Know when to say ‘no’ and let go

Advice on how counselors can achieve better balance between their personal, professional lives

BY ANGELA KENNEDY

Warning all new professionals: Compromise is often key in landing that first counseling job and vicarious trauma can happen to you, too! Many recent graduates are eager to put school behind them and begin focusing on their careers as professional counselors. But a desire to achieve and prove yourself can lead to trouble if you don’t take the time to care for yourself just as you care for your clients.

Linda Leech, president of the Counseling Association for Humanistic Education and Development and program director of rehabilitation counseling at the University of South Carolina, says counselors can have it all — both a successful career and a healthy lifestyle — if they take a holistic approach to life and wellness. “One piece of literature that has become very familiar in our profession is the Wheel of Wellness, developed by Thomas Sweeney and J. Melvin Witmer,” she says. “It talks about aspects of life that are important in having a healthy, well-balanced lifestyle.” Leech simplifies the Adlerian-based model into five areas that demand the most attention:

1. Spiritual health

Whether it’s through religion, faith or just going to that “happy place,” counselors need to find a comforting center within. “It’s about going to someplace inside yourself that allows you to know that it’s all going to be OK,” Leech says. “It’s letting go of things over which you have control and embracing the fact that there are some things you never can control — and being OK with that.”

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Following a string of deadly school shootings in three states, President George W. Bush convened a White House conference on school safety at the National 4-H Youth Conference Center in Chevy Chase, Md., on Oct. 10. Among the 350 invited attendees at the conference were American Counseling Association Executive Director Richard Yep and Government Relations Representative Chris Campbell.

According to the White House, the purpose of the conference was to bring together experts, law enforcement officials, schools, communities and families to:

- Highlight best practices for making schools safe
- Share lessons learned from prior incidents of school violence
- Bring together resources and experts on how to make schools safer and help communities and families recover from school tragedies

Education Secretary Margaret Spellings and Attorney General Alberto Gonzales led three morning panel discussions to share ideas on how to keep U.S. students safe in schools. Most panelists agreed that the best response is basic: Get parents, school leaders, students and police to work together.

In the afternoon, President Bush and first lady Laura Bush made remarks and then participated in a closing discussion among a select group of panelists, including Marleen Wong, director of Crisis Counseling and Intervention Services for the Los Angeles Unified School District, and Craig Scott, a survivor of the 1999 Columbine High School shooting in Colorado. The president heard calls for more coordinated planning between schools and police, more character education, more peer mentoring programs, more parental involvement and more counseling for suicidal children who might also have homicidal tendencies.

In his remarks, President Bush stated that he was troubled by the recent school shootings in Colorado, Wisconsin and Pennsylvania. "All of us in this country want our classrooms to be gentle places for learning," he said, adding that communities need a list of "best practices" to prevent and respond to the kinds of school attacks that have occurred in recent weeks.

No new funding or policy initiatives were announced to handle the problem, but Bush said he wanted the conference to reveal "concrete actions to help people understand what's possible and what's working."

For more information on the White House Conference on School Safety, visit www.whitehouse.gov. For a list of ACA resources to aid in dealing with school violence, go to www.counseling.org.

By the Numbers: Breakdown of ACA Members

American Counseling Association membership by type (statistics current as of Oct. 1):

- Professional: 27,373 members
- Student: 10,228 members
- New Professional: 1,521 members
- Retired: 1,451 members
- Regular: 1,235 members

Students and new professionals currently make up more than 25 percent of ACA's total membership. Veteran ACA members are encouraged to promote the benefits of membership to students and those new to the profession, as they represent the future of counseling.

ACA to award Ross Trust Scholarships

The American Counseling Association, in collaboration with the ACA Foundation, is pleased to announce the continuation of a program to provide 15 scholarships to students preparing for counseling roles in the nation’s elementary, middle and secondary schools. Ten scholarships will be awarded to master’s-level students and five to doctoral-level students.

The Ross Trust Graduate Student Scholarships were awarded for the first time last year and will continue annually thanks to the generosity of Roland and Dorothy Ross. Roland Ross was an active member of ACA for many years. Recipients will be awarded $1,000, complimentary registration to the 2007 ACA Convention and a complimentary one-year student membership in ACA. Counselor educators at institutions offering master’s and doctoral programs may nominate students who represent the highest standards of academic achievement, volunteerism in the community and, for doctoral students, evidence of scholarly research, writing and presentations.

Those interested in obtaining additional information about the scholarships should visit the ACA website at www.counseling.org/students or send an e-mail to jmacdonald@counseling.org. Include your name, address, phone, fax and e-mail contact information with the inquiry. Nomination and application forms must be submitted by Nov. 21, along with supporting documents. The Ross Trust Graduate Student Scholarship Advisory Committee will review the nominations and applications and assist ACA in selecting the scholarship recipients.

