Keynotes praise, challenge counselors

Lewis charges the profession to serve as a ‘moral anchor’;
Gore encourages convention attendees to embrace opportunities

BY JONATHAN ROLLINS

Editor’s note: Both audio and video downloads of the keynote addresses delivered at the ACA/CCA Convention are available on the ACA website at www.counseling.org.

If counselors occasionally feel that their work goes unnoticed or underappreciated by the world at large, those in attendance at the American Counseling Association/Canadian Counseling Association Convention in Montréal received a healthy dose of both gratitude and encouragement. Both Stephen Lewis and Mary Elizabeth “Tipper” Gore, the convention’s keynote speakers, readily and enthusiastically acknowledged the pivotal role that counselors play in society.

“It’s a tremendous privilege to speak (at this convention),” said Lewis, the U.N. secretary-general’s special envoy for HIV/AIDS in Africa and one of TIME magazine’s “100 most influential people in the world” for 2005. “I have a huge admiration for the profession of counseling. … You are people who care deeply about the human condition.”

Gore, the mental health policy adviser to former President Bill Clinton and the wife of former Vice President Al Gore, told the audience, “Professional counselors have a very special place in my heart…. I know how very important your work is.” She told the assembled counselors that they perform a variety of important tasks, from saving lives to making sure that people live their lives more fully, from keeping families intact to helping people from all walks of life reach their potential. “You are not choosing an easy road in life when you decide to work in the mental health field,” said Gore, who asked the counselors in attendance to think about the victories they had achieved and to celebrate each other’s indispensable contributions with a

Counseling summit could shape profession’s future

‘Identity’ crisis surfaces as crucial issue at ‘20/20: A Vision for the Future of Counseling’

BY JONATHAN ROLLINS

“Identity” was the buzzword that emerged from the most recent counseling summit, held April 1 during the American Counseling Association/Canadian Counseling Association Convention in Montréal.

Following on the heels of the initial summit, which took place Jan. 11 at the American Association of State Counseling Boards Annual Conference in Phoenix, 20 delegates from a wide range of counseling organizations met in Montréal to identify and discuss issues they believe must be addressed to ensure the profession’s future health.

Many issues were given voice, but one in particular spoke most clearly to those in attendance. “I believe the major issue that the counseling profession must address is identity,” said Lynn Linde, the delegate representing ACA’s Southern Region. “While we all identify ourselves as counselors, in discussion it is clear that not all counselors self-identify as counselors first and their specialty area second. ACA began as a coalition of organizations, and some counselors believe that model is how we should continue to operate. I believe, as do others, that we are all counselors first, that there is a core body of knowledge and skills and a purpose that unites us (and that) we need additional training and experience to be effective in the (specialty) area in which we chose to practice. While this may sound like a chicken-or-egg discussion, it lies at the heart of our profession. Are we one profession or many related professions under an umbrella? Until we decide this issue, it will be hard for us to move ahead.

Continued on page 26
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ACA honored for hurricane relief effort

The American Counseling Association was one of only 12 organizations nationally to receive an Award of Excellence in the Associations Advance America Awards program in April. Sponsored by the American Society of Association Executives and the Center for Association Leadership, the AAA Awards recognize associations that advance American society with innovative programs in public education, skills training, standard setting, business and social innovation, information and knowledge creation, citizenship and community service.

ACA was honored with an Award of Excellence for its Hurricane Katrina relief effort. As a member of the American Red Cross Partners for Effective Emergency Response, ACA issued a call to its 43,000 members to provide disaster mental health service in the Gulf Coast region. Three hundred shelters needed 15,000 mental health volunteers in all.

“The goal was met, in large part due to ACA’s efforts,” said the letter announcing ACA’s selection for the award. "Your program truly embodies the spirit of the Associations Advance America campaign."

ACA was chosen to receive its Award of Excellence from among a field of nearly 100 nominees. The award automatically qualifies ACA to receive consideration for the Summit Award, the highest level of recognition bestowed by ASAE and the Center for Association Leadership. Summit Award recipients will be selected in July.

Because ACA is headquartered in Alexandria, Va., ASAE and the Center for Association Leadership also notified Virginia Gov. Tim Kaine, the state’s U.S. senators, George Allen and John Warner, and Rep. Jim Moran of the associations award. “It is heartwarming to know that the judges recognized the level of commitment and the broad support from our members for the relief efforts,” said ACA Executive Director Richard Yep. “This response effort could not have happened without the dedicated members who made huge personal sacrifices, including loss of income and time away from their families, to travel to the Gulf region to help those in need. And, of course, without the hard work of our headquarters staff, the ACA response would not have happened. . . . We sent a powerful message that professional counselors care!”

For more information about the AAA awards, including a complete list of winners, visit www.asaecenter.org.

ACA sponsors delegation to Russia

The American Counseling Association, in collaboration with President Dwight D. Eisenhower’s People to People Ambassador Programs, will conduct a counseling delegation to Russia May 12-21. Twelve members of ACA, led by ACA Chief Professional Officer David Kaplan, will travel to Moscow and St. Petersburg to meet with counselors and representatives from varied mental health service venues, including the Russian Psychology Society, TRIALOG Counseling Center, Bekhterev Psychoneurological Research Institute and the Humanitarian Gymnasium #11, a school of 800 students.

The 10-day journey will give the Western counselors a new perspective on Russian culture as well as the country’s mental health needs and treatment methods. At the Russian Psychology Society, delegates hope to discuss and compare not only the counseling professions of Russia and the United States but also the structures of the professional counseling organizations found in each nation.

Working at the TRIALOG center are experienced psychologists and psychotherapists who are associates and members of the Department of Psychology at Moscow State University. The center’s theoretical basis is humanistic psychology and ontopsychology. The center offers many types of services, including individual counseling, Internet counseling, family counseling and group therapy.

Next the delegates will tour the Bekhterev research institute, which is a unique, scientific practical facility with special clinics and laboratories that work to comprehensively develop the issues of psychiatry, neurology, neurosurgery, addictions, clinical psychology, psychotherapy and rehabilitation of patients.

The final stop for the delegates is a meeting with school counselors at Humanitarian Gymnasium #11 in St. Petersburg. Delegates will get to witness firsthand the school counseling structure as well as the counseling theories, approaches and techniques utilized in Russia.

This is the fifth in a series of counseling delegations organized by ACA. This fall, ACA Past President Sam Gladding will lead the next delegation to South Africa.

The Last Word

“Including mental health counselor as one of the top 50 jobs (in a list published in Money magazine) demonstrates that this field is growing and is acknowledged as a viable and robust career choice.”

—ACA Executive Director Richard Yep in “In Brief,” p. 37

Convention Snapshot

Eight couples were married at a same-sex wedding ceremony in Montréal hosted by the Association for Gay, Lesbian and Bisexual Issues in Counseling. For more information on this event, see Division, Region & Branch News on page 32. For more photos from the ACA/CCA Convention, turn to page 41.
Readers offer additional observations about the Chinese school system

I was very interested to read Counseling Today’s article about school counseling and career development in China (see “Unveiling China,” February 2006). I have a master’s degree in counseling psychology and am currently teaching psychology at Hebei University in Hebei, China. I am interested in staying in China at least another year, and I’m looking for a job that will help me when it comes to applying to doctoral programs.

I have spent a lot of time with students in China discussing the pressures they face from society and their parents. I have also noted a startling amount of cheating taking place, much of which is condoned, that seems to result from this pressure.

I’d like to make a few points related to your article.

As for China becoming a bilingual country, signs are being replaced everywhere (radiating out from the major cities) to read in Chinese characters, Pin-yin and often English.

Not only are children with severe emotional or learning problems not placed in public school (as Kelly Duncan noted); you also don’t tend to see children with any disabilities either. (There is a school for the deaf and more of the discipline problems we face in the West.)

In China, if a school can get its educational system sorted out, it will very quickly rise up to become one of the most powerful countries in the world. The people support each other and almost all effort is joint effort. Working groups and any sort of team-based effort (scientific collaboration, for example) will be incredibly effective here once a more advanced set of problem-solving skills is in place.

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The students here have a dedication to learning that is rarely seen in the United States. They work harder than any other students I have seen and are eager for an opportunity to learn more. The teachers, especially the younger ones, are all very eager to embrace new and better teaching techniques, while trying to maintain the positive aspects of the traditional system. They seek a balance of old and new.

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From the President

BY PATRICIA ARREDONDO

The Dalai Lama has been known to say, “When I meet people, I don’t need introductions. After all, we are all human beings.” I felt this way as I moved around at our inaugural international convention in Montréal. There was a multicultural joie de vivre, a special sense of spirit and delight as we moved from session to session, from headquarters hotel to the convention center, and to the bustle of receptions and other festivities.

This month’s column is my retrospective on the annual American Counseling Association Convention, which this year also included the Canadian Counseling Association. I hope the photos in this issue (pictorial coverage begins on page 41) will help those of you who did not attend to get a sense of the powerful energy of connectedness that I experienced.

I believe in the importance of recognizing the contributions of indigenous peoples for allowing us to be on their land. However, at the convention, I was remiss in not acknowledging the Mohawk Nation, whose land spreads from northern New York into Canada. My sincerest apologies for my error.

Engaging the multicultural, humanitarian spirit

It was a privilege to serve as ACA president during this truly multicultural conference. My family members joined me and participated in the learning and celebrations. At our Opening Session, José Cervantes of California State University-Fullerton led us through a mestizo ritual that signaled the opening of the convention and also caused many of us to feel a spiritual, heartfelt connection to one another. Using a conch shell, he blew to the four directions of life, invoking the role of nature in our collective humanity. The use of Hawaiian leis engendered a sense of Ohana, or family.

An American Indian, Morning Dove, stated poetically, “...everything on the Earth has a purpose, every disease an herb to cure it, and every person a mission. This is the Indian theory of existence.” Through Dr. Cervantes’ mestizo ritual, I felt a reconnection to my sense of purpose as a helper and as a leader in a caring profession.

The power of caring

Among conference traditions are the Opening Sessions with our special keynote speakers. This year, Stephen Lewis and Tipper Gore opened our hearts and minds to the spirit of humanitarianism across cultures and continents and to messages about family-centeredness being essential to mental well-being.

Stephen Lewis gave an impassioned speech about his work in Africa with victims of the AIDS/HIV pandemic. I was moved by his stories of children caring for their dying mothers, of grandmothers becoming caretakers for entire villages of children and of the endless need for coffins to bury the victims of the AIDS/HIV scourge. His words had an immediate effect on our sensibilities as helpers, and I know that many of us feel compelled to “do something.” ACA will take a leadership role as well. Counselors care, and we will respond.

Thanks in large part to Tipper Gore, the profession of counseling is validated. Through her personal story about clinical depression, she continues to help diminish the stigma surrounding mental health services. Her examples of advocacy, particularly on behalf of the homeless, also resonate for counselors. Advocacy is a counseling skill.

This year’s convention theme was “Culture-Centered and Diversity Counseling Empowers All Families.” And for at least a few days, ACA and CCA came

Continued on page 35
Let’s hear it for the Class of 2006

The month of May is significant for thousands of American Counseling Association members, as it will mark a milestone in their lives. I am referring, of course, to May being the month when many ACA student members complete their studies and graduate with their master’s or doctoral degrees. While this marks the completion of many long hours of work, it is in many ways the beginning of yet another important chapter in the lives of these individuals.

To those of you who are graduating this month (or next), I congratulate you for the dedication, commitment and compassion that you have demonstrated in obtaining your advanced degree. In addition to the ACA staff and myself, many others wish you well. For instance, I know that ACA President Patricia Arredondo has made the support of graduate students one of her primary focuses this year, and she certainly acknowledges your accomplishments. In addition, ACA President-Elect Marie Wakefield has said that she will be looking at the concept of legacy when she assumes office in July. Your matriculation is something that helps to reinforce that the counseling profession does indeed have a legacy.

And let’s not forget the more than 50 past presidents of ACA. I am sure they share in my congratulations not only for all that you have accomplished so far but, more importantly, for all you will be doing as you work with clients, help students, teach others, write books or conduct research. Many of you who are graduating this month will be taking the profession of counseling into the middle of the 21st century. Much rides on your shoulders if the profession is to thrive.

I also want to let you know that ACA welcomes you to the rank of professional member. However, we also realize that you may have a few college loans to pay back, so keep in mind that ACA does have a “new professional” category of membership. This will allow you to pay student dues while still enjoying the benefits of professional membership upon first graduating.

ACA will also strive to be there for you when you need resources such as professional publications, information packets, licensure information, answers to ethics questions, liability insurance and career services. Ultimately, you will judge whether membership in the largest organized body of professional counselors is something that makes sense for you.

I hope you will see value in continued membership in ACA. But if you have any questions about that decision, I encourage you to contact me and let me know about your concerns.

I understand that it is tough right out of graduate school. You will be looking for a job, perhaps relocating to a new city and simply trying to get on your feet so you can finally take the first steps in an incredible journey that you worked so hard to begin. However, I am confident that the products and services ACA is offering to you now (and new innovations that we’ll offer in the future) will prove valuable to you — valuable enough that you will want to continue your membership.

It may seem like a long way off, but I encourage you to mark next March on your calendar right now. That is when you will have the chance to attend your first ACA Annual Convention as a professional member. I hope you will find a way to join thousands of your colleagues as they gather in Detroit from March 21-25. You only need to look through this issue of Counseling Today and the coverage of the recent convention in Montréal to get a small taste of what the annual convention offers.

Let me close by once again congratulating the Class of 2006 as you all begin what I hope will be careers that are truly enriching, both professionally and personally. Your hard work has already paid off, so remember to take a few moments to bask in the glow of graduation, because you certainly deserve that.

As always, I hope you will pass along any comments, questions or suggestions that you might have. Please contact me either via e-mail at rye@counseling.org or by phone at 800.347.6647 ext. 231.

Thanks and be well.
Knowledge is highly contagious. It affects entire families.
Licensure portability update announced at convention

Twenty states ‘in the pipeline’ with AASCB Portability Plan; discount currently available for credential registry

BY ANGELA KENNEDY

Last month at the American Counseling Association/Canadian Counselling Association Convention in Montréal, the American Association of State Counseling Boards announced important information regarding its licensure reciprocity plan and the credential registry.

Because licensure requirements vary from state to state, licensure portability has been an ongoing concern for licensed professional counselors who wish to practice in states other than where they were originally licensed. Currently, counselors who move out of the state in which they are licensed cannot take that credential with them. They must apply for another license in their new state of residency, which means they are faced with the hassle of digging out old school documents, supervisor evaluations and test scores to start the application process all over again.

However, AASCB is engaged in talks with 20 states to change their current licensure laws to facilitate adoption of the AASCB Group I/Group II Portability Model (formally known as “Tier I/Tier II”). The AASCB Portability Plan, combined with the service of the National Credential Registry, will make it easier for licensing boards to allow counselors to retain their license when they move. “This has the potential to be a very powerful tool to counselors, potential employers, state licensure boards and, ultimately, the public,” said AASCB Past President Jim Wilson.

The future of reciprocity lies in the hands of the state licensing boards. AASCB recognizes the many different state licensure requirements and has provided its members with two options. Eligibility requirements for Portability Plan registrants will fall into either Group I or Group II, based on AASCB members who require 48 semester hours for licensure (Group I) or 60 hours (Group II). For the complete list of Group I and Group II requirements for mandatory supervised hours and post-license experience, refer to the AASCB website at www.aascb.org.

Once states designate themselves as either a Group I or Group II state, licensed counselors who previously practiced in another state with the same group designation would no longer have to apply for a new license when they move in.

“Right now, portability is really difficult because of the wide variations and standards among the states, so we are working hard to overcome that,” said AASCB President-Elect Barry Mascari. Even though 20 states are willing to negotiate with AASCB’s plan, he explained that it would take another year for each state’s officials to approve the regulation changes. “We don’t want to mention exactly what states are working with us until the regulation has been adopted,” he said. “It’s a delicate process. We don’t want the Division of Consumer Affairs to be flooded with calls. Until the regulations are final, there are no guarantees. But the more we get on board, the more will follow.”

Charter member discount for credential registry

AASCB also used the convention Education Session on “Licensure Portability: An Update” to announce a discounted National Credential Registry charter member application for convention attendees as well as ACA members who were unable to attend.

The National Credential Registry is a service where, for a fee, counselors can house information about their education and work history. The registry is essentially a centralized, electronic filing cabinet that protects a counselor’s professional documents and educational data, including college transcripts, supervision documentation, letters of recommendation, resume and continuing education credits. When necessary, individuals may request their records from this hub location rather than contacting various relevant agencies to round up the needed information. The registry will be beneficial to students, recent graduates and licensed professionals. It will also make it more convenient when counselors want to move and take their license with them, access credentials at a later time or apply for an additional credential or certification.

The National Credential Registry’s charter member application fee of $150 is available until Dec. 31 to collect and submit National Credential Registry application and initial credential documents (counselors only need to begin the process of submitting their credentials by Dec. 31). The remaining $100 of the application fee will be due at that time. This allows counselors and students to commit to the application process now, while still having a generous amount of time to complete the application, collect documentation and save the additional $100 for the final payment.

“I like to use this illustration,” Wilson said. “An individual applied for licensure in Delaware. He was a psychotherapist, worked for child protective services (and) child advocacy, and he was a U.S. Marine. He had a master’s in counseling psychology and a doctorate in psychology. He was a member of five professional societies and had three professional certifications, including NBCC (National Board for Certified Counselors). He worked for 10 years in one organization under one supervisor. The problem was he never sought licensure in any state, and he was unable to locate his clinical supervisor. He provided the board with affidavits of diligent searches for his supervisor but couldn’t even find out if the supervisor was dead or alive. His request for the board was to consider him a special case because he could not find his supervisor, but the board had to deny him. He didn’t have a signed application by his supervisor. This is a real-life example of why counselors should enroll in the credentials bank.”

