel, the Hilton San Francisco Union Square, for the NECA Opening Keynote and Awards Brunch, then stay for the Day of Learning/NECA Institute. Learn how to deal with unhealthy issues, regardless of the work setting, in these hard times. You will gain tips and techniques to help you improve your well-being so that you can mentor colleagues and, most important, be your best with your clients.

Institute topics include the following:

■ The Science and Art of Emotional Intelligence and the Interactive Role It Plays in Intergroup and Workplace Wellness (Tom W. Ayala and Sue E. Pressman)

■ Keeping Your Sanity When the Pink Slip Harkens (Robert C. Chope)

■ Bullying in the Workplace: Yes, It’s Real and It Needs to Stop! Now! (Colleen R. Logan)

■ Survival — Making Money in the 21st Century: The Latest and Best Market Facts (Michael Lazarchick and Bill Fenson)

Following tradition, NECA will honor a local provider of services from the San Francisco workforce development community during the Awards Brunch. The schedule at the ACA Annual Conference will include the following:

■ Board/General Membership Meeting on Thursday, March 22, from 3-5 p.m.

■ Reception of Board, Working Ahead, Moving Forward Global Career Development Facilitator practitioners and instructors on Thursday, March 22, from 6-8 p.m.
NECA Institute, “Wellness in the Workplace,” on Friday, March 23, from 11 a.m.-6 p.m.

Collaborative reception on Friday, March 23, from 6-8 p.m.

Register online at the NECA website at employmentcounseling.org. You may also visit counseling.org/conference for a description of NECA sessions; registration is also available by calling 800.347.6647 ext. 222. For more information on the NECA Institute, “Wellness in the Workplace,” and certificate, contact Kay Brawley, NECA professional development director, at kbrawley@mindspring.com.

AHC grant funds study of autism spectrum disorders
Submitted by Marianne Woodside marianne.woodside@gmail.com

The Association for Humanistic Counseling Make a Difference Grant provides a financial award (up to $500) to support the research of a graduate student in counseling or counselor education and supervision. The awarding of the grant is based on a) the humanistic philosophy that guides the research, b) the quality of the project and c) the potential significance of the research to make a difference for the population under study.

Michael Hannon is the recipient of the 2012 Make a Difference Grant. Hannon is a second-year graduate student in counselor education at Penn State University. Counselor educator Richard Hazler endorsed Hannon’s proposal. The purpose of the research project, “Empathy for Dads: A Phenomenological Study Exploring Coping and Adjustment Strategies for Fathers of Children with Autism Spectrum Disorders (ASDs),” is to better understand the coping strategies of fathers of children with an ASD and to increase the knowledge base of how these fathers cope with and describe the unique challenges and rewards of fathering a child with an ASD. Research on the impact of ASDs on parents and caregivers has primarily focused on mothers’ assessments of the impact. Research on the fathers’ roles in the lives of children with an ASD is underrepresented in early intervention and literature. This study is qualitative, employing a phenomenological methodology designed to capture fathers’ subjective experiences associated with raising a child with an ASD.

This study aligns very closely with humanistic philosophy because it employs a phenomenological methodology. It is specifically designed to better understand the participants’ socially constructed world as a member of the community of fathers of children with ASDs. The study’s qualitative design allows for this unique population to share a narrative that has not been given a significant amount of attention by counselors and counselor educators.

This work has the potential to help human service professionals better understand the unique experiences of fathering children with ASDs and gain clarity on how these men cope with the challenges and what they find rewarding about this experience. The expected eventual publication of results will add to the growing literature on families impacted by ASDs but from a less-investigated perspective with a specific intention to work with fathers and other caregivers more effectively.

Wisconsin Counseling Journal seeks submissions
Submitted by Mark Gillen mark.gillen@uwrf.edu

The Wisconsin Counseling Journal (WCJ), the annual journal of the Wisconsin Counseling Association, is seeking article submissions for possible publication in the 2012 edition. Articles may be submitted through March 19. WCJ places emphasis on original, data-based research and conceptual articles (for example, position papers, innovative program development and case studies). All manuscripts submitted are subject to a peer-review process involving members of the editorial board.