Nominations open for ACA committees

ACA President-Elect Brian Canfield is seeking nominations for ACA committee appointments. He will be appointing both regular members for each committee to serve a three-year term and a student representative to each committee for a one-year term. Positions on the following committees will be available beginning July 1, 2007: Awards; Bylaws and Policies; Cybertechnology; Ethics; Human Rights; International; Intragovernmental/Professional; Professional Standards; Public Awareness and Support; Public Policy and Legislation; Publications; Research and Knowledge; and Strategic Planning.

ACA members may nominate themselves or be nominated by other ACA members. Nominations are due Jan. 22, 2007, and must be sent to ACA headquarters, c/o Mary Janicke, 5999 Stevenson Avenue, Alexandria, VA 22304. Nomination packets are available from ACA. To receive a packet or for more information about the nominations process, call Mary Janicke at 800.347.6647 ext. 212 or e-mail mjanicke@counseling.org. Indicate whether you are requesting an application as a full committee member or as a student representative.

CACREP seeking board applicants

The Nominations Committee of the Council for Accreditation of Counseling and Related Educational Programs is seeking nominations and applications for positions on the Board of Directors. Closed-ballot elections to fill the positions will be held by the CACREP Board at its January 2007 meeting.

The board openings are for two counselor educator positions, one to two counseling practitioner positions and one public member position. Board members are elected to a five-year term and are expected to attend the semiannual meetings in their entirety.

Prospective candidates are requested to read the full text of the CACREP Board member position announcement and application document posted at www.cacrep.org under “Site News.” Completed application packets must be postmarked no later than Nov. 15 and mailed to the CACREP office c/o ERC – Nominations Committee, 5999 Stevenson Avenue, Alexandria, VA 22304.
Graduate counseling students can now form teams to enter ethics case study competition

The purpose of the American Counseling Association Graduate Student Ethics Case Study Competition is to support the Ethics Committee’s charge to help educate members of the association regarding ethical issues. The competition engages graduate counseling students (master’s and doctoral level) in critically analyzing a potential ethical case and creating an appropriate ethical decision-making plan to respond to the ethical situation.

Team structure and rules

Members of the Ethics Committee will create two mock ethical scenarios, one for master’s students and one for doctoral students, with each addressing a current ethical issue facing the counseling profession. Teams may be composed of three to four master’s students or three to four doctoral students enrolled in the same counselor education program. Master’s and doctoral student teams will be judged in two separate categories. Each team must also have a faculty member to serve as an administrative contact person for the institution. Other pertinent information regarding team structure and rules:

- Each counselor education program will be allowed to enter only one team of master’s-level students (i.e., programs may not have two teams of students from different specialty areas) and one team of doctoral-level students in the competition.

- Each team member must currently be enrolled (in good standing) in a master’s- or doctoral-level program in counselor education and also be enrolled for the spring 2007 term for a minimum of three credits.

- Each team member must also be a member of ACA (team members may submit membership applications online when they submit their competition registration forms).

- Teams should utilize the 2005 ACA Code of Ethics and information from relevant counseling literature for their case study responses.

- Utilization of outside sources, websites, articles, etc., is encouraged for the case study, but graduate student team members may not consult with anyone including their faculty contact or other members of their faculty — outside of their case study team.

- By submitting a case study response, teams agree to allow their responses to appear online and in Counseling Today and for their responses to be posted online.

Registration and submissions

There is no registration deadline for the competition. Further information and registration forms are available on ACA’s website at www.counseling.org. Each team will designate a contact person. After teams have registered, the primary contact person listed for each team will receive additional instructions on accessing the appropriate case study and submitting responses. Team members will be able to access the case scenario on Nov. 1. Completed responses to the case study must be submitted by midnight Eastern time on Jan 15, 2007.

Student teams are to present their responses to the case study in a brief paper (maximum of 15 pages) addressing the details of the case. Teams should clearly identify what they believe to be the dilemma to be proposed, the action they would take in this case (i.e., what they believe are the most ethical actions) and the justification for their proposed action(s), and provide a description of the model used to arrive at that decision. The decision-making model should be one that has been discussed in the professional literature, and team members are to offer a rationale regarding why they chose to apply that model to the case study.

Teams should cite appropriate literature and must give proper credit to the authors of any decision-making models used to analyze the case. Team members are to cite any sections of the 2005 ACA Code of Ethics (and may include other ethical guidelines) that they considered.

Role played by the Ethics Committee

In addition to creating one case study for master’s-level teams and one case study for doctoral-level teams, ACA Ethics Committee members will serve as judges for the competition. Ethics Committee members may not serve as the faculty contact for teams from their institutions. Furthermore, should an Ethics Committee member be associated with an institution that registers a student team for the competition, that Ethics Committee member will recuse herself or himself from judging that particular project.

Prize awards

Prizes will be awarded to recognize the top two master’s teams and top two doctoral teams. In addition, one master’s team and one doctoral team will receive an honorable mention. The names and institutions of the winning master’s and doctoral teams will be published in Counseling Today and posted online. In addition, the winning responses will be posted online.

First place: Each team member will receive a $75 gift certificate to the ACA Bookstore and a mounted certificate. Each member will also receive a letter of recognition.