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Counseling Today May 2006
Allen attended my first ACA conference as a graduate student in 1975 in New York,” he said. “What I remember about that conference as a graduate student was that I was a volunteer. I really didn’t know what I was getting myself into, but I remember helping out in the sessions, and I got to actually meet the people that I was reading about in my classes. Here I was face-to-face with some of the giants in the field, and I realized that those people weren’t just names on the covers of books, but they were real live human beings and regular people. It was an eye-opening experience.”

Lee said those initial encounters with counseling’s Who’s Who hooked him, and he knew from that point on that he wanted to be a part of ACA. “After that,” he continued, “I got real involved, and I believe that I’ve attended every conference since about 1979. As a part of that, I’ve come through the ranks so to speak. At my first conference, I was a runt as a graduate student volunteer, then I become involved in several leadership positions as a young assistant professor, and it just blossomed from there — committees, task forces, division president and, ultimately, it led to me being elected president of ACA in 1997. So as I look around the room, I see bright, chipper faces and perhaps somewhere in this room a future president of ACA.”

Lee exhorted the students to get involved in ACA as much as possible. “We need the collaboration of professionals and graduate students,” he said. “But to succeed in our mission, we will need the collaboration of professionals and graduate students.”

To tailor bylaws and provisions to best suit students, Graduate Student Association Task Force members created an online needs assessment survey, which is still available through the ACA website at www.counseling.org/students. The survey allows counseling students across the nation to take an active part in shaping their organization.

At the convention, the Graduate Student Association Task Force also presented its proposed mission statement: “The Graduate Student Association is to be a voice for counseling students in ACA and the counseling community and to facilitate and promote a successful transition from graduate student to professional counselor practitioner and/or educator. GSA will promote leadership and advocacy among students and endorse the highest standards in research, teaching and practice.”

Continued on page 25
HAVE A COOKIE, YOU’LL FEEL BETTER

Truth or Dire Consequences?

TOUGH DAY AT PRESCHOOL.
A child comes home from preschool with

tears in her eyes, her feelings hurt by interac-
tions with other children on the playground.
Mom asks, “What happened?” The child says,
“the other kid was mean to me.” Mom says,
“Don’t feel bad, here, have a cookie, you’ll feel
better” setting the child up with a lifetime beliefs that feelings can be fixed with food.

After eating the cookie, the child feels
different, not better, and for the moment she
gets about the incident on the playground.
However, there has been no completion of
the emotional pain caused by the event, and
the feelings attached to it are now buried
under the cookie, the sugar and the obstruction.

A cookie at age four in response to an emo-
tional event can lead to a drink or a joint at
age 12. It sets up a dangerous habit of using
substances to handle normal and natural feel-
ings that everyone has when they’ve experi-
cenced a loss. Consuming food, alcohol or
drugs in response to the emotional energy
calmed by death, divorce, or other loss doesn’t
help us discover the energy or reframe the relationship affected by the loss.

SHORT TERM RELIEF

DOESN’T WORK

In an attempt to deflect the build up of emo-
tional energy caused by losses of all kinds,
people participate in STERBs. A STERB is a
Short Term Energy Releasing Behavior. The
most common STERBs are food, alcohol and
drugs. However, there are many others that
followed by removal over the wasted money.

EXPAND YOUR PRACTICE
AND SHRINK WAISTLINES

Sadly, there are millions of people each year
who are impacted by the death of a loved one,
divorces, relationships break up, and cancer or
health issues. Understanding how to help people
process their grief can open your practice to many new clients.

The idea of STERBs, and how they present so
many people from dealing directly with their
loss, is just one aspect of Grief Recovery®.
There is so much more.

DIRECTION NOT DISTRACTION

Based on the groundbreaking principles in
The Grief Recovery Handbook, the four day
Grief Recovery® Certification Program is an intensive exper-
imental and didactic training. It
demonstrates the specific actions you will use to
direct your clients to complete the life limiting grief
you have helped them identify.

Overeating has its own dire consequences.
There are more than 600,000 obesity-related
deaths annually in the United States. Abuse of
alcohol and other mind-altering substances
often replaces the original loss with a new
presenting issue. A Shopping binge is often

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How I lost my voice and found it again

I always knew I didn’t really have a family. I mean a real family, like the one I hungered for when I watched The Waltons, Little House on the Prairie or The Cosby Show. But doing a genogram for one of my classes was a painful reminder of the family that I did have. As I stared at the circle that was supposed to represent me, I was confronted by the truth behind the disconnected lines that were running all over the paper. I felt disconnected not only from my family but from my peers and, sad to say, even from myself.

As a child I rarely spoke. Deep down I would want to be my friend? my father beat up my mother. Then who else could want to be my friend?

With my mother gone, I was the one who had to shoulder the responsibility of taking care of my two younger sisters and my older brother. My father was always gone, so that meant we rarely ate. Oh, we’d find food — perhaps half-eaten fruit people had thrown in the trash on the streets or the neighbors’ trash cans. My father worked, but we saw a few pennies only if we stole them while he slept. He frequented the pub down the street and would leave only when he was so drunk. Food was not his priority, so we learned how to survive many days without it. When we did have a meal, I learned to eat very slowly.

Who could I talk to about this? There was no one. Besides, if I had found someone and Daddy discovered it, he’d probably have beaten me like he did my mother. My father was unpredictable in his behavior. Many times he would beat us for no reason. He would often beat us until there were huge tracks of welts on our bottoms and legs. I covered the scars with lots of clothing.

What made this even sadder was that we weren’t allowed to cry during the beatings. I had to take the beating while grinding my teeth. If I made any sound of discomfort, the beating would go on endlessly. After my father beat us, he would have us kneel down in front of him just to make sure that we didn’t go off to cry. The next day, he would act cheerful, as if nothing had happened the day before. He never told us he was sorry; he never showed us any affection. I grew up thinking that it was normal for a father to beat not only his wife but also his kids.

As I experienced bits of my father’s violent behavior, I was learning something — how to suppress every emotion. I was learning that I would be punished if I showed anger, and I couldn’t show love because I wasn’t sure what that was.

With my mother now gone, my father also chose me to sleep with him. He said that was his secret though. I chose two or three students to hang out with, and I became a clown. I made silly faces and would often talk when the teacher was talking. I was told, in no uncertain terms, that I would have to remain silent; that was what good girls did.

So I stopped talking at home and at school. If I was angry, I couldn’t tell anyone or even show it. I respected my elders like I was “taught.” I once told my mother “no” for something; the scar she gave me on my knee was a reminder not to say “no” again. My mother also hit me with a broom that had a wire on it, not because I raised my voice or yelled at her but because I challenged her by saying no. What I learned that day was never to question an adult.

In school we weren’t allowed to ask questions unless the teacher inquired if we had any. These messages from adults to keep my mouth shut at all times became a part of who I was. I recall needing to use the bathroom in elementary school, but I was afraid to raise my hand to be excused. So I pooped in my pants and sat through the entire class.

Disturbing it is for me to remember this incident.

I quit talking because I thought I was a problem. It reached the point where people thought I was dumb. I was scared of growing up mainly because I was terrified of having to learn new words. I
didn’t understand what sexual abuse was, but I knew it made me feel different from the other kids, so I decided to stay away from them.

Growing up in my world was lonely. It seemed as if I was wearing a sign that invited men to rape and molest me. Perhaps I was simply easy prey because they knew I wouldn’t talk about what they were doing. They were right; I never did.

I found peace by the sea, which is where I also asked many questions of God. But I felt He was just like me because He never spoke. Time passed, and I put my experiences of abuse in a closet, voicing never to tell anyone. I talked to people when I got to know them, but I never shared the truth about myself. I was scared that if they saw how dirty I was, they would leave me. I learned to look outside myself for love and caring, always seeking these things from other people. People would tell me I was beautiful, but for me this was a lie. If they knew my secret, they would see how ugly I was.

I would often sit by the sea and wonder if there was another child like me. When I watched other kids play, I questioned if their daddies were doing the same things to them that mine was doing to me, but I never asked. Later I read in one of my textbooks about the resiliency of kids, and I thought about myself. Yes, I was resilient, and many of my moments of hope came from nature. I felt such a positive connection when I went to the woods to collect firewood and listen to the birds, or when I sat by the sea staring at the sky and the waves. I remember how free I felt in those moments, and that is where I found the strength to survive.

I have chosen many paths, but I always come back to something in my heart that pulls me toward being a counselor. I first needed to find out who I was, so my journey began when I started to read. It was while reading a book that I found out about incest. I could finally put a name to what I had experienced as a child. I found other answers in books as well. It was (and is) in training to be a counselor that I learned to love myself. Above all else, that is the gift I want to share with my clients. No matter what people are going through, my desire is to help them see how beautiful they really are and to accept that their traumas do not make them less of a person.

Most people would never be able to tell what my story was by looking at me today because I do not carry myself like the lost child I was growing up. I locked all my secrets of abuse in a closet, but the truth was that I was hiding in there with them. I cried many nights locked in that closet — hungry, beaten, bruised and sexually abused.

It was during my journey to becoming a counselor that I found my voice. It’s a voice I intend to use to help others find their own way.

Desire Adams is a counseling student at California State University-Fullerton.

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

Spiritual assessment techniques meet mainstream counseling

BY STACY NOTARAS MURPHY

One of Tony Brunswick’s clients was wrestling with the “higher power” component of his substance abuse recovery program. The client struggled with his concept of God and organized faith traditions, making his 12-step-style recovery more difficult. Brunswick, an American Counseling Association member who is a counselor at the So Others Might Eat Jordan House program in Washington, D.C., suspected that his client might appreciate a visual tool to help him map the origin of this conflict.

“We used a timeline to illustrate his spiritual journey,” Brunswick explained. “There was a lot of activity during his early childhood. We also created a ‘loss line,’ which incorporates all the significant periods of loss in someone’s life. When we put the two timelines together, we realized that there were a lot of abuse-related issues when he was young and that the abuse was perpetrated by people in his church. On the spiritual timeline, we saw a lot of spiritual experiences occurring at the same time as the abuse. You could just see on the paper that the conflict was visible, but yet it had gone unnamed for him for so long.”

The client had never before considered that during the time he was enduring abuse, he simultaneously had experienced strong faith in God. “His understanding of God was very masculine, authoritative and very abusive,” Brunswick said. “With the timeline, he was able to make the connection that some of the role models of faith for him were some of the perpetrators of the abuse. His ability to establish a relationship with God has been difficult because the imagery he uses to understand God also is very masculine. As a result of the timelines, he realized that there was a lot of connection between his conflicted God images and his experiences with abuse when he was young.”

Spiritual assessment techniques such as the spirituality timeline can serve as an entryway for counselors to begin conversations about faith and meaning making in their clients’ lives. Counselors may use a growing body of history-taking methods to contextualize their clients’ spiritual development, including self-awareness checklists and online surveys. Specific tools can be as formal as research-based assessment scales and inventories or as simple as drawing a family tree that includes spiritual events and overtones.

Research suggests that counseling clients are open to this kind of discussion. A 2000 survey commissioned by the American Association of Pastoral Counselors and the Samaritan Institute found that 83 percent of Americans believe their spiritual faith and religious beliefs are closely tied to their mental and emotional health. Further, 75 percent of respondents said it was important to see a professional counselor who integrated their values and beliefs into the counseling process.

AAPC President Anne Ross Stewart, a member of ACA, suggested that the rising interest in spiritual assessment techniques parallels the increasing interest in pastoral perspectives in the traditional counseling world. “Many students in pastoral counseling programs today have not had a degree in theology, and many do not even intend to get one,” Stewart said. “They don’t have the background of some of the theological and spiritual lenses that one might acquire in seminary education such as pastoral diagnosis or inquiry, which might be more comparable to what is understood in the mainstream as ‘spiritual assessment.’ Most traditional counselors, and even some pastoral counselors, are trained today without a theological background and, therefore, may not have as many ‘windows’ to get into the spirituality of the clients. I think that is part of why these assessment tools are coming into play more and more.”

Questions open the door

While the list of available spiritual assessment techniques ranges from the casual to the complex, Carol Fournier’s favorite is quite basic. “I really think it’s essential,” explained Fournier, a board member of the Association for Spiritual, Ethical and Religious Values in Counseling, a division of ACA, “to just be asking the questions: What gives meaning to your life? Do you believe in an ultimate reality? How would you name this? What does this mean to you? What is the foundation for your values and some of your choices?”

Fournier, an assistant professor at the University of Vermont, said many people have both positive and negative experiences of religion and spirituality, and learning about those episodes can be critical to understanding a client’s mental health. “Anything you don’t bring into a counseling situation gives the impression that someone shouldn’t be talking about it or they may not think to talk about it, and yet it might be having a strong influence on how they are living their lives;” she said.

“I’ve found it’s really important to spend time flushing out what that story is in someone’s life,” she continued, “because it really permeates all aspects, either consciously or unconsciously. I think the more questions that can be asked ... the easier it is to see its impact and to support someone in their overall movement toward health and healing. I think it’s a disservice not to ask those questions, whether that’s choosing to use a more elaborate assessment tool or simply to bring the questions into the initial interview. It’s amazing the responses you get just by (saying), ‘Tell me a little bit about your experience of religion.’”

“There’s just a lot of story underneath those questions.”

The four stages of faith development

Once a counselor has asked those questions, however, it can be helpful to have some knowledge of a theoretical model for interpretation. Brian Griffith, an assistant clinical professor in the Department of Human and Organizational Development at Vanderbilt University, created a
religious identity status model that applies James Marcia’s identity formation model to a faith perspective.

The four stages of identity status are:

- **Diffusion**, when there is no clear understanding or a lack of motivation
- **Foreclosure**, when a superficial religious identity is adopted
- **Moratorium**, which is a time of significant questioning and searching
- **Achievement**, which is characterized by commitment and spiritual maturity

By asking specific questions about religious practice and conceptualization, counselors can assess a client’s stage of faith development and tailor interventions based on that knowledge.

“Religious identity status model is a process model,” Griffith said. “It assesses people’s faith based on where they are in a process; it’s not judgmental. Other assessment tools look at things like content (what do you believe) and practices (how often do you go to church or synagogue). This model is more process-oriented, and that’s a little less threatening. The goal is to have the person find their own belief system, integrate it into their own identity (and) to live more faithfully to their core spiritual center. The counselor is not defining that core spiritual center but just facilitating the process for the client to get here and live consistently with that.”

Griffith noted that religious identity formation is not permanent. For example, clients may reach one stage and then spin back into the searching process of moratorium following specific life events such as births, deaths or divorces. “We re-evaluate our spiritual belief system,” he said. “To further refine it, my faith at age 44 is certainly different from what it looked like at age 24. For me, in some ways the more I know, the less I understand and the more complex and nuanced it becomes.” Counselors can use the stages to help conceptualize a client’s situation and determine appropriate interventions.

**Sincere social science**

Still, for many, the warning to steer clear of religion and politics at family gatherings applies in the counseling room. There, counselors may be constrained by the rules of their employer, while clients may not see a connection between their faith experience and their current functioning. Ralph L. Piedmont, an ACA member who is director of doctoral research for the Department of Pastoral Counseling at Loyola College in Maryland, set out to discover a new way to talk about spirituality that would not get bogged down by political correctness or denominational doctrine.

“One of the problems of working in the field of spirituality and religiosity is that it often reflects a very specific religious orientation, such as the orientation that is modal for the United States,” he said. “But it leaves out a lot of people, like Jews, Hindus, Muslims and people who don’t have religion but consider themselves to be very spiritual or who may have a spirituality that doesn’t fit into any of the above categories. What about their spirituality? Where does that fit in? How do I measure that, and how do I work with these individuals?”

Piedmont continued, “Our goal in developing our measure of spirituality was not to be denominationally based. So we asked the question, what is it that all religions seem to have in common about their spirituality?” His research team gathered representatives from a variety of religions to take part in an "interfaith quorum" conference in 1997. “We came upon the concept of ‘spiritual transcendence,’” he said, “which seemed to be the point of commonality for all faiths in that our religious beliefs are basically trying to help us step outside of our immediate sense of place and time to recognize that there’s a bigger process going on beyond who we are.”

“Spiritual transcendence is the ability of the individual to step back and construct a broad sense of united meaning and purpose for their lives; they recognize that there is some transcendent reality out there that seems to provide an organizing framework for a person’s life. ... That basically means, since we know that we are going to die, how do we make sense of the life we’re leading? That’s essentially the essence of all spirituality — trying to answer that question.”

Utilizing this new concept, Piedmont developed a spiritual transcendence assessment that is known as the ASPIRES scale (Assessment of Spirituality and Religious Sentiment). It measures both spiritual transcendence and religious involvement. The survey tool offers both long and short formats, and may be self-scored and interpreted.

“The scale is not denominationally based,” Piedmont emphasized. “It asks how the client is making meaning. Talking about that is what therapy is all about. Giving the instrument is opening the door (and) telling the client that it’s OK to talk about these themes. Spirituality is a long continuum, from people who are very materialistic to people who are transcendent and people who fall somewhere along that continuum. The scale gives a therapist some idea of where a client is on that continuum so they can engage the client where he or she is at.”

The scale has been used to predict outcomes in substance abuse recovery programs, in work with chronic arthritis suffers and around the world with a vast list of cultures. “A group of people is using it with Mesoamericans who are gay and HIV-positive,” Piedmont said. “They liked the scale because it captured aspects of Mesoamerican spirituality that seem to have been left out in more Christian approaches. The things about connectedness and honoring the dead, having ongoing relationships with people who have died — those are important themes for those folks.”

Christian fundamentalists, on the other hand, have generally

*Continued on page 49*
ACA among sponsors of Senate briefing focused on school mental health services

In today’s schools, students are faced with numerous and varied sources of stress, from bullying to testing requirements to the aftermath of natural and manmade disasters. On March 21, the American Counseling Association co-sponsored the first Senate briefing on school-based mental health services and their link to student success.