The journal is focused on topics of interest to all counselors, including innovative methods, theory and research, professional development and current issues affecting counseling and counselors. Authors are invited to explore topics of interest to counselors.

For submission guidelines, contact editor Mark Gillen at mark.gillen@uwrf.edu or visit wicounseling.org/id17.html.

AACE plans events at ACA Conference
Submitted by Amy McLeod almcleod@argosy.edu

Please join us at the following events sponsored by the Association for Assessment in Counseling and Education at the ACA Annual Conference in San Francisco.

On Friday, March 23, AACE is hosting a joint reception with the Association for Adult Development and Aging; the Association for Spiritual, Ethical and Religious Values in Counseling; the Association for Humanistic Counseling; and the International Association of Addictions and Offender Counselors from 6-8 p.m. The AACE Business Meeting and Coffee will be held on Saturday, March 24, from 8-9 a.m. Admission to the AACE Business Meeting and Coffee is free to make it possible for all who are interested to attend.

AADA to host annual breakfast in San Francisco
Submitted by Gary McClain garymack@aol.com

The Association for Adult Development and Aging will hold its annual ACA Conference breakfast on Saturday, March 24, at 7:30 a.m. in the Moscone West Convention Center.

The program will include the presentation of awards, including Distinguished Service, Outstanding State Division and Outstanding Research. Research awards include two grants given to support research in adult development. The annual business meeting will also be conducted.

The breakfast is a great opportunity to catch up with old friends, network with new colleagues and hear a speaker who is a leader in adult development. Tickets are $40 and need to be purchased in advance. Don’t forget to reserve your seat.
COMING EVENTS

CCA Annual Conference
March 9-10
Englewood, Colo.

The Colorado Counseling Association will host its 2012 annual conference at the DoubleTree Hotel DTC on March 9 (preconference) and March 10 (conference). This year’s theme is “Imagine: Colorado Counselors Moving Forward, Looking Back.” Our conference keynote speaker will be Jon Nachison, co-founder of Stand Down for Homeless Veterans and Their Families, with a presentation titled “Stand Down: A Three-Day Marathon Treatment Program for a Thousand Homeless Veterans and Their Families.” For more information, visit the CCA website at coloradocounselingassociation.org.

ACA Annual Conference & Exposition
March 21-25
San Francisco

Register now for the largest conference in the world dedicated to the counseling profession. As it celebrates the American Counseling Association’s 60th year as an organization, the 2012 Annual Conference & Expo will also offer hundreds of peer-reviewed sessions, plenty of networking opportunities, engaging social events, tours of the city and keynote speeches by Irvin D. Yalom and NPR’s Craig Windham. For more information or to register, visit counseling.org/conference or call 800.347.6647 ext. 222.

ICBCH Hypnotherapy Convention
April 19-22
Dallas

The International Certification Board of Clinical Hypnotherapy’s Annual Hypnotherapy Convention is open both to members and nonmembers and will focus on practical methods of clinical hypnotherapy. This conference is appropriate for both advanced practitioners and mental health counselors new to clinical hypnotherapy. CEU hours are available. For more information, visit hypnosisconvention.com or call 800.390.9536.

CCA Annual Conference
April 27-28
Danbury, Conn.

The Connecticut Counseling Association’s annual conference will be themed “Counseling Connections 2012: Empowering Families and Communities.” ACA President Don Locke will be the opening keynote speaker on April 27. Jo Ann Freiberg, a school climate expert from the Connecticut Department of Education, will speak April 28 on bullying in schools and the workplace. We plan to offer CEUs for counselors and play therapists. The conference usually attracts about 200 attendees. President Locke will join CCA President Karla Troesser in an evening reception that all participants are welcome to attend. For more information, visit ccamain.com or email conference co-chairs Karla Troesser and Gabriel Lomas at ccaconference@hotmail.com.