Second place: Each team member will receive a $25 gift certificate to the ACA Bookstore and a mounted certificate. Each member will also receive a letter of recognition.

Third place: Letter of recognition and mounted certificate.

All participating programs will receive a letter of recognition.

Timeline

- The cases will be available to teams on Nov. 1.
- The case submission deadline is Jan. 15, 2007.
- The judges’ decisions will be made March 1, 2007.

If you have questions about the competition, contact ACA Ethics Committee Co-Chairs Samuel Sanabria (ssanabria@argosy.edu) or Shaun Spurgeon (spurgeon@utk.edu). If you have questions regarding technical aspects of the competition (e.g., problems with registering online), contact ACA Ethics Committee staff liaison Larry Freeman at lfreeman@counseling.org.

Counseling Today Staff

Publisher
Richard Yep
800.347.6647 ext. 231
cyep@counseling.org

Editor-in-Chief
Jonathan Rollins
800.347.6647 ext. 339
rollins@counseling.org

Senior Staff Writer
Angela Bailey-Fullerton
800.347.6647 ext. 320
abefullerton@counseling.org

Contributing Writers
Shirley Notaras Murphy
smurphy@pastoralcounseling.com

m Paterson
mypad@radix.net

Advertising Representative
Kathy Maguire
317.873.1800
kmaguire@counseling.org

Graphic Designer
Carlos J. Soto
800.347.6647 ext. 234
srotol@counseling.org

Washington Update
Scott Barstow
800.347.6647 ext. 234
sharston@counseling.org

Finding Your Way
Jeffrey A. kotter
jkottler@fullerton.edu

Dignity, Development and Diversity
Michael D’Andrea
michael@hawaii.edu

and

Judy Daniels
judanels@hawaii.edu

Student Focus
Richard Hazler
hazler@ptsu.edu

Resource Reviews
Ruth Harper
Ruth Harper@state.edu

ACA Journal Spotlight
Susan X Day
rxday@american.edu

Counseling Career Corner
Amy Reese Connelly
acareers@counseling.org

Private Practice in Counseling
Robert J. Welch
welch2@aol.com

Norman C. Dasenbrook
walkshgas@aol.com

The American Counseling Association
President
Marie Wakefield
800.347.6647 ext. 232
mwakefield@cox.net

President-Elect
Brian S. Canfield
800.347.6647
DrBSC@aol.com

Executive Director
Richard Yep
800.347.6647 ext. 231
ryep@counseling.org

Associate Executive Director
Carol Neiman
800.347.6647 ext. 288
cneiman@counseling.org

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The American Counseling Association is committed to providing a work and professional environment that is free of discrimination. Similarly, the Association is committed to providing access to programs and services on an equal basis. It is the policy of the Association to provide equal employment opportunity to all persons, without regard to race, color, sex, religion, creed, national origin, age, handicap, gender identity, sexual orientation, status as a qualified individual with a disability, status as a covered veteran, or any other protected characteristic.

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“We make a living by what we get, we make a life by what we give.” — Winston Churchill

Commitment, engagement and dedication. These qualities are inherent in professional counselors. While we may not always receive “full” financial compensation for these qualities, we are often “paid in full” with the satisfaction of knowing that we have helped to make a positive difference in someone’s life.

Being a professional counselor requires an in-depth awareness of and concern for the human condition. These job responsibilities serve as the fuel for what I consider to be professional longevity. There are certainly moments when we learn something new from working with our clients and our students. But our desire to help others also leads us to seek out skill enhancement, training and further formal education. This skill development results in our becoming better counselors and counselor educators, which in turn means we are able to practice or to teach for a greater length of time and to impact more lives.

Our reasons for having chosen the counseling profession vary. Whether your decision to become a professional counselor or counselor educator was based on a desire to address emerging social issues, cultural trends or the malaise brought on by societal pressures, please know that you really are making a difference.

Many years ago, as I embarked on selecting a profession, I knew that I wanted to make an impact on people’s lives. In essence, I thought about my beliefs, values, interests, personality, passion and personal history. I also considered the societal environment of the time and researched professions from the perspectives of salary, required training, work environment, job market availability and advancement opportunities. It became clear to me that being a professional counselor would meet both my needs and my desires for what I wanted to do with my life.

Why did you choose this profession? What still excites you about your professional work? I asked two members of the American Counseling Association to share their thoughts.

Thomas Parham
My initiation into the helping profession was born in my spirit years before I would ever see my first client. In me was a passion to make a difference in the lives of others, and the professions of psychology and counseling were the vehicles through which I could realize that promise. In my first year of college, criminology was a direction I pursued. However, once I realized that the criminal justice system was less about helping folks and more about who manipulated the system best, it was clear that I needed to find a different profession.

Fortunately, internships at a local halfway house and community psychology clinic provided me with occasions to impact the lives of young people and also receive valuable feedback from supervisors and parents that I had the potential to make a real difference. I hope that I have done that in my professional endeavors. As I think about what continues to excite me about my profession, I know that it is the ability to contribute to the transformative possibilities of the human spirit and human condition.