“Removing Barriers to Learning: The Role of School-Employed Mental Health Service Providers” addressed how school counselors, school psychologists and school social workers eliminate barriers to learning by helping students improve their academic achievement, develop interpersonal and social/emotional skills and prepare for positive postsecondary opportunities. The briefing, co-sponsored by the American School Counselor Association, the National Association of School Psychologists and the School Social Work Association of America, had bipartisan support from Sens. Edward Kennedy (D-Mass.) and Pete Domenici (R-N.M.). The briefing was planned and organized by Chris Campbell in ACA’s Office of Public Policy and Legislation and lobbyists from ASCA, NASP and SSWAA.

ACA Executive Director Richard Yep introduced the panelists at a Senate briefing on “Removing Barriers to Learning: The Role of School-Employed Mental Health Service Providers.” The briefing focused on the link between school-based mental health services and student success.

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BY MARK REISER

Editor’s note: This is the second article in a two-part series. Part one appeared in the April 2006 issue of Counseling Today.

In last month’s issue we looked at the application of drum therapy in structured or clinical settings. With the increased utilization of drumming applications in the world of therapy, one might assume an abundance of research also exists that probes exactly why these interventions work so well. Specifically, how do drums affect the brain, and how do rhythms alter our physiology? Surprisingly, such empirical research is very sparse. Neurologist Barry Bittman, director of the Mind-Body Wellness Center in Meadville, Pa., asserts in an interview with Josee Rose that research concerning music and neurological function is “in its infancy…. We’re just beginning to understand the mind and music.” Ultimately, we find only scattered pieces of relevant research. We’ll touch on some of that research later, but first let’s reflect on a time before

Why the drum works wonders

A closer look at the mind-music connection.

BY MARK REISER

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Why the drum works wonders

A closer look at the mind-music connection.
The crash of the gong

Where does this lead us? As Tomaino's research showed, when we listen to the rhythm of a drum, it appears that our neurons become more organized. And according to Fries, our brain focuses and works more efficiently when our neurons are in harmony and are "drumming" in a unified pattern. The elegance of this reflexive relationship is undeniable. To summarize, the brain seems to find a higher state of order when they click with the rhythm of the drum. As Farley suggested, this will assist me in tuning into the rhythms of my clients.

I do not think the drums will be appropriate to use with all clients. Some clients are highly verbal and perhaps do not enjoy music. Others may have disabilities that prohibit them from playing. However, if a client expresses an interest in drumming, the brain seems to find a higher state of order when in the presence of rhythm; when it finds this higher rhythmic order, we in turn are more focused and attentive. Ultimately, when we drum with our bodies, our brains begin playing along. The crash of the gong.

And according to Fries, our brains become more organized. Parallel between neuronal activity and group synchronization. So here we are, surrounded by a body of evidence that supports the idea that the efficiency of drums in the therapeutic setting, I play drums, and I am a counselor-in-training. It seems natural that I would choose to incorporate drums into my own practice. But first I must heed the advice received from a number of counselors: Know thyself. Specifically, I believe I need to continue playing the drums with an increased focus on my own emotions and the way they relate to how and what I am playing. As Farley suggested, this will assist me in tuning into the rhythms of my clients.

I do not think the drums will be appropriate to use with all clients. Some clients are highly verbal and perhaps do not enjoy music. Others may have disabilities that prohibit them from playing. However, if a client expresses an interest in music and having trouble connecting with his or her emotions, I can think of nothing more fitting than the introduction of drums to the therapeutic process.

But I have also reflected on why this topic relates to the bigger picture—what therapy is all about. Drumming becomes useful as a gateway to the inner self. It can help us to explore our deep and sometimes guarded emotions in a safe and perhaps unexpected way. For that matter, it's even fun, which is something that is undervalued in therapy.

Drumming can also help us to establish the therapeutic relationship. It can serve as another pathway to forging the crucial connection between client and counselor that good outcomes are dependent upon.

So here we are. We've taken a look at several drumming applications currently being used in the therapeutic world. We've looked at the history and process of drum therapy. And we've looked at some research that might help us understand what it is that works. So where does this lead us?

Ultimately, music therapy is already a well-established counseling discipline and has been for decades. In fact, the American Music Therapy Association is enjoying increased visibility, and that trend figures to continue. Obviously, this does not mean that we all need to become drummers or any other type of musician for that matter. But it does have profound implications.

Namely, counselors are branching out. We are continually expanding our openness to alternate forms of treatment while distancing ourselves from the stereotypical "lay-down-on-the-couch-and-tell-me-about-your-father" approach. The drum is only one of a virtually infinite variety of tools that we can use to foster client awareness, growth, and connection. We could instead have clients draw, play a poem or short story, make a poster about themselves, build a model or even play a game of basketball with us. Any of these approaches can provide windows into how our clients see both themselves and the world. They could all serve as alternate avenues to bonding with a client who is desperately in need of that connection.

As counselors, we need to reflect on who we are as practitioners. What are we really about? What moves us? After exploring these issues, how do we incorporate those pieces of ourselves into the therapeutic relationship? It does not have to be drums or music or art. But we need to bring ourselves to therapy, and we need to find alternate ways to help our clients be themselves, too. Isn't that what counseling is all about?

For more information about this and other forms of music therapy, visit the websites of the American Music Therapy Association (www.musictherapy.org) or the Association for Creativity in Counseling (www.acc.org), a division of the American Counseling Association.

Mark Reiser will receive his master's degree in counselor education this month from the University of Wyoming. He also teaches for the Department of Physics and Astronomy on the side and will be enrolling in the doctoral program in counselor education next year. Contact him at reiser@uwyo.edu.
Award winners celebrated at ACA Convention

The 2006 American Counseling Association Recognition and National Awards Ceremony was held April 2 as part of the convention in Montréal. Sponsored by the ACA Foundation, the reception celebrated those who have distinguished themselves and made an impact on the counseling profession. Following is a complete list of ACA national award winners:

David K. Brooks
**Distinguished Mentor Award**
Presented by the ACA Foundation, this award recognizes the invaluable influence of a professional mentor and salutes the ACA member whose actions adhere to this special type of teaching, which David Brooks supported throughout his career. Like Brooks, Thomas Sweeney is an educator whose contributions to the counseling profession exemplify the broadest possible definition of mentoring. Throughout his career, Sweeney, as a counselor educator, has been a recognized and respected leader with a strong record of supporting and strengthening the counseling profession. Sweeney’s nominator characterized him as “open-minded and passionate about promoting the best in the counseling profession.” His influence has been felt by countless individuals on a personal and intimate level in ways that cannot easily be documented on paper. … Many of the persons whose lives have been affected by his gentle and caring ways have been forever changed and have gone on to mentor others through what they have learned.

The Ralph Berdie Memorial Research Award
This award supports research in the area of college student affairs or related areas of counseling and education. Shi-Man Raymond Ting is associate professor of counselor education at North Carolina State University. He is a national scholar in academic performance and student retention and is prominent among those scholars who support a more comprehensive approach to pre-admission selection assessment that includes both standardized test scores and psychosocial information. Much of his previous research has been devoted to investigating the usefulness of noncognitive variables such as leadership experience, community service, possession of special talents and socioeconomic background in estimating academic performance and retention in colleges and universities. He is especially interested in the academic success of students from diverse backgrounds and how factors beyond those assessed by scholastic aptitude tests contribute to the success or lack of it. He has been a good role model for graduate students and a good adviser and teacher to his students. As one of his nominators noted, “He is an example of what one can do with some good ideas and hard work.”

**ACA Extended Research Award**
This award recognizes an ACA member who has conducted high-quality research on issues of significance to the counseling profession over the course of at least 10 years. David Jepsen is a professor of counseling, rehabilitation and student development at the University of Iowa. He has authored nearly 40 refereed journal articles and 17 book chapters. His line of inquiry in career development has contributed substantially to our understanding of basic and advanced career development principles. He and his colleagues have produced basic research that has led to applications of these theories and models to the career development of children, teenagers and young adults. The overarching strand of inquiry he has pursued and developed in the career field can be best viewed as a description of career development and career decision-making across the life span, both through synthesizing what has been learned and in conducting new empirical studies. Jepsen’s results and conclusions have led to important applications of career development theory that have enhanced the development of a generation of young and middle-aged adults. His research has made its way into many career development tests and applications. His legacy of personal scholarship and influence on a new generation of scholars is impressive and, many would say, pre-eminent.

**Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person**
This award honors an ACA member who gives to others without fanfare or expectation of reward other than the personal satisfaction of seeing other people made happier. Mike Robinson has dedicated over 30 years to the counseling profession and has, without fail, invested himself in a caring and altruistic manner throughout his career. His professional endeavors center on the aspiration to ensure the world will become a better place for our children and young adults. At the University of Central Florida, Robinson has developed an on-campus community counseling clinic that provides free counseling services to all community members. He has mentored innumerable individuals in the field of counseling and education throughout his career. His nominator described Robinson as “like a second father to me. With his support and guidance, I have grown more than I ever thought possible. … His spirit and character embodies societal caring, humanitarianism and social justice.”

Courtland C. Lee Multicultural Excellence Scholarship Award
Anneliese Singh is a doctoral student at Georgia State University. Her research focuses on the resilience and coping strategies of individuals from marginalized populations (e.g., transgender individuals, people of color). Her dissertation is a phenomenological study of the resilience of South Asian women survivors of child sexual abuse. Singh consistently seeks to bring visibility to ethnic and diverse populations through her writing on feminist group work with South Asian women, bullying toward LGBTQ youth, LGBT clients and addiction, as well as women’s experiences with depression and trauma. Singh’s commitment to multiculturalism is most evident in her social justice and advocacy efforts. She co-founded the first university chapter of the Association for Gay, Lesbian and Bisexual Issues in Counseling and is a founding member of Counselors for Social Justice at Georgia State University. Her nominations in “I have no doubt that Ms. Singh will continue to develop as a scholar and that her research will continue to address the impact of multiple identities for clients from marginalized groups. Ms. Singh not only professes an interest in multiculturalism but has lived a rich life in diversity and through her work in the counseling profession will continue to touch the lives of many.”

**Vicki M. Stephens**
were nominated by the Association for Research on Assessment in Counseling and Education for their manuscript “The Reading Essential Skills Screener-Elementary Version (RESS-S): Studies of Reliability and Validity,” which was published in the July 2005 issue of Measurement and Evaluation in Counseling and Development. In this study, Erford and Stephens provide technical characteristics of the RESS-S, a screening test for reading skills in early childhood students “designed to be used as a screening instrument for identification of children at risk for potential academic failure, to facilitate remedial program decisions and to generate more accurate referrals for deep testing.” Reading is central to everything we do. The future of our democracy rests with a literate populace. Social justice and the world of work depend on the ability of people to read. Erford and Stephens have chosen to pursue this area to help children. Their work provides a resource for counselors and other school-based specialists to assess and identify children who lack the necessary, age-appropriate reading level, which opens the doors for appropriate interventions. This work is prevention at its best and embodies what counselors value most.

**Arthur A. Hitchcock Distinguished Professional Service Award**
This award honors service by an ACA member at the local, state or national level to promote or enhance the well-being of the counseling profession. Carol Bobby is the longtime executive director of the Council for Accreditation of Counseling and Related Educational Programs. Since she started at CACREP in 1987, Bobby has made a dramatic impact on the counseling profession through her tireless and unrelenting advocacy for professional training standards. Under her leadership, CACREP has become the premier accrediting body for counselor preparation programs both nationally and internationally. She has...
guided the development of rigorous training standards that have impacted counseling programs, counselor educators, and counselors in training in those programs. Many generations of counselors owe a debt of gratitude to her for her efforts on their behalf. Thanks to Bobby, CACREP has become the world leader in counseling accreditation and professional training.

**ACA Professional Development Award**

This award recognizes an ACA member who has developed techniques and systems that have strengthened, expanded, enhanced or improved the counseling profession and benefited counseling consumers. **Thelma Duffy** is the founding president of ACA's 19th and newest division, the Association for Creativity in Counseling, and the founding editor of ACC's new flagship journal, *The Journal of Creativity in Mental Health*. Duffy has sought to expand and encourage the professional development of ACA by legitimizing the role of creativity in the counseling profession. She has created a home for counselors, counseling students and other mental health professionals within ACA whose professional focus includes creative approaches to counseling. Duffy has shown a steadfast and tenacious commitment to pioneering novel and unique approaches for helping counselors bridge their passion for affective and social development.

**Counselor Educator Advocacy Award**

This award is given to an ACA member who has been involved in legislative advocacy training and development. **Janine Bernard** teaches ethics and professional issues at Loyola College’s School Counseling Program in Maryland. She is past chair of the ACA Public Policy and Legislation Committee and has provided legislative and policy workshops at the state, regional and national levels for more than 10 years. She certainly walks the walk, and her students well understand and respect the place that policymaking and legislative and social advocacy play in the counseling profession and the workplace. Many counselors from across the country have said that Loyola students are among the best trained legislative advocates in any counselor education program — certainly due in large part to the expertise and tireless efforts of Bernard. As Government Relations Chair for the Maryland Counseling Association, she has been instrumental in several major legislative victories during the past few years — all of which involved her students and graduate students from other Maryland universities. Her nominator said, “Dr. Linde is a stellar model of counselor education advocacy ... and an outstanding proponent of professional school counselors and LPCs.”

**Federal Legislative Service Award**

ACA has presented U.S. Congresswoman Robbin Hayes (R-N.C.) with the Federal Legislative Service Award for 2005. The award, presented to Hayes earlier this year by the ACA Legislative Institute, is in recognition of her hard work and leadership in support of establishing independent practice authority for licensed professional counselors under the TRICARE program, which provides health services for military personnel and their dependents.

In March 2005, Rep. Hayes introduced the TRICARE Mental Health Services Enhancement Act (H.R. 1358), which would provide easier and faster access to qualified mental health professionals. Unfortunately, federal law requires LPCs to see TRICARE beneficiaries only under physician referral and supervision. ACA is grateful for Hayes’ success in gaining House passage of the language in H.R. 1358 last year.

Upon receiving the award Hayes said, “I am honored to be recognized by the American Counseling Association, but the people we should really honor are our hard-working men and women in uniform. … Exposure to the type of prolonged stress our soldiers face in Iraq requires Congress to make it easier for soldiers to receive the mental care they may need.”

**2006 ACA Fellows**

Fellow status is given to ACA members of professional distinction who have been recognized for significant and unique contributions in professional practice, scientific achievement and governance, or teaching and training. This year, the following members of ACA have achieved Fellow’s status:

Janine Bernard

“Her Discrimination Model of supervision is a major influence on the counseling profession. … She serves as both role model and mentor to those moving up the ranks in counselor education.”

Jeanne Bleuer

“Through her work with ERIC, Jeanne has made sure that counseling literature is well represented in the ERIC database. She has worked hard to ensure that ACA members have access to quality online resources.”
Awards

Continued from page 21

Sheron P. Brown
“Her impact on multicultural awareness within ACA has been immense. ... She makes ethical issues clear. ... She exemplifies a professional who ‘does it all’ with excellence and wide impact.”

Judy Daniels
“Her practice innovations are aimed at addressing the needs of culturally diverse persons known to be at risk for mental health problems as a result of being routinely subjected to toxic environmental conditions emerging from various forms of social injustice.”

Bradley T. Erford
“He has impacted the professional practice of counseling in two main areas: assessment and school counseling. ... He has distinguished himself as a recognized authority.”

Harold Hackney
“His most influential work is Counseling Strategies and Interventions and The Professional Counselor. His work has contributed to shaping the training of professional counselors for more than 30 years.”

Lynn Linde
“It is hard to overestimate her impact on the development of legislative and regulatory advocacy practices in the counseling profession. ... Her wealth of political experiences has shaped her professional identity.”

Mark Pope
“A recognized authority in career development, especially in the history of the field, and in gay, lesbian, bisexual, transgendered counseling in general and career development in particular.”

Lee Richmond
“A hallmark of her innovative work is attention to the pragmatic, to making life better for counselors and those we serve, regardless of station, race, ethnicity or other demographics.”

Garry Walz
“An icon in the counseling profession who has dedicated a significant amount of his time, talent and energies to serving the counseling profession.”

Branch awards presented

A number of branches were honored at the Branch Leadership Awards Luncheon at the American Counseling Association Convention in Montréal. ACA President Patricia Arredondo presented the Idaho Counseling Association with a $500 monetary award for the Best Consumer/Client/Service Project.

The award was given to the Idaho Counseling Association in recognition of its efforts to put together a statewide network of trained crisis response counselors who will be ready to volunteer their counseling services in a timely, organized fashion when crisis situations occur. ICA’s leadership began assessing its ability to respond quickly to crisis situations in Idaho in the wake of the Hurricane Katrina disaster that devastated the Gulf Coast.

In organizing the crisis response network, ICA had two goals:

- To assist those people who were displaced to Idaho and in immediate need of counseling services
- To promote collaboration among current and potential members of ICA by providing volunteer opportunities and continuing education with crisis response training throughout the state

The number of ICA counselors willing to assist demonstrated the true heart of the counseling profession. Many of the counselors had no previous experience in crisis response, but they were trained and put to work. More than 30 counselors participated in the first training. Another 20 counselors registered for the second training in crisis counseling.

The Crisis Response Committee was developed based on ICA’s mission statement: “The mission of the Idaho Counseling Association is to advocate for professional counseling and to ensure that practitioners remain lifelong learners and reflective service providers whose performance is a credit to themselves, their clients and the profession.”