ASERVIC Conference on Spirituality in Counseling
June 3-4
Santa Fe, N.M.

The Association for Spiritual, Ethical and Religious Values in Counseling will host its third Conference on Spirituality in Counseling at the Inn and Spa at Loretto. The keynote speaker will be William R. Miller, founder of motivational interviewing. For more information, visit aservic.org.

NCDA Global Career Development Conference
June 21-23
Atlanta

The National Career Development Association Global Career Development Conference will be themed “Building on the Dream.” Take advantage of more than 160 presentations, discussions and workshops, and network with more than 1,000 career practitioners and educators. For more information, visit ncda.org.

ASCA Annual Conference
June 23-26
Minneapolis

The American School Counselor Association Annual Conference will be themed “Be Brilliant: Celebrating ASCA’s Diamond Anniversary.” Dan Savage of the It Gets Better project on YouTube, Stacey Bess and Jamie Vollmer will give keynote addresses. For more information, visit schoolcounselor.org.

AADA Summer Conference
July 13
Williamsburg, Va.

The Association for Adult Development and Aging’s 2012 Summer Conference will be themed “Adult Development Matters: Fostering Resilience in Times of Crisis and Transition.” The conference will provide opportunities for networking and professional development for counseling professionals and students with an interest in adult development across the life span. Presentation topics will include spirituality and wellness, women and transition, adult bullying, career transition at midlife, LGBT adults coming out and positive aging strategies. For more information, visit the AADA website at aadaweb.org.

FYI

Call for submissions

The Louisiana Counseling Association invites submissions for the 2012 Louisiana Journal of Counseling (LJC is published annually). Research and practice-based APA-style submissions related to the field of counseling will be considered for blind peer review. Please submit an electronic copy to Meredith Nelson (mntnson@lsus.edu). Direct questions to either editor Peter Emerson (pemerson@selu.edu) or co-editor Nelson (mntnson@lsus.edu).

Call for reviewers

The Canadian Journal of Counselling and Psychotherapy, the flagship journal of the Canadian Counselling and Psychotherapy Association (formerly the Canadian Counselling Association), is seeking reviewers from the United States. For further information, visit cjcpcc.uwalgarr.on.ca/cjcp/index.php/relcanouncement.

Bulletin Board submission guidelines

Items for the Counseling Today Bulletin Board must be submitted to lsbllcras@counseling.org. The deadline for submissions is the first of the month at 5 p.m. ET for publication in the following month’s issue. If the first of the month falls on a Saturday or Sunday, the deadline is 5 p.m. ET on Friday. †
NEWS & NOTES

ACA announces counseling delegation to China
The American Counseling Association is sponsoring a People to People Citizen Ambassador Programs delegation to China Aug. 13-25 and invites professional counselors to participate in a unique overseas cultural and professional exchange opportunity. Founded in 1956 by President Dwight D. Eisenhower, People to People has previously partnered with ACA in arranging counseling delegations to Russia, Rwanda, South Africa, China, Tibet, India and Brazil.

Jane Goodman, a past president of both ACA and the National Career Development Association, will be leading the August delegation to China. This delegation will seek to increase collaboration with Chinese professionals and organizations on topics of mutual interest in the counseling arena. This will be combined with cultural activities highlighting the sights and sounds of the country. Delegates will enjoy insider views of the counseling profession in China and experience the culture in ways that most travelers never do, from exploring small, local neighborhoods and marveling at the views from atop the Great Wall of China to observing professional justice in counselor education programs and when working as social justice advocates in the field.

The program will be held Thursday, March 22 in the Moscone West Convention Center. To accomplish these goals, participants will observe and respond to live demonstrations that focus on three areas in which social justice counselors are commonly involved:

1) Modeling individual counseling from a social justice perspective
2) Dealing with the challenges of social justice in counselor education programs
3) Becoming effective social justice advocates (learning from the Occupation Movement)

Additional details will be made available on the ACA website at counseling.org/conference.