Daya Sandhu
I entered the field of professional counseling not by choice but by chance. In order to continue...
Remembering and showing thanks

November is historically one of the colder and drearier months here in the Washington, D.C., area. As for my family and me, we rake leaves and bundle up when heading out, and when we’re inside, we often gather with friends and other family members to watch football or just share some fellowship.

I think we should always be thankful for what we have, and many of us in the United States are reminded of that thought each November. This occurs, of course, during our observation of Thanksgiving Day. I know I am appreciative for my family, my friends and my relative good health. I have a job, a roof over my head, and my son is able to attend a good high school filled with caring counselors, teachers and coaches.

But let’s face it. Not everyone is so fortunate. Whether the situation is one of financial hardship, unsafe neighborhoods, unemployment, substance abuse or challenges to a mentally healthy and fulfilling life, some of our fellow citizens in the global village are confronted with incredible obstacles. When I think about what these people face, I am even more thankful for the work that so many of you do each and every day as professional counselors and counselor educators. That includes your efforts to talk with, advocate for and show compassion to those who are less fortunate.

Being a part of the American Counseling Association staff for nearly two decades has shown me time and again what all of you in the profession are capable of accomplishing. Being creative and finding solutions to make life better for everyone is something about which professional counselors should be most proud. Some people only dream of making a difference or impacting lives in a positive way; professional counselors get to do that as part of their everyday routine — and get paid to do it (although perhaps not as well as you should).

I know you may not get the accolades that you deserve. There are most likely times when you question if you’re really making an impact or maybe even feel that you are alone in your fight to make this a better planet on which to live. Something to remember during these periods is that 43,000 other members of the counseling profession are part of your community. Rather than say “misery loves company,” perhaps it is more appropriate to say instead that you are “part of the largest organized body of caring individuals in the world.”

You are appreciated, respected and encouraged to continue on this noble career path. We on the ACA staff constantly try to find out what we can do to make your professional life better. During the past few months, our public policy team has been working at the national level to seek independent practice laws for licensed professional counselors. They’ve also been active in looking at how we can achieve state licensure in the two remaining states without such a law (Nevada and California). We have also created the ACA Idea Bank, a part of the ACA website (www.counseling.org) where visitors can share their thoughts with us. I have to tell you, the suggestions and comments are really very good.

Of course, you continue to read about the many counseling resources that we make available to members and the profession in the way of new books, videos, continuing education and the Annual Convention (the next one will be held March 21-25, 2007, in Detroit). We also want to be the place where you seek networking, career search and volunteer opportunities. We have tried to let you know how to access these ACA services and features because the bottom line is that we want you to think of us as your professional home. So, in addition to being thankful for what we have, I hope you will feel that you are part of the largest organized body of caring individuals in the world.

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

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Experience before job: A chicken-and-egg dilemma

Graduates often face compromise in the quest to land their first counseling job

BY STACY NOTARAS MURPHY

Summer Reiner’s first job after graduating with a master’s degree in school counseling was as a bank teller. Initially she viewed her $7-per-hour position as a reasonable way to tide her time while looking for a counseling job in her school district in western New York. Soon, however, she realized that her dream job might not be just around the corner.

“What you find is that school districts do not hire people who have not worked as school counselors and been paid for that work,” Reiner explains. “You usually won’t even get an interview. Most of us simply were unable to get interviews for local jobs.”

Recent graduates of school and mental health counseling programs can face tough odds when trying to land that crucial first position after completing their master’s degrees. Some of the field’s newest members find that the chicken-and-egg analogy fits their dilemma all too well: You can’t get a counseling job without experience, and you can’t get experience without a job.

David Kaplan, chief professional officer for the American Counseling Association and past chair of the Department of Counselor Education and Rehabilitation Programs at Emporia State University in Emporia, Kan., describes this situation as a burgeoning crisis. “This is something that really needs to be addressed by the profession,” he says. “I just saw too many students who couldn’t get an entry-level job and were told, ‘Come back when you’re licensed.’ But they couldn’t find a job that would have them engaging in activities that would lead to licensure. In some cases it meant that they would take a job for a few years at a halfway house, put that in and pay for their supervision. But to take a job there when what you really want to do is work in a mental health agency (is frustrating). … Our graduates should not have to negotiate for pay cuts because they’re not licensed. They’ve gone through too much and are too well-qualified to have to do that.”

Complex compromises

When Josh Riley began looking for work, he quickly realized that securing the “perfect job” might be difficult without his license. His wish list included living in his chosen city, serving his preferred client population and bringing in a high-level salary. By securing a job as an addictions specialist with the Whitman-Walker Clinic in Washington, D.C., Riley reached two of his three postgraduate goals.