SUBMISSION DEADLINE IS JUNE 5, 2006

Call For Programs

Learning Institutes
March 21-22, 2007

Education Sessions
March 23-25, 2007

All proposals for both the Learning Institutes and the Education Sessions must be submitted using the online form. The user-friendly form will guide you through the process with ease and then just print and click and your proposal has been submitted.

Online Proposals open – Monday, April 13
Proposal Deadline – Midnight, Monday, June 5
Acceptance notices issued: Wednesday, August 15, 2006
Submission deadline: Thursday, October 5, 2006

Any questions regarding the proposal process please contact Cindy Groth at 1-800-528-4083 ext. 229. Fax the online proposal forms to 1-800-528-4084 ext. 229.
The National Credential Registry will reduce demands on AASCB Board members to obtain evidence that licensure requirements have been fulfilled by counselors. At the same time, the registry will promote national standards in credentialing. The goal is to reduce disputes, duplication of materials and waiting times for licensees who want to move from one state to another to practice. The registry will also help with portability issues between states. Any counselor — student or professional — may deposit his or her documents in the National Credential Registry. However, to become an official registrant, individuals must:

- Hold a license from an AASCB member jurisdiction
- Have five years post-license experience
- Have no record of disciplinary action taken against their license
- Qualify for one of the licensure groups of the AASCB Portability Plan

Counselors who meet these standards will receive the services of the registry, which include future portability between AASCB member states. Individuals who do not currently meet the registry standards are allowed to deposit licensure-related information with AASCB and open a credential file record in the registry.

"A lot of people are not exactly clear on the idea of the credentials bank, especially young professionals," Mascari said. "We are encouraging faculty members and graduate programs to tell their students about the NCR because the most important time to bank (documents) is shortly after you finish your course work and internships, while everybody is still reachable. I look at my own credentials, and I know at least one of my supervisors has passed away."

ACA Chief Professional Officer David Kaplan agreed that the National Credential Registry would be extremely beneficial and encouraged students to take advantage of the service. "Students and recent grads should register with the NCR because it takes away the anxiety of having to track down documentation for licensure in the future," he said. "What if your supervisor retires or dies? What if the university you went to for graduate school closes and you can't get a transcript? It does happen. What if you lose your licensure examination score? If you don't think these things will happen between now and when you first get licensed, what about in 10, 15, 25 or 40 years when you may want to move or retire to another state and need to be licensed in your new home? The NCR gives you the peace of mind that all of your credentials and supervised experience are documented in a central location and that this information can be accessed anytime you need it for a new job or state license."

For more information about the AASCB Portability Plan or to get a National Credential Registry charter member application, visit www.aascb.org.
The Psychology of Working: A New Perspective for Career Development, Counseling and Public Policy

This is the kind of publication of which revolutions are made. David Blustein explores the changing nature of work at both the national and global levels. He boldly addresses the fallout of the rapidly changing landscape of work, including the erosion of job security and the growing isolation and disconnect of workers across virtually all work settings. Blustein speaks to the need for us to recognize the significance of work as it relates to power and survival as well as its critical role in facilitating social connectedness and, ultimately, self-determination.

Blustein makes a most compelling moral argument, squarely facing against the social barriers of racism, sexism, ableism and classism. He demonstrates with profound clarity the psychological and, ultimately, economic realities of each. In addition, he recognizes the role of well-informed public policy in improving the workplace and thus enhancing access to work, or what he sees as “the birthright of each person.”

Blustein advocates passionately for the inclusion of a variety of perspectives in the search for a more comprehensive understanding of the experience of work and its meaning in our lives. He gently reminds us that a great deal of what we perpetuate and practice as a profession excludes a significant number of workers at home and abroad who do not experience their work as part of the rather Western-centric grand career narrative.

Incorporating literature, poetry, song lyrics and other works from several academic disciplines, including those of current distinguished scholars in vocational psychology and counseling, he outlines a framework to strengthen both our study of work and our day-to-day work with clients. Fusing traditional, empowering, postmodern and emancipatory community approaches, he manages to tread lightly on the shoulders of the giants of traditional theory.

From the original work of Parsons to the modern contributions of colleagues such as Helms and Savickas, the construction of his innovative framework bridges past and present toward an optimistic future. One notable triumph with regard to practice is Blustein’s thorough deconstruction and dismantling of the age-old disconnect between mainstream psychology and counseling and issues related to work. He repeatedly demonstrates via case studies from his own practice just how “personal” the experience of working is within the lived human experience. His recommendations for public policy tackle everything from education reform and the school-to-work transition to the role of diversity and culture in the workplace.

If Blustein’s efforts are embraced, we may never approach work and work-related issues the same way we have in the past theoretically, in our research, our practice, our communities and, ultimately, in our world. In the spirit of Blustein’s implications for the future, it is my sincere hope that this book finds its way across academic roles and disciplines and into the political discourse that informs public policy. The book would make an excellent companion text for a career or multicultural class.

Reviewed by William Bridick, assistant professor of counseling and human resources at South Dakota State University.

Counseling for Wellness: Theory, Research and Practice
Edited by Jane E. Myers & Thomas J. Sweeney, 2005, Alexandria, VA: American Counseling Association, 320 pages, ACA member price, $27.95; regular price, $42.95, ISBN 1-55622-252-0.

Within the field of counseling, there is a strong contemporary focus on wellness. Many professional journal articles address the topic. In addition, the 2005 ACA Code of Ethics specifically mentions self-care.

Counseling for Wellness is an excellent resource for counselors and counselor educators who wish to stay informed about the growing area of wellness-related information. The book is presented in four clearly defined segments that address wellness theory and measurement, wellness research, wellness applications in counseling practice and wellness applications in counseling settings and counselor education. Each segment contains readable and informative chapters by well-known scholars in the fields of counseling and counselor education.

The book is a good overall source of information for anyone interested in this topic. In addition, specific chapters address developmental issues related to wellness from childhood throughout the life span, making this volume an ideal companion text for a course on human development. Four chapters are relevant to diversity and multicultural concerns, and these readings would be very appropriate for classes that address this content area.

The layout of the book enhances its usefulness. In the introduction to each of the major sections, the editors preview the material, stress what they consider to be particularly important and offer suggestions on how best to use the information in relation to the rest of the text. Each chapter in the book uses the same format for presentation, which includes a list of discussion questions and related web resources. These questions could serve as an interesting point of departure for stimulating classroom dialogue. In conclusion, this is a timely work with multiple applications and comes highly recommended.

Reviewed by Carol A. Sommer, an assistant professor in the College of Human Development and Education at North Dakota State University.

The Road to Tolerance: The Philosophy of Rational Emotive Behavior Therapy

Albert Ellis’ book on tolerance is not what I expected. On the surface, it should be a treatise on the all-too-relevant topic of tolerance, but it’s actually more than that. It’s also a thorough (and not at all short) restatement of the philosophy behind this profoundly effective and heavily outcome-tested method of psychotherapy. Its principles are once again convincingly offered as a sound basic philosophy of life.

But the book is about tolerance, too. The press release that accompanied the promotional copy of the book says: “REBT promotes an attitude of tolerance, an open-minded willingness to accept the failings, less-than-ideal behaviors and unique characteristics of both others and ourselves.” Tolerance, it seems, has been a large part of this philosophy all along.

Ellis explains how intolerance toward others can be a destructive force in our pluralistic society, diverse culture and global village, while a lack of self-tolerance leads to self-disturbing beliefs and behaviors and, ultimately, unhappiness. Tolerance, he asserts, is a rational, deliberate choice we can make for ourselves and for the good of the world.

Early sections of The Road to Tolerance trace the ancient Greek, Roman and Eastern philosophical influences that led Ellis to create the philosophy of REBT, which was a reaction to the stultifying and by his estimation, largely ineffective behavioral and psychodynamic theories of the mid-1950s. We even get a clear historical explanation of how REBT became a precursor and contemporary alternative to the widely used cognitive behavior therapies of Aaron Beck, Donald Meichenbaum and others.

In latter sections, Ellis unflinchingly discusses the perils of religious fanaticism, draws comparisons between REBT, Zen Buddhism and the Judeo-Christian Golden Rule, and even takes a shot at Ayn Rand’s objectivism and other secular extremist philosophies.

This book serves as an excellent opportunity for those new to REBT to discover its core principles and the powerful simplicity of its technique. For current REBT practitioners, the book is a comforting reassurance that the prolific master is still kicking out relevant material in his 90s. And like other Ellis material, this book is doubly applicable to the lay reader who craves a less “disturbing” life.

Reviewed by Jeffrey F. Valentine, a doctoral student in counselor education at the University of South Dakota.
In addition to leadership and networking opportunities, the task force announced that the Graduate Student Association would provide the following membership benefits (pending approval of the ACA Governing Council):

- Student members of ACA will automatically become members of the Graduate Student Association at no additional cost.
- Graduate Student Association publications will be available at no charge to GSA members.
- Members will be provided with job search resources and information.

The remainder of the two-part Graduate Student Summit focused on professional development, student leadership involvement and mentorship in roundtable discussions. ACA President-Elect Marie Wakefield and President-Elect-Elect Brian Canfield were on hand to share their thoughts on how students can get involved in ACA. Wakefield and Canfield also discussed how they would like to see the Graduate Student Association evolve during their future terms in office.

Following are highlights from the student discussions:

Leadership
- What interested students in attending the summit? What do they hope to gain from involvement with the Graduate Student Association?
- Opportunity to network was the No. 1 theme from students.
- To have something that can be taken back to the branch level.
- Gaining support among graduate students as well as meeting other students with similar backgrounds, ethnicity, interests, etc.
- As an avenue for sharing knowledge.

How can the GSA ensure the next generation of student leaders? How can it ensure that the diversity represented in the membership is also represented within student leadership?

- Define and broaden identity of who graduate students are.
- Fill in the gaps of information, research, presentations, etc., of issues most pertinent to students that might be missing elsewhere. This might include issues that have a more narrow focus but are of value or importance to students.

Professional Development
- What can GSA do regarding presentations at conferences?
- Empower students with the confidence and knowledge of how to make a successful presentation.
- GSA could take leaders from within to teach newer, less experienced students how to present, conduct research, write or conduct trainings.

The Graduate Student Association should be careful not to replicate what mechanisms already exist within ACA but instead should focus on how to supplement what exists by addressing the needs of students.

- GSA can help students to use the resources around them by creating awareness of available resources, teaching what to look for and helping students to network.

Mentoring
- What suggestions could foster mentoring?
- Make mentorship a more formal program linking graduate students with potential mentors. This should occur on two levels: grad students with professionals and more experienced grad students (i.e., doctoral students or current or past leaders) with less experienced grad students (i.e., master’s students, students who have not been involved in leadership or first-timers in ACA).

Remind and challenge ACA leaders to return to “Adopt a Student” program.

Have a formal graduate student reception with the intent of establishing mentoring relationships.

What has your mentor done for you? What can mentors provide for students?

- Encouragement, both personal and professional.
- Helped build confidence.
- Helped to gain identification as a professional.
- Provided opportunities to present, do research, attend conferences, etc.
- Provided networking/connections through introductions and collaborations.
- Provided guidance and support.
- Provided valuable information (what to do and what not to do).
- Openness.

Task force members are now working to incorporate these suggestions into the future Graduate Student Association, but they are still looking for feedback and guidance. Students and professionals may express their opinions through the online survey or by contacting Harper at harpeaj@auburn.edu to inquire about becoming a task force volunteer.

“GSA is a great relationship and leadership building resource,” Arredondo concluded. “By involving students, ACA has new ambassadors for the profession and the association. I believe as an association we must be proactive and demonstrate we care about the future generation of counselors from all walks of life and from all parts of the world. It’s our collective future. This conference has been a remarkable event, and I hope it has inspired you to want to engage in ways that will advance the profession and your careers as well.”

For more information on the Graduate Student Association, go to www.counseling.org/students or contact Graduate Student Task Force Co-chairs Renee Middleton (middler@auburn.edu) and Hugh Crethar (h-crethar@govst.edu).

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

Prevention in action

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

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

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

This example is just one of the many ways The Prevention Researcher can help you in your everyday work with youth. Call us at 800-929-2933 ext. 19 or visit us online for a free sample issue.

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The Prevention Researcher

www.TPRedu.org

Counseling Today • May 2006
How can we expect the public, legislators, stakeholders and others to instantly recognize us when we are not in agreement as to who we are?”

“The identity question permeates everything we, as professional counselors, do,” she continued. “I believe that once we decide this issue, we can move the profession and the professional association forward. Then the secondary issues of accreditation of counselor education programs, credentialing of counselors, related ethical, public policy and legislation efforts, serving clients, etc., can be decided.”

Rosemarie Woodruff, the Western Region delegate, expressed similar sentiments. “I believe any effort to move our profession forward needs to begin with clarifying and embracing our identity as professional counselors,” she said.

“Medical doctors and social workers have traditions that are embedded in the societal fabric, and we have not yet carved out our niche. We need to define our unique contribution to the mental health field and educate the public. In order to speak with one voice, we need to develop a common philosophy that includes all specialties.”

The counselor summit meetings are phase one of “20/20: A Vision for the Future of Counseling,” an effort co-sponsored by AASCB and ACA. Phase one sessions are limited to identifying and discussing the issues that are impeding the profession’s progress. Phase two sessions will focus on defining action steps to resolve those issues, while phase three will consist of implementing these action steps.

A significant undertaking

“My hope is that we can find common ground that will strengthen the profession of counseling and our identity in the public domain,” ACA President Patricia Arredondo said in speaking about her hopes for the counseling summits. “Second, I would like to see us have a stronger ongoing relationship between ACA and AASCB. This would help counselors know that there is a central place where issues can be resolved and resources can be found.”

The profession needs to have a more unified approach if it hopes to achieve additional legislative and licensure victories, she said. But that unity also needs to extend to preparing as a profession to meet the needs and challenges of specific groups, from the growing numbers of senior citizens in the United States to its emerging young Latino population. “Counselors must be at the forefront together to be responsive to changing populations and their needs,” Arredondo said.

Sam Gladding, immediate past president of ACA and the facilitator of the phase one meetings, views the “20/20” effort as critical to ensuring the profession’s stability and well-being. “Counseling is a relatively young profession — much younger than psychology, social work, psychiatry, nursing, etc.,” he said. “We need to be more proactive if we are going to be a core mental health profession. We, as counselors, bring many specialties to the table of wellness with our emphasis on development and prevention as well as treatment. However, we have not been as good at advocating for what we do and our own uniqueness as some other professions. Hopefully, this effort will help us all to be more united in a focus and an emphasis and will help us not only with our identity but with a purposefulness in our energy. . . . I think the 20/20 summit is crucial to envisioning where we can be in counseling. If we can see more clearly where we want to be in the year 2020, we are much more likely to get there as a profession.”

ACA Chief Professional Officer David Kaplan also views the 20/20 undertaking as a crucial effort for counseling’s future. “Our splintering and lack of unity is hurting the profession, confusing the public and interfering with legislative efforts,” he said. “There have been periodic attempts to do something like the 20/20 counseling summits in the past — Chi Sigma Iota led a noteworthy effort a number of years back — but I do think this is historic because, as far as I know, it is the first time all of the major players in counseling are coming together to hammer out a vision for the future: ACA, AASCB, NBCC, CRCC, CACREP, CORE, CSI, all ACA divisions and all ACA regions. That makes 30 counseling organizations working together to plan for the future.”

The evolution of ‘20/20’

Kaplan credited both the AASCB and ACA presidential teams for their teamwork and thorough planning in getting the 20/20 effort off the ground. “The initial impetus came from the AASCB presidential team (Jim Wilson, Charlie Gagnon and J. Barry Mascari),” he said. “They realized that multiple variations in state licensing titles and regulations were hampering efforts to develop and implement the AASCB licensure portability plan. The AASCB presidential team then approached the ACA presidential team and asked if it would make sense to co-sponsor a summit to address the lack of unity in the counseling profession. After a series of meetings, it was decided to expand the summit to proactively look at all issues that need to be addressed to move the profession forward over the next 15 years.

“Sam Gladding came up with the creative name of 20/20: A Vision for the Future of Counseling to signify that we are not only looking at thorny issues that need to be resolved currently but also proactively planning for a clear 20/20 vision of where we want the future of professional counseling to be in the year 2020.”

AASCB Past President Jim Wilson said two circumstances led its leadership team to conclude that the counseling profession sorely needed to hold a summit meeting. One was AASCB’s work to formulate a license portability plan (for a related story, see page 8). In the process, he said, it became “very clear that requirements were very different from state to state. Also, there were different kinds of counselors being licensed. In essence, as I understand the situation, counselor licensure was thought to be a unifying event rather than one which has, on a number of levels, further fragmented the profession.”

More red flags were raised by the dissertation of J. Barry Mascari, now AASCB’s president-elect, which addressed the relationship between counselor licensing standards and violations. Mascari found that the standards were so varied that he couldn’t conduct the study he had planned. “The results indicated that the top three issues the counseling profession was facing in the future were professional identity, portability and a wide variation of licensing standards,” he said. “ Clearly, the issues were intertwined.”

“In my study,” Mascari said, “I found that our profession has too many individual conferences, too many codes of ethics and we are pulled in directions that reduce our power rather than create synergy. . . . My findings suggested that counselor identity was less clear now than a decade ago. In my review, I speculated that the profession spent so much time on achieving licensure that we never thought about the answer to the question, once we were successful (with licensure), of ‘Now what?’ Jim, Charlie Gagnon and I discussed this at our retreat and agreed that the greatest threat to portability was the identity issue and the threats posed by disaffiliation from ACA. We believed that our work in licensure was like a traffic-copter — we could see the larger view, and the future was not as positive as we like to delude ourselves into thinking.”

Meeting in Montréal

At the summit in Montréal, AASCB President Charlie Gagnon stressed to the delegates that “The idea of keeping the profession unified is very important. That way, when we want to accomplish something, it will make it that much easier.”