Appellate court sends Ward v. Wilbanks back for jury trial
The 6th U.S. Circuit Court of Appeals issued its ruling in Ward v. Wilbanks on Jan. 27, sending the case back to U.S. District court for a jury trial. The counseling profession has closely followed the case because it revolves around nondiscrimination toward clients.

Julea Ward, a former counseling student at Eastern Michigan University (EMU), refused to counsel a gay practicum client. After remediation efforts failed, Ward was dismissed from the counseling program. She then sued the EMU counseling program faculty and the university, claiming that her First Amendment right to practice her religion was being infringed upon.

The case was originally decided in July, with U.S. District Court Judge George Steeh ruling in favor of EMU. ACA provided expert testimony in the case, and Steeh quoted the ACA report in his summary judgment. Ward then filed an appeal in the 6th Circuit Court. ACA filed an amicus brief supporting the original ruling and the denial of the motion to appeal.

In issuing its ruling, the Circuit Court stated that its decision did not constitute a statement that Ward should prevail, but rather that the case merited a jury trial rather than a summary judgment.

Clarification provided on question regarding student liability insurance
ACA has been receiving inquiries from master's-level students asking if the liability (malpractice) insurance provided as part of their student membership covers practicum or internship hours that go above and beyond program requirements. ACA is pleased to let everyone know that as long as the individual is still a student, ACA liability coverage applies to all hours accumulated during a student’s field experience.

Notice of member sanction for ethics violation
Pursuant to section Q.2.a of the ACA Policies and Procedures for Processing an Ethical Complaint, the following notification is made: Michael T. Garrett has been found to have violated the following standards of the ACA Code of Ethics under “Supervisory Relationships” (Standard F.3.) and “Roles and Relationships Between Counselor Educators and Students” (Standard F.10.):

- Standard F.3.a. Relationship Boundaries With Supervisees
- Standard F.3.b. Sexual Relationships
- Standard F.3.c. Sexual Harassment
- Standard F.10.a. Sexual or Romantic Relationships
- Standard F.10.b. Sexual Harassment

The following sanction was imposed:
N.4. Permanent expulsion from ACA membership.

ACA encourages state licensure boards to facilitate license portability
At the annual conference of the American Association of State Counseling Boards in January, ACA encouraged state licensure boards to facilitate license portability. In his opening keynote for the conference on Jan. 5, ACA Chief Professional Officer David Kaplan focused on the urgent need for counselor licensing boards to view licensure reciprocity and portability as a critical public protection issue. Kaplan also presented a plan for advancing licensure portability based on the 20/20: A Vision for the Future of Counseling initiative’s Building Blocks to Portability project (see “20/20 delegates pushing toward licensure portability” in the November 2011 issue of Counseling Today, or go online to ct.counseling.org to access the article). To review Kaplan’s keynote (“Licensure reciprocity: A critical public protection issue that needs action”) in its entirety, go to ct.counseling.org/2012/01/licensure-reciprocity-a-critical-public-protection-issue-that-needs-action/.

Social justice project scheduled for ACA Conference in San Francisco
This year’s Social Justice Leadership Development Project will focus on practical strategies counselors can use to effectively address challenges they face in individual counseling, counselor education training programs and when working as social justice advocates in the field.

The program will be held Thursday, March 22 in the Moscone West Convention Center. To accomplish these goals, participants will observe and respond to live demonstrations that focus on three areas in which social justice counselors are commonly involved:

1) Modeling individual counseling from a social justice perspective
2) Dealing with the challenges of social justice in counselor education programs
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Additional details will be made available on the ACA website at counseling.org/conference.

Rwanda, South Africa, China, Tibet, India and Brazil.

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OFFICE SPACE AVAILABLE
District of Columbia
Office space for one additional professional (one semi-large room). Location: 1101 Pennsylvania Ave., NW, 6th Floor, Washington, DC 20004. Owner will carry lease. Minutes from downtown Metro subway stations. The minimum agreement is for one year. The space is available on Monday and Wednesday (all day) and Friday (a.m.). For more information, contact Audrey B. Chapman, 202-756-5042 or email at achaplove@aol.com.