“As it turns out, the pay really isn’t enough to service my loans, so I am deferring some of them and concentrating on my higher-interest debt first,” says Riley, an ACA member who graduated with a master’s degree in counseling last spring. Yet she notes that her career development coursework helped ease the job search process. “My coursework really prepared me to do some of those things I wouldn’t have done too rapidly on my own,” she says. “For example, my résumé was in good shape, my cover letters were in a great format, I had many ideas of what I was looking for in a position. Ultimately, it came down to trying to decide what job was the best fit for me. The toughest part was balancing the pros and cons to make that final decision.”

“Being unlicensed changes what’s available to you,” she concedes. “You begin your search thinking about the clients you’d like to work with, but you end by realizing that you really are just looking for a job that will help you get licensure.” Still, Dyess knew that choosing the right entry-level position with a larger health care organization might help her move toward her long-term goal of working in palliative care.

After securing several informational interviews, Dyess applied for 10 solid leads and had three formal interviews. Eventually, the CareerBuilder.com site introduced her to the organization that would become her employer. She has been working as an evaluations specialist and therapist for the Lakeview Center in Pensacola, Fla., since September.

Dyess used the Internet almost exclusively in her job search. She recalls the complex undertaking of using various phrases in hopes of locating appropriate positions. “Every site uses a different keyword for counseling — mental health counselor, mental counselor, therapist, psychology field,” she says. “Narrowing that down to something that’s just for my degree would have been enormously helpful.” (Note: A new service from the ACA Career Center should now help eliminate such needle-in-a-haystack searches. A partnership between ACA and CareerBuilder.com has resulted in the ACA Job Center webpage, where ACA members can search prefiltered specialty positions for both master’s- and doctoral-level positions within the counseling profession. Members can access the resource by going to www.counseling.org and clicking on “Career Center.” From there, look for the ACA Job Center logo on the left-hand side of the page.)

Dyess reminds herself that working toward licensure is worthwhile the compromise of bringing home a lower salary. “I knew that what was available to nonlicensed, master’s-level graduates is not the job you dream of,” she says. “Instead, the decision becomes what job do I get that will help me get to the job I dream of?” Dyess notes that her current position offers a one-stop-shop approach to working toward her licensure hours. “They are willing to provide supervision and are willing to support me in that process,” she
Backdoor options

Creativity often is the key to getting a foot in the door. Reiner quickly decided that she'd rather follow her dream of working with children in schools than living the life of a bank teller. After widening her geographical requirements, she soon found a good position in Maryland that would give her the experience required by employers in her home state of New York. "Fortunately, my husband was willing to quit his job (and) move to Maryland. We lived with my aunt and uncle for a year and a half, all so I could get my foot in the door," she says.

When Reiner returned to western New York, she sent out several résumés, waited and soon had several interviews. "I could get my foot in the door," Reiner says, "coming in the back door to that avenue even though they're not specifically trained as school counselors. Obviously they don't need the (licensed professional counselor) credentials to get those jobs, (but it) is a scary kind of thing that they're not trained as school counselors."

Even school counseling jobs are few and far between in her state, Puleo concedes. But "when the applicant pool of qualified school counselors is exhausted, they will turn to people who have degrees in community counseling or even marriage and family for that matter," she notes. "Some of our students know that is going to happen, so they take the school counseling courses as electives, but they... haven't had practicum and internship experiences in schools."

Meanwhile, other Montevallo students are accepting lower-level jobs to get by while looking for better positions. "Many of our students end up taking bachelor's-level jobs at non-profit agencies until they can get enough work experience and enough supervision to pursue licensure," Puleo says. "When we do our follow-up surveys, they come back statistically looking like everybody is getting jobs, but they're certainly not getting jobs that they're the most qualified for."

"I think what's happening in the field is that the so-called 'entry-level' jobs are really not entry level at all. When advertising for a job at the master's level, employers are actually looking for people who are fully licensed. You can't get fully licensed right out of school, and those are not really entry-level jobs."

Victims of our own success?

Considering the long road the counseling profession has traveled to insist on licensure from its membership, the current conundrum begs the question: Are we victims of our own success?

Prior to 1976, counseling graduates didn't face as many hurdles in finding a job, as supervision hours and licensure were not yet requisite. But after years of hard work, 48 states, the District of Columbia and Puerto Rico all have licensure mandates. While that has helped raise the profile of the counseling profession, the flipside is that mental health centers now seek the insurance reimbursement benefits of licensure. Given the choice of hiring an unlicensed graduate or someone who can bill insurance from their first day, the potential discrimination makes sense.

"I strongly believe that the licensure laws are in place to protect the public, so I wouldn't want to see the licensure laws changed," Puleo says. "What I would want to see is the employers becoming more educated and more flexible. My position always goes back to advocacy. I'm not comfortable calling ourselves 'victims.' We've advocated all these years for our place in the market. I think we need to focus our advocacy efforts on educating people about the purpose of licensure and what that means, how it works in different states and so forth. Whether you're the student or the counselor educator or not, I think we all have an advocacy role to play."