Gladding also encouraged the delegates to look at the big picture. “I hope we’ll think about the profession of counseling (during this summit) and not just a particular group that we have an allegiance to,” he said.

For the next three hours, delegates raised a variety of issues, from orienting students to the
profession and bridging multicultural talk with action to increasing the number of practitioners in leadership roles and developing a counseling think tank. But much of the discussion centered around strengthening counselor identity and halting fragmentation of the profession. One delegate voiced the need for counseling entities to become “issue-driven instead of turf-driven.”

As the 20/20 summit wound down, Gladding asked the delegates about their vision for the counseling profession in the year 2020. Among the responses, delegates voiced hope that the profession would be:

- More unified and synergistic
- The first group prospective clients think of when they need therapy
- Offering the most cost-effective, nonpathologizing form of treatment
- Leading the way for social justice by making quality counseling services available to all people in society
- Achieving common ground with portability and licensure across the states

Asked for his impressions of the summit meetings in Phoenix and Montréal, Kaplan said, “I have been very impressed. The delegates have worked hard to delineate the issues that need to be addressed to move the profession forward. There has been a clear consensus, with only one dissenting voice, that counseling needs to view itself as one united profession with a variety of specializations. This would bring us into balance with physicians, lawyers, nurses and many other professions.”

Mascari also believes the counseling summits have been productive but readily acknowledges that much hard work and many tough decisions lie ahead. “Several people at the sessions said if this summit is going to move forward and have any positive outcomes, we are all going to need to be willing to give up something,” he said. “What that something is remains to be seen...

There are some complex issues that we need to address, making this process not an easy one. However, we all need to take a risk if we are to make significant progress toward our future as a profession.”

“Once we sort out the issues, we will know what we should be, where it would be in our best interests to be as a profession,” he continued. “The difficult part is the gulf that exists in between, the areas of risk where each interested party has something to lose. However, if we could take some magical leap across that gulf, the counseling profession would be on its way to a healthy future. The ship is big enough to carry all of us in the future. The question is whether (individuals in) a profession that prides itself on diversity can accept each other by putting aside our small differences for the good of the profession. The leadership teams believe that failure to move forward is not an option because, in the end, it will be the clients who suffer. Licensing has led our profession in a wider direction, whereby we brought a new, nonmedical, less pathologized approach to mental health. But if we are not careful, our professional cousins — psychology and social work — may steal our own strengths and contributions right out from under us.”

Counseling Today will continue to provide updates on the progress of “20/20: A Vision for the Future of Counseling.”

Jonathan Rollins is the editor-in-chief of Counseling Today. E-mail comments about this article to jrollins@counseling.org.

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round of applause. “I know sometimes we don’t do that enough,” she said.

But neither keynote speaker came to the ACA/CCA Convention solely to pat counselors on the back. Lewis in particular made a passionate plea for counselors to stand up and fill the void as “moral anchors” for a world that oftentimes seems adrift. Lewis, the former deputy executive director of UNICEF and former Canadian ambassador to the United Nations, said he was particularly disturbed that nations in the Western world are spending billions of dollars to sustain wars but can’t seem to find a “microscopic smidgen of that to sustain the human condition.”

A ‘call for action’ in Africa

Much of Lewis’ address on April 1 focused on what he termed the “almost hallucinatory nightmare” of the HIV/AIDS pandemic in Africa. Based on current projections, he said, by 2012, the disease will have killed or infected approximately 2012, the disease will have

In reviewing the program guide for the ACA/CCA Convention, Lewis noted that he saw one session for counselors that discussed feminist theory and another that focused on grandparents who are raising their grandchildren. Both topics have relevance to the current climate in Africa, he said.

No other communicable disease has ever focused on women to the extent that HIV/AIDS has, Lewis said. In sub-Saharan Africa, he explained, 60 percent of those infected are female. “The struggle to empower the women of Africa...is one of the greatest struggles we have today,” Lewis said.

“You can’t imagine how frightened and anxious these large numbers of women are.” Lewis said African mothers regularly ask him, “What’s going to happen to my children when I die?” Lewis admitted to the audience that he doesn’t know the answer to that heart-wrenching question, but he does know that Africa has a tremendous need for counselors.

Counseling has become one of the most crucial components of treating this pandemic,” he said. Some African nations are now requiring that their citizens be tested for HIV/AIDS, Lewis said, and this testing requires both pre- and post-counseling. “The best counselors I have seen in Africa actually accompany the woman back home for the moment of disclosure to their husband,” Lewis reported. As can be imagined, the atmosphere surrounding these encounters is often intense. Counselor mediation between the partners “is becoming increasingly important,” he said.

Orphans are another group in desperate need of counseling, Lewis said. No one anticipated the number of children that would be left behind by the onslaught of HIV/AIDS in Africa, he said, and “the deluge has become an almost irresistible torrent.” Millions of African children have been left to crave not only nurture and love, Lewis said, but simply a tactile connection with an adult. When he travels in Africa, children regularly grab on to him, Lewis said, clinging to the slightest opportunity for physical contact. Children as young as 8 are now heading sibling households, he said, while many others are reduced to wandering the landscape, overwhelmed by their circumstances. “These kids are desperate for some type of thoughtful, sensitive, therapeutic response,” Lewis said.

The communities are too poor and the numbers too staggering to absorb all the orphans, Lewis reported. In many cases, young girls are persuaded to have sex for pennies, while young boys are convinced to enter into egregious child labor because they believe it offers them their only hope of survival.

Under these most trying of conditions, Lewis said, grandparents — in particular, grandmothers — have emerged as Africa’s unsung heroes. At an age when “they should be looked after by their own children,” he said, “instead they are starting to parent again.” And in trying desperately to meet the children’s needs, these grandmothers have their own need, Lewis said. They often report to him that they desire counseling even more than medicine or money, he said.

While the efforts to find a vaccine or develop drugs to treat HIV/AIDS are intense, Lewis said, what are not adequately taken into account are the African societies raw with loss. That’s why he told the assembled counselors that they “have an extremely important contribution to make” to the ongoing battle against HIV/AIDS. Lewis said he could envision a “Counselors Without Borders” type of program and charged those in attendance with fashioning some type of solidarity with Africa and the developing world.

“The opportunity, the possibility of the counselors of the world united...in the decency that pounds in your heart,” Lewis said, “can’t imagine the difference you could make.”

CCA President David Pater told convention attendees that Lewis’ address should be “taken as a call for action.”

When life skips a beat

When ACA President Patricia Arredondo started thinking about possible speakers for the convention, Tipper Gore was at the top of her list. “She is a tireless advocate in eradicating the stigma of mental illness,”
Gore went on to co-found and chair an organization to help the homeless, focusing especially on those who are mentally ill, and to raise public awareness of homelessness issues. Gore herself often spent time talking with the homeless population in Lafayette Park, across from the White House, and helping them to attain services. Having asked one woman what she could do to help, Gore vividly remembers her response: "You can help me get my reality back." Today, Gore reported to the audience, that same woman is living independently and working full time.

During her time in Washington, Gore made personal connections with many of the city's homeless. "This isn't what I dreamed of when I said I wanted to be a professional counselor," Gore confessed to the audience. Nevertheless, she said, building those relationships and playing some part in helping others improve their lives has proved to be both a satisfying and transformative experience.

Despite Gore's personal belief in the importance of mental health services, it took a near disaster to help her change her career path. An experience closely tied to the tragedy that shocked the entire nation a decade later before she embraced her role as an outspoken advocate and revealed her own story. In 1989, the Gore's son, Albert III, was struck by a car and almost killed. Following that accident, Tipper Gore said, she realized she was suffering from clinical depression, which was successfully treated with the help of professional therapy and medication. However, Gore was too worried about the stigma attached to mental illness to reveal her struggle publicly.

But an experience closely tied to the nation's most infamous school shooting convinced Gore that she needed to speak out. In the aftermath of Columbine, she met with students and teachers to talk about the issue of suicide. When asked if they or someone they knew had ever considered suicide, a majority of the students responded, "We're afraid. We don't want to be labeled." Gore quickly realized that she was doing the same thing. Unless she and others in the public eye found the courage to step forward, she decided, yet another generation would suffer in silence because of the stigma of mental illness.

From that point forward, Gore publicly acknowledged her own struggle with depression and became one of the nation's most visible advocates for mental health care services. In addition, she served as chair of the first White House Conference on Mental Health.

In preparing her talk for the ACA/CCA Convention and in reviewing the pictures she had chosen for her presentation, Gore said she was reminded of opportunities — both those she had seized and those she had missed. When life skips a beat, she told the assembled counselors, it is wiser to embrace the change instead of mourning the best laid plans, "It's the journey," she said. "The journey is the reward. Make the most of the unexpected twists that have come your way."
COMING EVENTS
NMHA Annual Meeting
June 7-10
Washington, D.C.
The National Mental Health Association is currently accepting registrations for its 2006 annual meeting, themed “Building the Movement.” The meeting will place particular emphasis on strategies to grow the reach, power and effectiveness of the nation’s mental health movement.

This year’s meeting features an impressive selection of speakers, including former First Lady and leading mental health advocate Rosalynn Carter, and former Speaker of the U.S. House of Representatives Newt Gingrich. NMHA’s six workshop tracks will deliver cutting-edge expertise and strategies for mental health advocates, consumer leaders, mental health professionals and other parties with a personal or professional interest in mental health.

For the first time, NMHA will offer a wide range of professional contact hours through University Behavioral Health of the University of Medicine & Dentistry of New Jersey. Credits are available for nurses, psychologists, social workers, certified counselors and certified addiction and drug counselors. After May 15, participants must register and pay onsite. More information is available at www.nmha.org.

NCDA Global Conference
July 7-9
Chicago
May 15 is the deadline to pre-register for the 2006 National Career Development Association Global Conference ($295 for NCDA members and $395 for nonmembers). The conference will be held at the Hilton Chicago Hotel. NCDA is expecting more than 1,000 attendees at the pre-conference and career development professionals across all areas of career development and in all settings. For more information, go to www.ncda.org.

American Indian/Alaska Native Counseling Workshop
Aug. 10
Anchorage, Alaska
“The Creative Journey: Deepening the Process of American Indian/Alaska Native Counseling” is sponsored by Swan Circle and coordinated by the University of Alaska-Anchorage.

The purpose of this conference is to creatively deepen the process of counselor training with American Indian/Alaska Native clients by building on their traditional ways of communication and healing. Visit www.swancircle.com for additional details or e-mail cathreimer@aol.com.

CDA/DHMCA Conference and Workshop
Nov. 4
Dover, Del.
The newly revived Delaware Counseling Association and Delaware Mental Health Counselors Association are pleased to announce their first conference and workshop, which will be held at the Dover, Del., campus of Wilmington College. The theme is “Treating Anxiety: Body, Brain and Soul” and includes a full-day workshop led by Clifford Smith. It will also feature a series of three-hour workshops led by Peggy Lubin and Bruce Palmer (“Integrating Body Techniques in Psychotherapy”), and Jim Walsh and Steve Eichel (“Treating Anxiety With Hypnosis and Mindfulness”). Continuing education credits will be provided by DCA, an NBCBC-approved provider. For more information or to download registration material, visit either the DCA website at www.decounseling.org or the DHMCA website at www.dhmca.org.

CAS Symposium
Nov. 12-14
Washington, D.C.
The Council for the Advancement of Standards in Higher Education is offering a national symposium on “CAS Standards, Self-Assessment and Student Learning Outcomes in Higher Education” at the Hilton Crystal City Hotel. Keynote speakers will be Richard P. Keeling, chief executive officer and executive consultant at Keeling & Associates Inc., and Susan Komives, associate professor of counseling and personnel services at the University of Maryland in College Park.

Early registration cost is $195 and is limited to the first 300 registered participants. For more information, contact CAS Executive Director Phyllis Mable at 202.862.1400 or visit www.cas.edu.

FYI
Call for programs
The American Counseling Association is putting out the call for ACA 2007 Annual Convention Learning Institutes and Education Sessions. Submission deadline is June 5 at 11:59 p.m. Eastern time. Technical support from Precise Abstract Management is available Monday through Friday, from 9 a.m.-5 p.m. Eastern time. For questions regarding the proposal process of a non-technical nature, contact Holly Clubb of ACA at either hclubb@counseling.org or 800.347.6647 ext. 229.

All proposals for both the Learning Institutes and the Education Sessions must be submitted using the online form. The user-friendly form will guide you through the process with ease; then just point and click and your proposal will be submitted. Please note: Attendees have many programs to select from and often choose those that have well-written descriptions. Therefore, the writing style (grammar, spelling, punctuation, flow) of your proposal is an important aspect of the evaluation process (30 percent of the total score). Please prepare your proposal in a Word document and use the grammar/spell check before copying and pasting into the online form.

The main presenter of all proposals must be a current ACA member in good standing. We suggest that main presenters verify membership by calling 800.347.6647 ext. 222 prior to submitting the proposal. The main presenter is also the contact person and the chair of the program. A committee of professional counselors representing all divisions, organizational affiliates and regions will review proposals. Acceptance notification will be sent out by Aug. 15 and scheduling notices by Oct. 31.

Board members sought
A. Scott McGowan, editor of the Journal of Counseling & Development, is seeking applicants for three-year appointments to the JCD Editorial Board commencing July 1.

Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Applicants must be American Counseling Association members and must agree to provide high-quality reviews on a timely basis. Applicants interested in reviewing quantitative research manuscripts should identify their areas of expertise in terms of research design and statistics. Reviewers for qualitative research are also needed. Applications must be received electronically, but hard copies must also be sent. Since JCD is moving to a complete electronic manuscript submission and review process, prospective reviewers must have an e-mail address and be prepared to forward reviews electronically.

To apply, send the following materials electronically as attachments to jcd@liu.edu: a letter of application describing qualifications and areas of expertise, a vita and a list of publications. In addition, send hard copies of the materials, along with a current representation of an article that the applicant has published in a refereed journal, via regular mail to A. Scott McGowan, Editor, JCD, Department of Counseling & Development, Long Island University/C.W. Post Campus, 720 Northern Blvd., Brookville, NY 11548. Incomplete or late applications will not be considered. Applications are invited immediately but must be received electronically no later than June 15.

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

This electronic journal upholds the highest academic and professional standards and will be published twice a year electronically (PDF) with articles in either English or Spanish, with an extended abstract in the other language.

The deadline for the first issue is June 1, 2006. Manuscripts will be reviewed through a masked, peer-review process. For editorial policy and other information, visit www.psysr.org/social-action.htm. Tod Sloan and Rebecca Toporek serve as editors.

The Association for Spiritual, Ethical, and Religious Values in Counseling, a division of ACA, invites article proposals for a special issue of its journal, Counseling and Values. This special issue will focus on the relationship between spirituality and counseling, with particular emphasis on values.

Proposals should include the following: (a) author(s) and contact information, (b) proposed title, (c) aims of article and (d) a 500-600 word summary. Proposals should be attached to an e-mail using Microsoft Word format and should be sent no later than June 15 to the special issue editor: James T. Hansen, Ph.D., Oakland University, Department of Counseling, 450E Pawley Hall, Rochester, MI 48309. Phone: 248.370.3071; fax: 248.370.4141; e-mail: Jthansen@oakland.edu.

ADULTSPAN Journal is currently seeking three types of submissions for upcoming issues: manuscripts that can either be conceptual or research-based, practice articles concerning issues of counseling and working with adults, and reviews of new books that are pertinent to adult development. We are interested in a variety of topics related to life span development, from young adulthood through older adulthood. Many topics are sought. Check with the editor if you have inquiries.

Guidelines for authors can be located in the publications area of the ACA website under the journal tab. For more information on this special issue, contact Editor Catherine B. Roland via e-mail at rolandb@msn.com.

Bulletin Board submission guidelines
Entries for the Bulletin Board must be submitted via e-mail to akennedy@counseling.org with “Bulletin Board” in the subject line. Paragraphs (in complete sentences) should be in a Word document, single-spaced, justified, Times font in black. Please provide a contact person with an e-mail address or number to call for more information. Do not submit manuscripts with tables, tabs, bullet points, logos/letterhead, colors or uncommon fonts. Submissions are subject to editing. The rolling deadline is the 10th of every month by close of business, ET.
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AGLIC holds official same-sex wedding ceremony at convention Submitted by John Marszalek john.marszalek@gmail.com

To enhance awareness within the counseling profession of the rights and benefits denied to same-sex couples in the United States, the Association for Gay, Lesbian and Bisexual Issues in Counseling hosted an official same-sex wedding event in Montréal on April 1 for counselors attending the American Counseling Association/Canadian Counselling Association Convention.

Four male couples and four female couples were married according to the laws of the Canadian province of Québec in a civil ceremony officiated by Brenda Langlois. The ceremony included opening words from ACA President Patricia Arredondo, a recitation of vows, a unity candle ceremony, exchange of rings and the official signature of the registry. The couples came to Montréal from as far away as Utah and have waited to get officially married as long as 23 years.

Attending the ceremony were an estimated 300 family members, friends, ACA members, the current president of ACA and five past presidents, the ACA president-elect and ACA divisional leaders who wanted to show their support for the couples and for the legal recognition of same-sex marriage.

Following the ceremony, the couples were honored at a wedding reception with champagne and a four-tiered wedding cake.

Newly married AGLIC President Joy Whitman said, “Our purpose in sponsoring a public wedding for same-sex couples at this conference is to highlight the inequity same-sex couples experience and to raise awareness of this inequity for counseling professionals. Currently in the United States, same-sex couples are spending their lives together with love and commitment, but they are unable to access the more than 1,138 automatic federal and additional state protections afforded to legally married couples. One of our goals was to identify conditions that create barriers to the human growth and development of lesbian, gay, bisexual and transgender clients and communities. All counseling professionals are charged with the goal to advocate for clients and to change oppressive systems — systems that serve as barriers to mental health. I see this event as joining our mission with that of ACA and, in doing so, highlighting that same-sex couples continue to face discrimination when it comes to the option to marry in the United States. It is our hope that all counseling professionals, LGBT and heterosexual, will join together to fight for this right and therefore improve the mental health of LGBT clients.”