Maryland
Forest Hill, Harford County. Therapy/MD office space available in a professional building. Includes utilities, phone, copy/fax machine, waiting room, and parking. Part time/full time availability; day, evening, or weekend. Please contact Brian at 443-617-0682 or Harry at 410-852-0582.

UNIVERSITY OF CONNECTICUT
Faculty Position, Human Development & Family Studies
The University of Connecticut, Department of Human Development and Family Studies, seeks applications for a tenure-track faculty position at the rank of Associate or Full Professor to engage in research, teaching, service, and/or outreach. Candidates must possess a Ph.D. or equivalent terminal degree in Marriage and Family Therapy, Family Studies, Psychology, or a related discipline.

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UNIVERSITY OF CONNECTICUT
Faculty Position, Human Development & Family Studies
The University of Connecticut, Department of Human Development and Family Studies, seeks applications for a tenure-track faculty position at the rank of Associate or Full Professor to engage in research, teaching, service, and/or outreach. Candidates must possess a Ph.D. or equivalent terminal degree in Marriage and Family Therapy, Family Studies, Psychology, or a related discipline.

CONNECTICUT
Initial review of applications will begin February 24, 2012. The appointment is scheduled to begin in August 2012. Applicants should send a letter of interest, curriculum vitae, and the names and contact information for 3-5 professional references to:

Dr. Anne Herzog, Dean
School of Arts, Sciences, and Professional Studies
Springfield College
263 Alden Street
Springfield, MA 01109

Springfield College is committed to enhancing diversity and equality in education and employment.

The successful candidate should be a counselor educator with broader experience in educational foundations. Experience in the education of counselors both from a liberal arts perspective as well as a professional preparation perspective is required, as are a Ph.D. or Ed.D. degree in Counselor Education or a related field, and experience in school counseling or a related profession. Background with ethics, issues surrounding work with families and children, and CACREP accreditation is preferred. The Department of Education at St. Lawrence prepares students for teaching, counseling, and educational leadership, both at the masters and postmasters level. The counseling courses are graduate-only.

Review of candidates will begin January 30, 2012. To apply, send a letter of application, curriculum vitae, transcripts, and three letters of recommendation to Dr. Peter Ladd, Search Committee Chair, Department of Education, St. Lawrence University, 23 Romoda Drive, Canton, NY 13617.

For additional information about St. Lawrence University and the Education
Department, please visit our website at http://www.stlawu.edu/academics/programs/education. St. Lawrence University is an Affirmative Action/Equal Opportunity employer.

**REGENT UNIVERSITY**

**Tenure-track Faculty Position**

The Counseling Department in Regent University's School of Psychology and Counseling is accepting applications for tenure-track faculty positions (rank open) commencing with Fall 2012. The department is seeking faculty to teach in both the master's and doctoral-level counseling programs accredited by CACREP. We seek persons who can integrate the Christian faith with the counseling profession in an ethical and competent manner, and the positions balance teaching, research, and service. A doctorate in Counselor Education or closely related field with a clearly established counselor identity is required. Applicants who are licensed or license-eligible, graduates of a CACREP program, and who have clinical counseling experience are highly desired. There is particular interest in hiring a mid-level faculty member with prior experience in academic administration, as well as applicants who can contribute specifically to the enhancement of the school counseling program and/or assist with the anticipated development of programs in addictions and marriage and family counseling. Applicants adding to the diversity of the faculty are encouraged. Faculty application available at: https://www.regent.edu/admin/hr/new_faculty_application.cfm. Forward cover letter and current curriculum vita to Mrs. Lynnette Harris, Academic Services Coordinator, at email address: lynnhar@regent.edu. Selected candidates will be offered a nine-month contract with separate summer contract likely if desired, and these positions will be housed at the main university campus in Virginia Beach, VA. All positions are subject to budgetary approval. Qualified prospective employees will receive consideration without discrimination because of race, color, sex, age, national origin, or disability.

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