Puleo puts much of the responsibility for educating potential employers on the graduate school programs themselves. "It really is grassroots," she says. "A lot of it..."
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Tough Kids, Cool Counseling offers techniques for overcoming resistance, building constructive therapy relationships, and generating opportunities for client change and growth. This edition includes a new chapter on resistance before and after and fresh ideas for establishing rapport, carrying out informal assessments, improving negative moods, modifying maladaptive behaviors, and educating parents. Suicide assessment, medication referrals, and therapy termination are also discussed.

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Kathleen W. Mireselov

This new manual instructs counselors on how to better recognize, understand, and treat clients' underlying problems, or deeper issues, in order to provide the most effective counseling services possible. The model presented in this book helps uncover the origins of these core concerns, provides a means to address them by constructing the client's living story and challenges counselors to move beyond the diagnostic limitations of the DSM-IV. This framework will assist counselors in developing more integrated treatment plans to help clients establish lasting, meaningful change.

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2007 260 pp | Order #72646
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Please include $6.75 for shipping of the first book and $1.00 for each additional book.
Obligations for protecting the confidentiality of the deceased

This is the 10th and final interview in a series of columns that have focused on new aspects of the revised ACA Code of Ethics. The previous nine updates, as well as the entire text of the ACA Code of Ethics and additional resources, are available on the ACA website at www.counseling.org/ethics. For this final update, ACA Chief Professional Officer David Kaplan interviewed Judy Miranti and Michael Kocet, two members of the ACA Ethics Code Revision Task Force.

B.3.f. Deceased Clients

Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

David Kaplan: Why did the Ethics Code Revision Task Force feel a need to add a standard (B.3.f.) addressing the confidentiality of a deceased client?

Judy Miranti: I don’t think we had any initial intent to say, “We’re going to protect the confidentiality of our clients in death.” It evolved as we focused on client welfare. And it turned into a very unique part of the revised ethics code.

Michael Kocet: The task force felt that addressing the welfare of a client means protecting confidentiality in perpetuity, and, therefore, confidentiality should not end when a client passes away. There may be circumstances where an individual does not want information shared, even upon their death, and so a counselor needs to make a reasonable assessment of when and where it’s appropriate to maintain that confidentiality. A person’s death should not mean that any and all information about that person in the counseling relationship is open to public scrutiny or discussion.

David Kaplan: Let’s look at a scenario. A 22-year-old client commits suicide. His mother approaches you and says, “I need to know if my son really hated me when he killed himself.”

Judy Miranti: This is a difficult situation, but the welfare of the deceased client is paramount.

Michael Kocet: I agree. The welfare of the client is still existent, even after death. It evolves down to the issue that we still have to protect the son’s privacy, even after he dies, and to make sure the deceased’s clinical judgment in terms of what he would have wanted done with the information. If we make a determination that the client would give consent to the requested information being shared with his mother and we have some prior documentation to that effect, then I would go ahead and respond to the mother. But if there is uncertainty, I would keep the client’s statements about his mother confidential.

DK: So are you essentially saying that whatever rules applied while the client was alive would also apply after the client died?

Judy Miranti: Yes.

Michael Kocet: Here is a scenario I use when I train counselors. An elderly client dies and the adult children start a legal court fight over the estate. One daughter says, “Dad went to counseling, so he must have been crazy. I’ll prove that he was not in his right mind when he left the house to my brother.” We would honor the counseling relationship even after the client was deceased and protect the privacy and confidentiality of the father by refusing the daughter’s request to review her father’s case notes.

DK: Let’s look at a scenario that involves positive sentiments. A client dies tragically and before their time. During the counseling, the client said some very loving and heartfelt statements about family members. Would it be appropriate for the counselor to contact the grieving family and say, “I’m really sorry to hear what happened. I just wanted to let you know that your partner” or your father or your mother “had some very loving things to say about you”?

Judy Miranti: Your professional judgment is going to come into play. You don’t have to divulge all the particulars. If the client said some loving things about family members, I think it would be a comfort to them in their grief to know that.

DK: What is the role of informed consent in protecting the confidentiality of a deceased client?

Michael Kocet: It is now important to build the concept that confidentiality does not stop upon the death of a person into the informed consent process.

DK: Is it appropriate for a counselor to go to the funeral of a deceased client who has died unexpectedly?

Judy Miranti: The counselor needs to ask herself or himself the question: What would be the purpose of going to the funeral?