ACA, the Association for Counselor Education and Supervision and the American Rehabilitation Counseling Association sponsored the ceremony. In addition, the ceremony was supported by Counselors for Social Justice and the International Association of Addictions and Offender Counselors, all divisions of ACA. The organizations sponsored and supported the event to demonstrate support for lesbian, gay and bisexual individuals and to bring to the forefront ACA’s commitment to social justice.

NCDFA web magazine proving to be a big ‘hit’ Submitted by Melanie Reinersman webeditor@ncdfa.org

Career Convergence, the web magazine published by the National Career Development Association, has celebrated its third anniversary. New articles are published online first of every month, and e-mail subscriptions have surpassed 10,000. Some of the articles receiving the highest number of hits were the easiest to write (and read) because they feature a numerical list of practical tips that anyone working in the field of career development can use.

For example, “The Seven Habits of Highly Ineffective Career Counselors” by Evonne D. Olson has achieved one of the highest hit rates of all Career Convergence articles. The catchy title and self-help tips appeal to a wide audience. Similarly, “A Top 10 List for Self-Evaluation” by Nerdia Hartzell encourages counselors to look inward professionally.

The article with the highest number of hits in the K-12 department is Susan Marconi Harrell’s “Five Easy Ways to Incorporate Career Development Into School Counseling.” Not only is this article easy to read, it’s easy to put into practice — just what the school counselor needs! Another popular article based on hit rate is “Ten Steps to Help Students Focus on Their Education and Career Plans” by Suzy Mygatt Wakefield. Understanding the individual’s strengths is the basis of the 10 career planning activities for students.

All 200 articles published in Career Convergence are archived online. Simply go to www.ncdfa.org and click on Career Convergence. Then use the search feature to locate an article by title, author or keyword. Signing up for a free e-mail subscription is also an online option.

Seven associate editors are currently accepting article submissions (approximately 950 words in length) for the following departments: Organizations, Independent (Private Practice), Government, Non-Profit, K-12, Post-Secondary and Special Columns. All editors are willing to discuss possible article topics with potential authors. Authors of accepted articles may apply for four continuing education units (contact the editor). Complete submission guidelines and editors’ e-mail addresses are available at www.ncdfa.org.

Regardless of the hit rate or numbers in the title, Career Convergence articles are published to serve as a practical online resource for counselors and for self-examination and self-reflection as a means of improvement. The authors are practical counselors and researchers from around the United States to whom counselors can turn for assistance.

EB-AAC institute features creative group techniques Submitted by Christine Sloan Christine.sloan@centurymail1&agg.army.mil

The European Branch of the American Counseling Association held a 15-hour weekend Leadership Training Program in 25-26 in Speyer, Germany, titled “Creative Group Techniques.” EB-AAC was fortunate to have Laura Veach and Donna Hens- derson from Wake Forest University as presenters. Both brought extensive backgrounds in the field of group counseling. The training focused on two separate popula- lations: children and clients dealing with addictions.

Veach spoke at length about the nature of addictions and explained the biopsychosocial issues that clients must face. Group therapy was presented as a wonderful and useful tool when working with addiction. The counselor’s role is to help clients understand their personal truths of addiction and to help them with their goals of recovery. By showing clients their reflection, for example, they begin to replace denial with their personal truth. Demonstrated group exercises included using art expression, rewording song lyrics that normally would cue the addiction and creating group fairy tales.

Veach explained that many addicts who have issues with violence and/or sexual abuse actually may not realize these cues. By working in a group setting, clients build social skills and learn appropriate social cues. This helps them to interact with the world and to create a substitute for substance use.

Using creativity in the group sessions through experiential activities must be done with care. When creating new techniques or using researched techniques, Veach strongly suggested being supervised, both clinically and by peers, through observation and taping.

Henderson presented creativity as it relates to children in groups. Counselors must look at their own role in the perceptions of what children can do. If counselors don’t believe in the clients, the clients won’t believe in themselves. Counselors need to be authentic and consistent and should respect the children without being in a parental role.

Henderson explained that when working with children, the counselor should provide more structure and parameters in the group. Once trust is established within the group, the creative use of the imagination — using literature, art, dramatic play or music — can be very effective. The point is that children can be in control of what they think about. Henderson warned against the use of visual exercises when working with young clients dealing with post-traumatic stress disorder. Creativity involves giving a voice to clients who need another tool for self-expression. This process can provide visual cues to the internal experience and create opportunities for self-examination and experiential learning. Perspectives can change, and defenses may be lowered. Tools such as books, music and even Play-Doh can be used in children’s group settings. Art can be used as a group project to teach social skills or as an individual project to help with self-expression. By having these creative tools in their “counseling bag,” counselors will have more ways of reaching those clients who were considered to be lost.

ACCA details results of membership survey Submitted by Joyce R. Thomas thomasj@otc.edu

On behalf of the American College Counseling Association Executive Committee, we sincerely thank those of you who completed our recent membership satisfaction survey. The online survey was completed by 262 college counselors, with 123 respondents being current ACCA members. The survey results provided valuable insights and suggestions and will have a strong impact as ACCA leaders continue to enhance membership services. Following are some highlights of the survey results:

ACCA will continue to offer members online continuing education opportunities at reduced rates (Ethical and Practical Issues When Dealing With Suicidal Behavior on the College Campus; A Creative and Collaborative Approach to Test Anxiety Counseling; Dream Interpretation: Successful Techniques; and the Journal of College Counseling are currently available through www.ProfessionalCEU.com). Survey respondents requested the addition of the following topics to our online continuing education offerings: strategies for outreach programming, psychopharmacology, sexual assault counseling, drug/alcohol counseling, treatment of eating disorders among college students, self-injurious behaviors, grief and loss, career development and planning, and brief solution-focused therapy. ACCA is already in the process of adding the No. 1 suggested topic, psychopharmacology, to its slate of online programs, and more
The Meritorious Service Award was presented to Denny Engles, the former editor of Counseling and Values. Engles has demonstrated significant service to the field of counseling and values in areas related to concerns of a spiritual and/or humanitarian nature. He has also promoted ASERVIC ideals, values and programs.

The Biggs-Pine Award went to Christine Yeh, Robert Carter and Alex Pieterse for their outstanding article "Cultural Values and Racial Identity Attitudes Among Asian American Students: An Exploratory Analysis," which was published in Counseling and Values.

Outgoing ASERVIC Board Member Awards were given to Michele Kielty Briggs, Fannie Cooley and Ken Knapp. The Outgoing ASERVIC President Award went to Tracey Robert for her hard work last year. Incoming ASERVIC President Mike Robinson received a gavel and block to honor his previous and impending service to the organization.

Our luncheon speakers, LASERVIC members Devonne Reese and Diane Herbert, provided personal perspectives as they shared the impact of Hurricane Katrina and the lessons they learned. It was a very important program that was insightful for everyone.

Several state presidents attended the conference, including Sarah Lynch (SOL@heart-centeredtherapy.com) of Colorado, Gerri Miller (millerga@appstate.edu) of North Carolina, Lisa May (may0008@gannon.edu) of Pennsylvania, Kelly Brooks (KellyjacksonIH@msn.com) of New Mexico and Susan Leyster (leysters@smuin.edu) of Washington state. Contact them or your own state president (contact information is available at ASERVIC.org) if you would like to learn more about the American College Counseling Association National Conference, visit our website (www.collegecounseling.org) and click on the "ACCA 2006 National Conference" link.

Continued on page 47
tion, labor, and health and human services programs, effectively restoring the budget for such programs to 2005 levels. The Specter/Harkin amendment passed by an overwhelming 73-27 vote.

The American Counseling Association thanks those counselors who responded to our alerts; we would not have achieved this win without your phone calls, e-mails and faxes to your senators. Specter and Harkin deserve much credit for leading a bipartisan charge to support education, health and workforce programs. If your senators voted in favor of the Specter/Harkin amendment, please take a moment to send them a quick thank you message.

In contrast, the FY 2007 budget approved by the House Budget Committee would cut federal spending on education by more than $5 billion. Rep. Mike Castle (R-Del.) is poised to offer an amendment on the House floor to increase spending on education and health programs similar to that offered on the Senate side by Specter and Harkin. Castle and roughly two-dozen other moderate Republicans have stated that they will not vote for the budget bill unless it contains the additional $7 billion included in his amendment.

Loan forgiveness for counselors takes first step to becoming law

The House approved legislation (H.R. 609) on March 30 to renew the Higher Education Act for the next six years. Although large portions of the Higher Education Act were reauthorized earlier this year, H.R. 609 mostly covers the remainder of HEA programs, including Pell grants and campus-based aid such as work-study. As part of H.R. 609, the House approved an amendment sponsored by Reps. Patrick Kennedy (D-R.I.) and Ileana Ros-Lehtinen (R-Fla.) to add counselors and other child mental health professionals to a list of individuals eligible for limited federal student loan forgiveness. The Kennedy/Ros-Lehtinen amendment defines “child and adolescent mental health professional” to mean an individual “employed as a psychiatrist, psychologist, school psychologist, psychiatric nurse, social worker, school social worker, marriage and family therapist, school counselor or professional counselor.” H.R. 609 also makes librarians, early childhood educators and foreign language specialists, among others, eligible for loan forgiveness.

Counselors cannot receive loan repayment as a result of the House vote. The House-passed language first must be approved by the Senate, signed into law by the president, outlined under regulations developed by the U.S. Department of Education and funded by Congress before any money can be disbursed.

The Senate Health, Education, Labor and Pensions Committee has approved the Senate version of the Higher Education Act (S. 1614), but it has not been considered on the Senate floor. S. 1614 does not include the loan forgiveness language for counselors.

ACA members are asked to contact their senators to request cosponsorship of the Child Healthcare Crisis Relief Act (S. 537), a Senate bill similar to the Kennedy/Ros-Lehtinen amendment provisions. For more information, contact Chris Campbell with ACA’s Office of Public Policy and Legislation at ccampbell@counseling.org.

Dangerous health insurance bill moving forward in the Senate

The Senate Health, Education, Labor and Pensions Committee has approved legislation — S. 1955, the Health Insurance Marketplace Modernization & Affordability Act — that would undermine comprehensive health insurance coverage for millions of Americans. Although proponents claim the bill will increase health insurance coverage among small businesses, it would do so by expanding the use of bare-bones policies and weakening existing coverage.

ACA is joining a wide array of health organizations in opposing S. 1955 because it pre-empts important, fundamental state benefit and provider laws. Currently, 22 states require health plans to cover the services of licensed professional counselors or to offer such coverage, and 39 states have adopted mental health insurance requirements. HIMMA would override all these laws and would increase insurance rates for higher-risk employee groups.

Counselors are encouraged to call their senators and ask them to reject S. 1955. For more information on this issue, contact Scott Barstow with ACA at sbarstow@counseling.org or by calling 800.347.6647 ext. 234.
together as an extended family. In some ways, I liken our gathering to a family reunion, with family members in attendance from all parts of the world. Indeed, we had participants from Guatemala, China, England and Brazil, just to mention a few places. There were more than 50 counselors from Puerto Rico in attendance.

Viva Puerto Rico! In a nation as vast as Canada, counselors from Vancouver and Calgary had to travel clear across the country to attend.

Perhaps it was the coziness of the hotel lobbies or the smaller, older stone churches and museums in the immediate environs that enhanced the sense of multiculturalism. Everything seemed very familial. In Spanish, we talk about the values of familismo and personalismo, referring to the importance of familylike and personal relationships. Our ACA/CCA Convention truly possessed that feel.

Celebrating our accomplishments

One of my goals as president was to initiate an ACA Graduate Student Association. We are on our way and celebrated at the convention with the inaugural Graduate Student Summit (see page 10). ACA past presidents and other association leaders lent their support by participating in discussions about networking and mentoring. We all view graduate students as the future of ACA.

I also greeted participants at the First-Timers Luncheon, which was hosted by ACA President-Elect Marie Wakefield. From personal conversations, I learned that many first-timers plan to be in Detroit for the next ACA Convention in 2007.

We also celebrated the silver anniversary of CACREP and the 20th birthday of the Association for Adult Development and Aging. National awards were handed out, and 10 members were named Fellows of ACA (see page 20).

Felicidades!

Strengthening ACA

This year, for the first time, I invited all the ACA task forces appointed for the year to prepare a poster session. Members, students and professionals alike worked across the country via listservs and teleconferences to prepare exemplary poster sessions full of useful information for all ACA members and professional counselors. We all benefit from their dedication to their respective tasks.

I hope that the involvement of members in task forces such as those dedicated to identifying best practices for working with immigrant families, promoting multicultural and advocacy competencies, and enhancing mental health practices in the schools will continue. Check the ACA website (www.counseling.org) in the next month or so to access all the resources prepared by the task forces, the Research and Knowledge Committee and others.

Taking time to honor cultural differences

Our annual convention is an opportunity to celebrate our friends, colleagues and role models, to both reconnect and make new connections. I know that the students from the Universidad del Valle in Guatemala will become spokespersons for ACA when they return. I trust that the new Graduate Student Association will strengthen all segments of ACA — divisions, regions and branches. And I believe that many ACA members will make a return visit to Montreal to savor the cultural richness of this beautiful city.

One of my tenets is that multicultural awareness is a lifelong journey. I am fortunate to have played a part in making history with ACA’s first international convention. I know that my multicultural journey was enriched in the process. Adelante!
Helping clients make decisions about telework

Career counselors will more and more often find clients interested in e-working — that is, full-time, home-based telecommuters who have little face-to-face interaction with a main office location and staff. In 2001, one out of five workers in the United States did some form of telework, and one projection estimates that the nation will have 20 million telecommuters by 2010.

Working from home can seem attractive to many career clients for a variety of reasons: the flexibility of scheduling their tasks, the lack of commute and a perceived opportunity to balance work and family life. Furthermore, both employers and employees benefit from telecommuting’s amenability to workers with physical disabilities.

In the March 2006 Journal of Employment Counseling (pages 39-46), James Kirk and Robert Belovics outline important considerations that counselors should be ready to discuss with potential telecommuters. The authors point out several potential drawbacks to e-work, particularly social isolation, lack of clarity in job expectations, managers’ poor attitudes toward teleworkers and misunderstandings about promotional structure.

Work overload, in which a home-based employee tries to perform both full-time home and work duties, is another real danger.

Kirk and Belovics list five questions about e-working that employment counselors can investigate with clients. They also provide websites addresses for 12 high-quality online resources about e-working.

An innovative approach to therapist development

In the counseling psychology program at Curtin University in Perth, Australia, a course based on research in process, outcome and therapist skill-building completes the second year of training. The course includes practice in the stressful situations presented by clients who are hostile, angry, withdrawn, sullen, personality disordered and traumatized — in other words, unlike the usual practice client, who is purposely selected to be less disturbed than most.

The course design takes into account two predictors of good outcome: the strong therapeutic alliance and a counselor’s ability to manage strong emotional reactions to clients. It is based on research in training that shows a consistent link between theory and practice is necessary and that live, experiential methodologies with expert feedback are the best learning settings. The course uses live actors to present complex cases, and trainees take turns counseling the client and discussing their reactions. The three focuses are alliance building and repair, case conceptualization, and understanding and working with transference and countertransference.

The course is described in Jan Grant’s “Training Counselors to Work With Complex Clients: Enhancing Emotional Responsiveness Through Experiential Methods” in the March 2006 issue of Counselor Education and Supervision (pages 218-230). This innovative approach to therapist development will interest builders of counselor training curricula.

Treating depression in older clients

The number of people in the United States who are older than age 65 has more than tripled in the last 100 years, and that figure continues to grow. Older adults are expected to constitute a larger proportion of counseling clientele who often suffer from depression and dysthymia (persistent low mood). Carlos Zalaquett and Andrea Stens review the research literature on nonmedical treatments for depression and dysthymic disorder in older adults in the Spring 2006 Journal of Counseling & Development (pages 192-201).

Four individual therapies were supported in empirical studies. Cognitive-behavioral therapy changes depressive thoughts and negative interpretations of events, thus increasing pleasant experiences. Interpersonal therapy focuses on improving social relationships, which also make life more worth living. Brief dynamic therapy explores the older adult’s lifetime development, leading to insight about unconscious processes and to corrective emotional experiences. Reminiscence therapy also explores the client’s life timeline, reflecting on the past and deriving a meaningful interpretation of struggles and successes through sharing memorabilia and stories.

The authors also mention family and group counseling as promising treatments for older adults, though not as fully researched as the individual approaches. Zalaquett and Stens’ article informs counselors about research-supported practices and the distinguishing features of the proven treatments.
Mental health counselor ranks among top 50 jobs

In a list published in April ranking the top 50 jobs in the United States, *Money* magazine placed mental health counselor as one of the top 50 careers this year, said American Counseling Association Executive Director Richard Yen. “The work of our members and leaders to educate the public as to the good things that professional counselors do each and every day for millions of children, adolescents, couples, families and individuals is something that should not be kept a secret. We believe that *Money* magazine has done a great service for those looking at career choices. Including mental health counselor as one of the top 50 jobs demonstrates that this field is growing and is acknowledged as a viable and robust career choice.”

According to *Money* magazine, there were 96,154 counselors in the United States in 2004. The magazine forecasts that number to increase to 122,269 by 2014, with a projected 10-year job growth of 27.18 percent.

In describing the mental health counseling career field, *Money* wrote the following: “Counsel with emphasis on prevention. Work with individuals and groups to promote optimum mental health. May help individuals deal with addictions and substance abuse; family, parenting, and marital problems; suicide; stress management; problems with self-esteem; and issues associated with aging and mental and emotional health. Excludes Social Workers, Psychiatrists and Psychologists.”