Continued on page 41
Did you ever have one of those days when you are smiling and feeling blessed to be alive? I had one of those last spring. I had spent the week skiing with my family in the beautiful mountains of Maine. During the last run of the last day, I skied off the chairlift and breathed in the cool mountain air while smiling at my companions. I headed down the easy slope to the lodge, thinking to myself that this was the perfect end to the perfect week. First turn, nice and easy. Second turn, nice and smooth. Third turn, and BAM! Before I knew it, I was down on the ground. A young girl, about 14 years old, stood over me apologizing. She was so sorry that she had hit me and knocked me over from behind. “No problem,” I told her. I stood up, a bit wobbly, and then immediately collapsed. It was evident that I couldn’t stand, let alone walk or ski. I was dum-founded. I could not believe this was happening. I had been a skier for more than 20 years. Sure, I’d fallen before, but I could always stand up and ski on. But not this time. I swallowed my pride and rode down the slope in the ski patrol sled. I wondered how this could have happened to me. I’m so cautious. I wear my helmet. I take lessons every year to make sure that my technique is current and safe. I don’t ski terrain that is above my ability level. Yet here I was, riding in a ski patrol sled. How humiliating. When I got to the bottom of the hill, I could neither stand nor walk. I had to go to the hospital. Seven tests later, my diagnosis was confirmed: The ligaments in my knee were destroyed and would need surgery, and for the knee I would need crutches for a little while. I was hobbling around on crutches. I called my supervisor at the counseling center where I work. We offer counseling services to those who cannot afford standard fees or who don’t have insurance, such as the working poor and the unemployed. I had graduated the previous year with my master’s degree, and I had passed my licensing exam the previous October. After I relayed the story of what had happened to my supervisor, she re-scheduled my appointments. On my first day back after the surgery, I was conflicted. What would I say to my clients? I had been taught in school that self-disclosure is often inappropriate in the counseling session. However, this situation was a challenge. What do you say to a client who asks, “What happened?” as you hobble on crutches to open the door and welcome her into the counseling session? After all, when you’re so obviously wounded, the psychodynamic approach of “Why do you ask?” seems absurd. Yet the session is about the client, not the counselor. I became very aware of the fine line between appropriate and inappropriate self-disclosure. When clients asked about my injury, I could feel the urge within me to relate the story of my accident in great detail. With the support and counsel of my supervisor, I kept my answers short and became an expert at saying: “I had an accident. But tell me, what’s on your mind today?” I also became very adept at welcoming clients into the counseling session, navigating to a chair, sitting down and tucking my crutches behind me. In one instance, as I stood up to walk a client to the door at the end of a counseling session, she said, “Oh, I forgot. You’re still on crutches.” With that remark, I felt that I was on the right track. My crutches had become irrelevant, forgotten, invisible. Still, there were other clients whose comments I will never forget. Maggie, for example, was a woman who was very demanding. He was a drinker and liked her to cater to her needs. In one of our sessions, she said, “It’s like I lean on him like a crutch. Like I need him to stand. That without him, I can’t stand on my own two feet.” Would she have come to this realization on her own? Did my crutches, on some subconscious level, provide a metaphor that enabled her to see her dependency on this man? A dependency she relied upon to keep her steady on her own two feet? Then there was Jim, who remarked on his wife’s affair by saying, “It’s like your knee. Trust is like that. You have it, and everything is fine. But it can be broken in an instant. And it takes a long, long time to heal. And you know, it will never be like it was before. It may look like it’s healed, but there will always be a scar.” Will Jim ever forgive his wife? Will he be able to trust her again? Will he heal, or will he forever be scarred by her unfaithfulness? Maureen and Neil were in couples counseling working through the financial problems in their marriage. For the two months I was on crutches, Neil would ask the same question at each session without ever waiting for my answer: “You will ski again, won’t you? You see, honey? She doesn’t let life get her down. She gets up and moves on and skis again. Right. (Turning toward me) You are going to ski again, aren’t you?” I didn’t respond with either a “yes” or a “no.” Instead, each time I reflected back his interest in whether I would ski again. Through this interaction, I understood how hard it was for Maureen to say “no” to Neil. Everything he said was so positive. Yet he wasn’t listening. He was telling her that his way of seeing a situation was the only way. I wonder, would I have known that about this couple if I had not been on crutches? Will positive thinking solve their financial problems? There were clients whose healing paralleled my own. Tyrone, for example, was an alcoholic and drug addict who had been sober for 10 months. He said, “I’m slowly getting better, just like you, taking one step and one day at a time.” He was living at home with his parents. During our session right after I relinquished my crutches and was again walking unassisted, he told me that he had placed a deposit on an apartment and was moving out of his parent’s house. Tyrone no longer needed the support of his parents, and I no longer needed the support of my crutches. I wonder if my injury did more harm than good for one client, however. Janice was depressed. Her most recent boyfriend had broken up with her, and she was finding it hard to get out of bed each morning. During one of our sessions she said, “I don’t know how you do it. You get out of bed and you’re getting better. I don’t ever see myself getting better. I’m just not like you.” I pointed out to Janice that she had gotten out of bed and she was on the road to getting better. Shortly thereafter, however, Janice missed an appointment. She didn’t return my phone calls, and I hadn’t seen her since. Did my physical improvement represent something she felt too depressed to attempt to achieve? Would another counselor have served her better? Should I have been able to predict this incident and refer her to someone else? In addition to what I learned about counseling from my accident, I learned some things about myself. First and foremost, I do not like to ask for help. I prefer to do things for myself. However, three months of not walking required me to overcome some of my reluctance to ask for assistance. Once, I hobbled to the kitchen on my crutches and retrieved a bottle of water from the refrigerator. Since I needed my hands to maneuver the crutches, I couldn’t hold the bottle of water. So I clench ed the cap of the bottle in my mouth and headed back to the living room. My husband met me in the dining room. As he yanked the bottle of water out of my mouth, he asked, “What are you doing?” “I wanted some water,” I replied. “Yeah,” he said, “but if you trip and fall with that bottle in your mouth, you could choke!” “I know, I know.” I said a little sheepishly. “You know, I would have gotten the water for you. All you had to do was ask.” “That’s the problem,” I admitted. “I don’t like to ask for help.” “Well,” he replied, “get over it. You’re on crutches, and you need help.” I guess that being in a “helping” profession, I feel very comfortable assisting others, yet somehow, I have a hard time asking for assistance myself. It occurred to me how brave my clients are when they call the counseling center for the first time, admitting that they need help and asking for that initial appointment. It takes a lot of courage to admit when we need the help of others. Now, however, I find myself feeling very grateful. I can walk and I can drive. I have family, friends and co-workers who are more than willing to help me when I need assistance, and I know that I have the strength to admit when I need help. I have a renewed respect for my clients and the courage they exhibit in taking those first tentative steps toward seeking help and changing their lives for the better. I even have some new clients who have no idea that I recently recuperated from major surgery. I am also looking forward to cooler weather and getting back on the ski slope. It is time to stretch my limits and muster the courage to ski again. With the help and support of my family and friends, I am confident that, very soon, I will once more be having one of those days.
BIG GIRLS DON'T CRY