In ranking the nation’s best jobs, *Money* magazine and Salary.com, a leading provider of employee compensation data and software, first assembled a list of positions that the Bureau of Labor Statistics has projected will grow at an above-average rate over 10 years and that require at minimum a bachelor’s degree. Using Salary.com compensation data, jobs were eliminated if they featured any of the following characteristics: average pay below $50,000, total employment of less than 15,000, dangerous work environments or fewer than 800 annual job openings, including both new and replacement positions.

The remaining jobs were rated according to stress levels, flexibility in hours and work environment, creativity and how easy it is to enter and advance in the field. The jobs were then assigned their final ranking, with double weight given to compensation and percentage growth.

The job of mental health counselor was assigned the following grades:

- **Stress:** D
- **Flexibility:** A
- **Creativity:** C
- **Difficulty (of entering and advancing in the field):** B

The complete list of *Money* magazine’s top 50 jobs is available online at http://money.cnn.com/magazines/money/bestjobs/.

Raise awareness during Mental Health Month

May marks the celebration of Mental Health Month. This year, the observance focuses on the mind-body connection through the promotion of mental wellness and overall health for all Americans, regardless of age or background.

“With more than 19 million Americans affected by anxiety disorders each year, and in wake of the unprecedented, devastating blow of Hurricane Katrina, ensuring mental wellness is more crucial than ever,” said Cynthia Wainscott, acting CEO and president of the National Mental Health Association. “Mental Health Month provides an excellent opportunity to educate Americans on managing their positive mental health, encouraging individuals to balance both mind and body.”

To address the day-to-day demands and ever-growing pressures of Americans’ fast-paced lives, NMHA has developed a series of fact sheets to help all Americans achieve physical and mental well-being. These fact sheets (available on www.nmha.org) include:

- **Mental Health Week (May 7-13)**
- **Children’s Mental Health Week (May 21-27)**
- **Mental Health Month**
- **Mental Health Month kit also provides materials for Child-Older Americans’ Mental Health Week (May 7-13), Children’s Mental Health Week (May 21-27), which are all observed during Mental Health Month.

For more information on Mental Health, call 800.969.6642 or visit NMHA’s website at www.nmha.org.
Using the ‘community standard’ to set fees

Q: What is the best method for determining what to charge for counseling in private practice?
A: Putting a monetary value on what we do in the counseling profession can be difficult. After all, we are caring professionals who want to help first and worry about money second. But if you want to survive and even thrive in private practice, you will need to put a price on your work.

We like to ask the question, “If you had a product that could heal old psychological wounds; help parents and children communicate better; keep a family from breaking up; help someone who is depressed feel that suicide is not their only alternative; diagnose anxiety, depression, obsessive compulsive disorder and thought disorders; or help raise someone’s self-esteem, wouldn’t this product be very valuable?” That product is you. We are some of the most well-trained, experienced, dedicated therapists in the mental health field, and there is nothing wrong with being compensated as such.

Have you been to a doctor, dentist or other medical professional lately? Have you had your car repaired or needed plumbing done in your home recently? I think you see where we are headed here. These service professionals charge fees commensurate with their training, ability and the laws of supply and demand. Counselors can too.

Fees for counseling vary from community to community. Depending on the area, fees can range from $60 to $150 per session or more. There is a concept called “community standard” that affects not only fees but also standards of practice. Simply stated, this means you can ask what other counselors, social workers or psychologists in your area charge. This month we will be updating our whole list of insurance and managed care companies, including providing clickable links to their websites so ACA members can apply for providership by having a one-stop place to do so. We are also planning to make links for National Provider Index applications as well as billing and website resources.

Q: I am doing some private practice, and the practice I am with puts clients’ names on the bank deposit slip each day beside the amount showing their payments for services and then takes it to the bank. Is it normal procedure to show clients’ names in this regard?
A: We never put the names of clients on our deposit tickets. There is no need to do that if your office or your accounting software tracks payments. To meet HIPAA guidelines and ensure confidentiality, we recommend you delete client information everywhere it is not essential. Clients should not be able to look at the appointment book. Also, try to have 10 minutes between clients (a “50-minute” hour) if possible and discuss confidentiality with receptionists and your answering service.

The law says that clinicians are in compliance as long as they make reasonable efforts to comply. With this all written in the informed consent document, the therapist makes every practical effort to protect the confidentiality of the client. That same website has a bulletin on HIPAA compliance as well.

Q: I attended your private practice workshop at the ACA/CCA Convention. I am following up to get information regarding contacts for the national billing services. Thanks for an awesome workshop filled with practical information.
A: Good to hear from you. We don’t give endorsements, but we know Network Billing is good. We have had experience with them. The company handles all pre-authorizations, full billing to managed care and insurance companies, follow-up of denials and electronic submission. The company collects from you after you’ve been paid and is HIPAA compliant. The typical charge for a $100 billing would be $8, all inclusive. You can check Network Billing out at www.networkbilling.com.

Another company we’ve heard of is Therapypartner. You can get more information about this company at www.therapypartner.com.

NEW RELEASE!

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Jeffrey T. Gutierrez

Solution-focused counseling is the perfect approach for mental and emotional issues. The practical book shows counselors how to help clients deal with “what works” and to do more in less time. —Ramin Magid, PsyD, DABF	Distinguished Professor, Governor State University

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Northeastern University

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A passion for school counseling

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment or the smallest act of caring, all of which have the potential to turn a life around." — Leo Buscaglia

I am so excited about starting a master's degree program to become a school counselor. It's my answer to the question, "What do you want to be when you grow up?"

Thinking about myself in a profession in which I will be surrounded by people and faced with challenges that make each day different and exciting is an amazing vision to have. School counseling does exactly that. I can't wait to begin classes and learn ways to help students understand and deal with social, behavioral and personal problems that are barriers to academic and life success. I anticipate that the next two years of studying, researching and working with a team of peers who are also striving to become future counselors will be two of the best years of my life.

My passion for school counseling has existed for some time, but it wasn't a matter of waking up one morning with a dream. What has grown into a desire to become a professional school counselor started in middle school.

Being helped

My peers and I grew up in an environment where education was the main concern and getting to the top was the chief goal. I learned as a child that the path to success started with education, so engaging in my studies, setting high academic goals and working diligently to achieve them was always a top priority. Then came adolescence, and things changed.

I imagined that middle school would be stressful and demanding because of the unfamiliar routines and rigorous workload. What I didn't expect was how difficult it would be to maintain relationships with my old friends from elementary school while also trying to branch out and create new friendships. Arguments between friends became all-consuming, distracting me from everything else in life, including my studies, my goals and even my position as captain of the swim team.

These social stresses went far beyond my parents' abilities to help, so they suggested that I see the school counselor. I was hesitant to make this bold move, believing that seeing a counselor denoted my inability to cope with everyday struggles. But Ms. Kropas' heartening smile made the decision so much easier. I remain thankful to this day that I found the courage to let her into my life.

Coming to her office week after week, I couldn't have felt any more comfortable thanks to Ms. Kropas' cheerful manner. The regular sessions of talking (and often crying) created a sense of relief because I was able to articulate so many repressed feelings. I explained to her the struggles of keeping old friends, making new ones, receiving my first set of disappointing grades and all my other new concerns. Ms. Kropas listened, helped me see the strengths I already possessed and taught me ways to deal with the difficult changes confronting me.

The sense of comfort I felt sitting across from Ms. Kropas enabled me to speak up openly without fear of being laughed at, criticized or demeaned. These weekly meetings revealed my personal strengths and made me realize how much more able I was becoming in dealing with life.

A new sense of independence emerged in high school, and with it came maturity, self-confidence and the opportunity to help others. Roles began to reverse so that I was the one talking to friends, listening to their problems and lending support. The feeling of being needed and, even more, the reward of helping was wonderful. This led to my first real recognition of what I wanted to do with my life.

Continued on page 45
Ten to 15 percent of all reported claims cases handled by the insurance companies in the American Counseling Association-sponsored professional liability insurance program relate to suicide or attempted suicide. The costs associated with these claims amount to close to 40 percent of overall expenditures. In essence, that means that premium charges would be much lower were it not for this risk.

In the aftermath of the September 11, 2001, terrorist attacks, the suicide rate among those serving as rescue workers in the United States increased. More than three years into the military conflict in Iraq, the suicide rate among U.S. veterans is also growing rapidly. Suicide rates are also climbing among our youth and America’s aging population. The Suicide and Crisis Center reports that 2,000 suicides are attempted each day in the United States. Of that number, 85 people a day succeed in their attempt, meaning that 31,000 people die each year in the United States due to suicide. In a case reported to the ACA Insurance Trust, the counselor was called to a hospital to see a person who had attempted suicide. The client had experienced a demotion at work, and his fiancée had broken off their engagement only weeks before their scheduled wedding. The patient was released from the hospital and shortly afterward did, in fact, commit suicide. The lawsuit named the psychiatrist, the hospital and the counselor for allegedly failing to establish appropriate care to prevent his death.

Mental health professionals can take some comfort in knowing that they can help people who are contemplating suicide. Regrettably, there will also be a greater need for counselors to help those grieving the loss of someone who has committed suicide.

Counselors are at legal risk for the suicide of their clients. If someone you counsel shows a strong desire to end his or her life, then you have a legal obligation to intervene. Applicable laws usually indicate that the outcome is judged by the degree of risk assumed by the client and the practitioner’s ability to assess that danger.

The family of a suicide victim may feel some aggression toward the deceased, asking how their loved one could have done that. The family may also be despondent, perhaps believing they could have done more to prevent the loss. Those feelings of aggression and guilt often get transferred to the professional who was working with the person prior to the suicide.

The costs to compensate a family who successfully establishes negligence by the counselor can be enormous. In one case reported to the ACA Insurance Trust, the family of a suicide victim established loss of earnings from the decedent in an amount in excess of $1 million. There were also claims for loss of affection, along with legal defense fees, funeral expenses and the like.

The ACA Code of Ethics offers guidance concerning the issue of suicide assessment and intervention. Standard C.2.a., “Boundaries of Competence,” states that “Counselors practice only within the boundaries of their competence.” Standard D.2.a., “Consultant Competency,” says that “Counselors provide appropriate referral resources when requested or needed.”

To anticipate potential legal difficulty, it is important to consider your limits and then to consult and refer. Even if you know you’re doing everything right, it is still a good idea to consider consultation and referral resources.

Even if a client suicide occurs, it is unlikely you will be found guilty of negligence in a court of law if you have acted appropriately within the professional practice standards, increased the professional intervention and appropriately consulted and referred.

For information about professional liability insurance for professional practitioners who are members of ACA, contact the ACA Insurance Trust at 800.347.6647 ext. 284.
Annual Convention Scrapbook
Helping others

I started college thinking that psychology would be my pathway to helping others, but an experience before my junior year refocused my efforts. That summer, I worked at a camp where I spent endless hours talking to girls who were preparing to enter high school. I spent many nights rubbing backs as these girls cried and talked about how their friends had left them out at dinner or how a best friend was flirting with the guy they liked. I was reminded of how hard it was to be that age. Knowing I had been the backbone of these girls’ lives during a confusing time was the most rewarding experience of my life to that point. That’s when the realization hit me that being a school counselor could be wonderfully fulfilling life’s work.

School counseling is where my passion for helping seems perfectly suited. The importance of assisting in and supporting the emotional growth of students tends to get overlooked because of the academic pressure on schools, but its connection to academic achievement is beginning to garner more attention. My own academic success undoubtedly relates back to the support and guidance I received from Ms. Kropas.

The summer camp experience moved me away from the field of psychology and toward the counseling discipline. Courses on issues related to the experiences of bisexual, gay, lesbian and transgendered persons, as well as concerns with HIV and AIDS, added to my motivation and determination to understand and help others. An internship working with HIV/AIDS-infected clients proved emotionally difficult, but it felt enormously rewarding to help others smile, laugh or develop a sense of hope.

A very different internship then took me to a high school to talk with students about a variety of issues, from dating test grades to drugs to pregnancy. So many students came my way, but one troubled boy made a special impact. Darrell was 16 and had just gotten out of jail. It was obvious he would be a real challenge, so I was very apprehensive about working with him. Day in and day out he would arrive and explain the discouragement he felt from many teachers. He thought no one had faith in him, and he was afraid of eventually dropping out of school. His experience in jail had changed him from a boy who didn’t care to a young man who wanted desperately to pass his classes and finish high school. We worked during lunch breaks and after school to organize his notes and develop study techniques. After many weeks of work, his report card arrived with all passing grades. I had never felt so much joy and satisfaction. The change I helped root in Darrell’s life made me realize what a world of difference a school counselor could make. What a gift for me!

The high school internship gave me the opportunity to work closely with the principal, staff and counselors and enabled me to see the full range of the professional school counseling field. The school included numerous teenagers who required services to meet many developmental, preventive and remedial needs. The students varied in age, gender, race, ethnicity, religion, sexual orientation, physical and mental abilities, and socioeconomic status. The school was an exceptional place for me to witness the many strengths and needs of people in environments I had never before experienced. All my motivations for becoming a professional school counselor were reinforced. The challenges and complexities faced by each student were fascinating, while the personal rewards for being involved with the students’ development were tremendous.

So much to learn

I learned far more in that school than how to help, however. So many things need to be evaluated around politics, threats, emergencies and more. Then there is adherence to ethical standards while also abiding by the specific laws, policies and procedures that govern a school. It was a privilege for me to observe the wide range of incidents that occurred and how different professionals throughout the school handled those situations. It also became clear just how important it is to listen deeply to the experiences and perspectives of everyone involved. Not only do people in the school need such attention but also those in the entire community.

The importance of building trust and garnering support for a school that values and embraces diversity requires that everyone be heard and feel a sense of investment. Today’s youth are living in exciting times that include an increasingly diverse society, new technologies and expanding opportunities. Every student needs support and guidance to ensure that they are properly prepared to become the next generation of parents, workers, leaders and citizens. I want to be that professional who helps create the right atmosphere for learning through a comprehensive developmental school counseling program. In such a program, counselors work alongside school staff, parents and students to create the caring, supportive atmosphere that is necessary for youth to youth and grow to their full potential.

My passion for working in the counseling field has grown with each new experience. I was fortunate enough to receive an internship at American Counseling Association headquarters that has enabled me to learn about the background issues that occur in the field. I even had the opportunity to represent my home state of New York through lobbying efforts, advocating for the importance of professional school counselors and the effectiveness of grants and funding for school counseling programs. Working at ACA has again expanded my vision for counseling and my commitment to being a strong advocate for this wonderful profession. I will always remember Ms. Kropas and the deep impact she had on my life. I will never forget the power of her cheerful smile and listening ear. I want to have the same type of impact on my future students and help them to turn their lives around. Professional school counselors are needed more than ever, and I hope that many of you reading this will discover the same enthusiasm for the field that has become such an important part of my life.
Health Insurance Market Deregulation

The Senate Health, Education, Labor and Pensions Committee has approved S. 1955 (the Health Insurance Marketplace Modernization and Affordability Act). HIMMA is dangerous legislation that would severely erode the ability of states to protect health care consumers from steep health insurance price increases, to establish minimum benefit standards and to regulate the provision of health insurance. S. 1955 is opposed by a surprisingly wide array of more than 100 organizations representing both health care consumers and providers, women’s health advocates, state insurance commissioners, unions, families and individuals with disabilities. There are 22 states that require health plans to cover the services of licensed professional counselors or to offer such coverage, and 39 states have adopted mental health insurance requirements. S. 1955 would override all these laws and allow huge insurance premium hikes for sicker and higher-risk employee groups.

The American Counseling Association is joining the Mental Health Liaison Group and the broader coalition of organizations in opposing HIMMA. ACA strongly encourages counselors to contact their senators to ask them to vote against S. 1955 should it come to the Senate floor.

Loan Forgiveness for Child Mental Health Workers

The House has passed language establishing loan forgiveness for child and adolescent mental health workers as part of broader legislation reauthorizing federal programs under the Higher Education Act. Enactment of this provision would establish an important source of support for counselors and other professionals serving this population. To help support loan forgiveness, counselors are encouraged to contact their senators to ask them to co-sponsor a related bill: S. 537, the Child Healthcare Crisis Relief Act.

Appropriations for the Elementary and Secondary School Counseling Program

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

Counselors should contact their members of Congress to express their opposition to President Bush’s proposed elimination of ESSCP and to ask for an appropriation for the program that allows support of both elementary and secondary school counseling services.
like information about opportunities on the state level. On the national level, several past presidents, including Tracey Robert, Ken Anich, Cheri Smith, Allen Weber, Mary Finn Maples and Craig S. Cashwell, met to discuss contributions made to the association and ideas for future activities.

With the time change on Sunday and a 7 a.m. Mass led by Fr. Allen Weber, the dedication of the ASERVIC members who filled the room was appreciated. Bryce Hagedorn led an interfaith service that explored embracing our brokenness as we search for completeness. His use of a broken clay pot during communion was an unique and wonderful way to permit us to share communion.

ASERVIC Board meeting highlights:

Richard Belkin, co-chair of the ACA Jewish Interest Network, discussed ways for us to work together. Sandra Pollack and Jean Curry shared research results in the area of religious values and spirituality. Committee report summaries, information regarding additional topics discussed at the board meeting and information about additional conference meetings will be provided in our newsletter, Interaction, which is posted at ASERVIC.org.

NECA honors founder of community training program
Submitted by Kay Brawley kbrawley@mindspring.com

The National Employment Counsel- ing Association honored Sherolyn Moon Dahmé of P.S. Jeunesse Inc., the first community-based training program in the southwest region of Québec, on March 31 during the association’s annual professional development workshop at Le Centre Sheraton Hotel in Montréal. “Sherolyn (Sam) Dahmé has been and is a constant and dynamic force in the field of community-based training and employment programs,” stated Nicole Galarneau, executive director of the Regroupement québécois des organismes pour le développement de l’employabilité (RQuODE), a network of 60 nonprofit agencies that deliver employment programs to participants with barriers to employment in the Montréal-Québec area.

RQuODE nominated Dahmé for her innovation and her desire to help unemployed youth, which led Dahmé to become one of the founding members of the first community-based training program in Québec. Since becoming its director in 1984, Dahmé has steered the organization toward developing a multitude of programs for different types of clients, including unemployed workers with a prolonged absence from the workforce and women interested in nontraditional jobs. The organization has also developed the Job Search Club, an outreach program for troubled youth and four youth employment programs.

With an uncanny ability to see the larger picture, Dahmé realized early on the importance of exchanging expertise among community-based trainers by helping to coordinate various research projects in the field. A founding member of the Québec Association for Employment Programs, she has presided over the organization since its inception in 1988. In 1992, she helped found the Canadian Coalition of Community-Based Training, bringing together employability programs from across the country. She continues to work tirelessly to improve practices of community-based programs and has been a guest speaker at conferences in France, Vancouver and Toronto. Currently, she is a member of the provincial committee for the labor market, president of the Governing Board of the Chateauguay Valley Career Education Centre and an active board member of several economic and employment development organizations.

NECA celebrated its 40th anniversary as one of the premier national organizations in the United States advocating for education, job training, a skilled workforce and a stronger economy. The 2006 summit included two days of intensive training workshops and forums on March 30-31. The annual event offered participants an opportunity to learn from and network with local, state, national and international counseling and employment development leaders.

The annual NECA Awards Luncheon recognized those who exemplify vision, provide unique leadership and serve as role models for other employment and workforce professionals. Each year NECA recognizes the outstanding success of a local practitioner or organization from the region housing its workshop that best addresses the needs of employers and job seekers. “We are honored that the Québec region’s Sherolyn Dahmé was recognized by NECA,” said NECA President Cheryl West. “We know that she has helped many people, from older adults to women and youth, find adequate employment. NECA shares RQuODE’s vision that helping people find jobs not only benefits those individuals and their employers, but also strengthens families and communities.”

ACC website helps practitioners to advertise their specialties
Submitted by Thelma Dufvey tdufvey@iatx.rr.com

Greeting ACCers! It was wonderful to see so many Association for Creativity in Counseling members at our convention in Montréal! On behalf of the ACC Board, we would like to thank you for participating in our various events. Your participation helped make them a success.

Montréal is a beautiful city, and we found the people to be charming and friendly. We extend our many thanks to ACA President Patricia Arredondo, ACA Executive Director Rich Yer and the ACA staff for their many efforts on our behalf. We took many pictures in Montréal and will post them on our website shortly. We will also be sending out a newsletter with convention information. Please be on the lookout for these updates.

On the home front, we have added a section to our website where practitioners can advertise their specialties. If you are an ACC member and would like to post your information, please contact Shane Haberstroh, our webmaster, at Shane. Haberstroh@utsa.edu.

In addition, help us to keep you informed of ACC news by providing us with your correct and most up-to-date e-mail and direct mailing address. To update your information, contact Membership Chair Heather Trepal at heather.trepal@utsa.edu.

In addition, ACC’s flagship publication, the Journal of Creativity in Mental Health, is in print. We extend our many thanks to the Haworth Press Inc. for its support of this effort. As editor of JCMM, I am very happy to bring this new journal to you. If you are interested in submitting a manuscript for review, please visit our website at www.acc-acc.org for instructions.

JCMM is also pleased to announce its upcoming thematic issue, scheduled for publication in the fall. This issue will feature creative ways of helping individuals, couples and families transcend the loss of a dream. Articles will include relevant information on various forms of grief and loss, including death, divorce, miscarriage, addictions, suicide and diverse forms of trauma. We will also include information on other losses considered by some as disenfranchised, such as personal and professional betrayal, incarcerated parenting, substance abuse and more. This thematic material will also be published in monograph/book form as When the Music Stops: A Dream Dies — Creative Interventions in Grief and Loss Therapy.

This publication will describe creative approaches to diverse issues encountered by clinicians in their practices. It is also designed to provide practical clinical information for practicum, internship, and grief and loss courses offered in counseling training programs.

On behalf of the ACC Board, we appreciate your participation in ACC and look forward to sharing with you our future projects. Please be in touch. We welcome and encourage both your suggestions and participation.
discounted the scale as New Age spirituality because it makes no mention of Jesus Christ. "I understand that for them a measure of spirituality has to talk about Jesus," Piedmont conceded. "I always argue that my scale is not designed to be a theological instrument; it was designed to be a motivational scale. I want spirituality to be considered a psychological variable because we are social scientists. As social scientists, we need to concern ourselves with social issues. We can't be theologians or spiritual directors. That's not what we are trained to be. We need to use instruments that fit into the social science model. We have to show reliability and validity. We need to have clear definitions (and) theoretical models that are testable scientifically. Theological models can't fit into that world."

Narrowing the discussion to meaning making, rather than theology, is what counselors need to do with their clients, according to Piedmont. "Remember," he said, "spirituality is not religion. So, to the question of whether it's appropriate to talk about spirituality with a client, I say, why not? Spirituality is about meaning, and that's a good thing to talk about with your client."

Handle with care

Amid the growing interest in applying such assessment techniques to counseling, it is key to remember that issues of religion and spirituality must be handled with kid gloves, as their nuances often mean very different things to different people.

Griffith recalled being interviewed for his Vanderbilt professorship eight years ago. His interviewers asked about his dissertation, which explored the role of spirituality and religion in counseling. "I said, 'I always approach the topic of spirituality much the way Moses approached the burning bush in the Christian Scriptures. He was told to take off his sandals because it was holy ground. I really do believe that this is holy ground which we tread upon with very gentle and respectful care.'

One of my interviewers said, "Actually, that's the Jewish Scriptures. It started in the Hebrew Old Testament, so it might be good to give credit to the source." It was a great case in point. I was considering the Old Testament as an exclusively Christian sacred document, when in fact it was originally a Jewish sacred document. She took it with good nature, but it was a great warning for me that these are very delicate issues. These are sensitive issues that should be talked about with delicacy, gentleness and great care for others."

Griffith advises that clients need to invite therapists to intervene in this area. "There is cautionness around spirituality," he said. "When counselors delve into issues of the soul, those are very delicate areas to explore. There is this tendency to boundary spiritual beliefs, to put them in categories and labels, and to define one group of people against another based on those labels. So people are cautious about talking about their deepest spiritual beliefs and feelings."

Brunswick tends to use spiritual assessments such as the spiritual timeline with clients who first volunteer information about their faith journeys. "Usually I do it with people who are currently in some sort of conflict with their faith experience — with their image of God, with their sense of religion or church," he said. "It's a way to sort of help determine what are the things about that tradition or that spirituality or that experience that might be causing the conflict today. It's really very client-driven. I really want them to be the maker of the meaning of their own experiences. I certainly try to help make the exploration happen, offer insight and suggest possible inferences that we can make from the experiences, but I really hope that any insight they get comes from them through using the assessment."

Such techniques are also useful with clients who are not experiencing a crisis of faith, Brunswick said. "The spiritual timeline is also used as an affirmation tool as much as it is a clinical assessment," he said. "It's not meant just to root out pathology or conflict or anxiety. It's also meant to be an affirmation of a person's particular journey. Some people are celebrating their faith experience aside from other difficulties. This can be a really beautiful way for them to identify and highlight what it is about their experience that they find so uplifting."

Stacy Notaras Murphy is a pastoral counselor at PC&CC in Washington, D.C. She may be contacted at smurphy@pastoralcounselingdc.org.

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DISCUSSION HELP If the stress of designing or completing your dissertation is overwhelming, I can help you. After years of teaching statistics and helping faculty publish, I spent the last six years in private consultation working with students on a one-to-one basis. I design excellent studies (including hypotheses, applicable statistics, and help in general proposal writing) as well as provide data analyses, assist with the write-up, and provide hand-holding and encouragement. I have a proven track record nationwide; all my clients received their degrees. Call toll-free (866) 375-6704 or e mail: suekopel@bellsouth.net

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SOUTHEASTERN ARIZONA BEHAVIORAL HEALTH SERVICES, INC. Multiple Positions SEABHS, Inc., offers a variety of opportunities related to new program initiatives, best practices and community capacity building. Bilingual ability highly valued, Arizona board certification and working knowledge of family-centered therapy preferred. Clinical & administrative positions available throughout southeastern Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Safford, Morenci and Douglas for MA, MSW, & CSAC. Call our job line at (800) 841-6308 or request an application at SEABHS, HR Dept., N. Safford Blvd., Nogales, AZ 85621; (520) 287-4713 or fax (520) 287-4717.

THE UNIVERSITY OF NORTH FLORIDA Assistant/Associate Professor, Counselor Education The University of North Florida is seeking an Assistant or Associate Professor of Counselor Education. The position is a tenure-track, full-time faculty appointment. Summer contracts are separate and offered when available. The Counselor Education Program has tracks in mental health and school counseling. The position is in the school counseling track which is one of six “Transforming School Counseling” programs in the nation. This innovative program prepares school counseling students in courses specially designed for them. Both the mental health and school counseling tracks are CACREP accredited. The qualifications for the position include a doctorate in counselor education or closely-related field; strong teaching and research skills; a strong research agenda with evidence of scholarly productivity and publications; and, successful prior experience as a school counselor. Responsibilities include teaching, research, advising, curriculum development, and professional service. The salary range is negotiable, depending upon qualifications and experience. The starting date is August 7, 2006. The position is open until filled. Applicants must apply online at http://www.unfjobs.org and must submit all required documents to be considered for this position. UNF is an Equal Opportunity / Equal Access/Affirmative Action Institution.
EDITOR SOUGHT FOR JCD

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

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

The appointment of editor is for a 3-year term beginning July 1, 2008. The successful candidate will begin serving as editor-elect on July 1, 2007. There is a possibility for the editor to be reappointed for a second 3-year term. The JCD editor receives a $1,000 monthly honorarium as well as reimbursement for journal-related expenses.

Applicants must be ACA members and bilingualism is a plus. For an applicant to be considered by the ACA Publications Committee, 15 copies of the following material must be provided:

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

All applications must be received no later than August 14, 2005. Late or incomplete applications will not be considered. The Publications Committee will screen all candidates and present its top nominees with ranked preference to the Governing Council for approval at the ACA Annual Convention in Detroit, MI, March 21-25, 2007.

Send application materials for receipt by August 14, 2005 to the address below:

ACA Publications Committee
c/o Carolyn C. Baker, Director of Publications
American Counseling Association
5000 Stevenson Avenue
Alexandria, VA 22304-3500

MARYLAND

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
Counselor
The Community College of
Baltimore County, Counselor position available. Vacancy #2006033. Please apply online at: http://www.ccbs.mdjobs.com and view job description and requirements.

JOHNS HOPKINS UNIVERSITY
Director
The Johns Hopkins University is seeking a dynamic individual to provide administrative direction and leadership to the Faculty and Staff Assistance Program (FASAP) and the WORKLife Programs. Duties: design strategies for development of work and family policies; represent the University as a member of external task forces; negotiate and implement contracts with service providers; exercise skills in clinical activities, provision of direct employee assistance and consultative services; research and analyze the impact of current trends, demographics, policy development, economic, social and political issues and their impact on an academic medical center as related to employee assistance and work and family programs. Review full job description and apply at http://jobs.jhu.edu/. Use Search Jobs to locate position # 23700. We offer a competitive salary and excellent benefits, including tuition remission, in a smoke free/drug free environment. AA/EEO

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MISSISSIPPI
GRACE CHRISTIAN COUNSELING CENTER
New Position
The Grace Christian Counseling Center in Vicksburg has received funding to open a new position. This is an opportunity for someone to begin developing a client load in a non-profit setting. The funding helps pay for partial salary and requires the counselor provide services directed toward Katrina evacuees. It also will involve providing public services for OCCHC. Of course, this activity will coincide with providing regular counseling services for our various programs. The pay for this position is a combination of base salary (partially funded by this grant) plus a percentage of fees collected. I am looking for a person with a license with therapy experience although I would be interested in talking to someone that is working to complete hours toward their license. The position may be part-time or full-time. I may be contacted by email, telephone, or mail. Walter L. Frazier, Grace Christian Counseling Center, 1414 Cherry Street, Vicksburg, MS 39180 601-636-5703 walter@walterfrazier.com.

MONTANA
SUMMIT PREPARATORY SCHOOL
Psychotherapist
Summit Preparatory School, a non-profit therapeutic boarding school for adolescents on 500 acres in the Rocky Mountains of NW Montana seeks Psychotherapist to provide therapeutic services for a team of male or female adolescent students including: assessment; treatment planning; individual, group and family therapy; and involvement in therapeutic recreational activities. Occasional on-call duties for program. REQUIREMENTS: Minimum of a master's in behavioral health sciences related field. License-eligible in Montana within approximately one year of start date. Prefer two year's experience working with adolescents in a counseling and/or human service related field (can be pre-grad school). BENEFITS: Health, Life, Long-Term Disability and Dental Insurance, 401(k). Fax resume to 406-758-8150

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LPC
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OHIO
TIFFIN UNIVERSITY
Psychology and Counseling
The School of Criminal Justice and Social Sciences at Tiffin University has a faculty opening at the Assistant or Associate Professor level depending upon the qualifications of the successful applicant. The new faculty member will be responsible for teaching in the school's new addictions counseling certificate program as well as courses in one or more of the following majors: psychology, forensic psychology, rehabilitation and corrections, and human services. The appointed faculty member will teach at both the undergraduate and graduate levels. Applicants should possess a Ph.D. in Clinical Psychology and/or a Ph.D. in Counseling for a CACREP program. Applicants should send a letter of application indicating teaching interests, curriculum vitae and names and contact information of three references to: Professor Kristi L. Miller, Associate Professor of Psychology, Tiffin University, 1000 University Avenue, Tiffin, OH 44883. Applications may also be sent by e-mail to klmiller@tiffin.edu. Tiffin University is an Equal Opportunity Employer.

TENNESSEE
Mental Health Practice.
Interns
Seeking LPC interns in the state of Tennessee to apply for a position within Thriving Practice in El Paso. Interns would be a part of individual and family therapy and evaluations. Full supervision would be provided at no cost. Interested parties should call Patrice Schoenhofer, LPC at 915-449-5111.

TEXAS
Mental Health Practice.
Interns
Seeking LPC interns in the state of Texas to apply for a position within thriving private practice in El Paso. Interns would be a part of individual and family therapy and evaluations. Full supervision would be provided at no cost. Interested parties should call Patrice Schoenhofer, LPC at 915-449-5111.

MIDWESTERN STATE UNIVERSITY
Counseling, Assistant/Associate Professor, tenure track, Spring 2007.

The College of Education at Governor's State University (GSU) announces a tenure-track faculty position for an Assistant/Associate Professor of School Counseling. The Counseling Program at GSU is CACREP accredited and has the following sequences: Community, Marriage & Family, and School Counseling. The successful candidate will teach core graduate Counseling classes and School Counseling courses within the Department of Counseling; maintain an active research agenda; advise master's level students; and fulfill service responsibilities to the division, college, and university, and in advancing the counseling profession. Qualifications: Doctorate in Counselor Education or closely related field; ABD's will be considered; professional identity as a counselor educator; commitment to the professional field of counselor education and school counseling as evidenced by education, teaching, school experience, research, and professional affiliations, such as ASCA, AACES, and ACA and; experience in multicultural and diverse settings. The review of application materials will begin immediately, and continue the position is filled. Applicants should include current vita, detailed letter of application that addresses position qualifications, and the name, address and contact information for three professional references, official transcripts, course syllabi, example, and a sample publication in the School Counseling discipline to help evaluate applicant's candidacy. Address inquiries and application materials to:

Byron Walter, Ph.D.,
Chairperson School Counseling Search Committee;
Governor's State University;
University Park, Illinois 60466.
ful candidate may teach a variety of courses within the professional counseling curriculum, including research and assessment, both at the main university campus in San Marcos, as well as the Round Rock Higher Education Center in Williamson County. The successful candidate for this position will have the following: an earned doctorate in Counselor Education or related field by employment date of fall 2006, evidence of scholarship or potential for scholarship, experience providing clinical supervision, and a license (or be eligible for licensure) as a professional counselor in the state of Texas. Preferred candidates will have a doctorate from a CACREP accredited program and clinical experience with diverse populations. Review of applications will begin on May 1, 2006 and continue until the position is filled. To apply, send a letter of application, curriculum vita, names and contact information of five references, and reprints of recent publications to Eric A. Schmidt, Ph.D., Search Committee Chair, Texas State-EAPS, 601 University Drive, San Marcos, TX.

VIRGINIA

INOVA KELLAR CENTER
Program Manager/Adolescent Treatment Programs

Inova Kellar Center, part of Inova Health System's Community Health Division and the only not-for-profit outpatient mental health center and special education school in Northern Virginia, is currently seeking an experienced Program Manager of Adolescent Treatment Programs to join our team in Fairfax. In this leadership role, you will lead, manage and oversee the delivery of treatment within an established mental health and substance abuse program providing Day Treatment and Intensive Outpatient services, oversee fiscal management of all treatment programs, provide clinical leadership, supervise professional staff and lead program and referral development. Requires: MSN, Master's or Ph.D. degree in a mental health discipline and 5 years' experience beyond Master's in mental health services specific to psychiatric/chemical dependency issues. Must be licensed as an LPC, LCSW, LMFT, CNS or Clinical Psychologist. 2 years' experience in a leadership role is preferred. Position requires evening shift hours.

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