Truth or Dire Consequences?

Anna's mother had battled terminal cancer for a year, but Anna was still shocked when her mom finally died. She came home from the hospital and wept as she told her 8-year-old daughter that grandma had died. But her husband pulled her out of the room and told her to get a hold of herself. He said she needed to be strong for their daughter, and not feel sorry for herself.

She called her best friend who told her, "Don't cry you should be happy that she's no longer suffering." So she tried to hold back her tears and put on a happy face. When her sadness continued, she called her pastor who said, "Don't feel bad, she's in a better place."

It may be intellectually accurate that Anna's mom was no longer suffering and was in a better place. But the same was not true for Anna. Anna was heartbroken and definitely NOT in a better place. All the comments she heard, no matter how well-intended, told her that she shouldn't feel what she felt.

The attempt to shift griefers from their naturally occurring emotions to their intellect is dangerous and counter-productive. Our reliance on intellect at the expense of feelings has reached epidemic proportions - especially where grief is concerned.

BE STRONG OR BE HUMAN
Don't cry. Be strong. Don't feel bad. Everything Anna heard put her in conflict with what was truthful about her feelings.

Because she didn't have better information to guide her, Anna believed that something was wrong with her and she shouldn't be feeling what she was feeling. She didn't cry at the funeral because everyone told her that she needed to be strong for her daughter. Her daughter, watching and learning from her mother, didn't cry either.

MISSED NOT TRANQUILIZERS
As Anna kept pretending to be fine, she began isolating from everyone. She noticed that she had almost no energy. In desperation, she went to her doctor, who diagnosed her as "depressed" and prescribed a heavy dose of medication.

The drugs numbed the pain and allowed Anna to bury her feelings even deeper. Her marriage suffered, and her daughter was in a free-fall of her own. All of this occurred, in large part, because Anna had learned to be strong and hide her emotions. And worse, she inadvertently taught the same wrong idea to her daughter.

Perhaps Anna would have done better if allowed to cry in the first place.

EXPAND YOUR PRACTICE
While crying is normal and natural and helpful in dealing with the emotional energy caused by the death of a loved one, it's obviously not everything that Anna would need to do to become emotionally complete with her mother. Nor is crying the only thing her daughter would need to do to deal with the unrealized hopes, dreams and expectations she had for her future that would have included her grandma.

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A healthy mind-set

Thanks to an elective course, many counseling students at Montana State University are discovering that mindfulness-based disciplines can greatly improve both self-care and care of clients.

BY JONATHAN ROLLINS

Judy Maris was halfway through her counseling internship and pondering. In her early 50s, she had decided to make a drastic career change and entered Montana State University's mental health counseling program. Now, with the finish line in sight, self-doubt was threatening to overtake her.

"I was finding myself knocked off my feet again and again during my internship," she says. "I was getting caught up in the client narratives and going immediately to problem solving. I was trying really hard to do it right' each day and instead ended up feeling clumsy and awkward. Struggling had become my M.O."

At the same time, Maris was beginning a counseling elective course taught by her practicum supervisor, John Christopher. There was double incentive for Maris' enrollment in the class. First, "I had a lot of respect for John," Maris says. "He is an incredibly 'present' person. Even if you don't know that concept, you understand quickly that here is someone who is truly 'with' you. I wanted to have that, too." Her second reason? "The class didn't seem too hard," she admits. "I basically thought it was a yoga class."

Christopher's class, Mind-Body Medicine and the Art of Self-Care, does involve yoga. It also involves meditation, relaxation techniques and qigong, a Chinese discipline of gentle, graceful movements related to tai chi. Christopher, a counseling professor and member of the American Counseling Association, designed the course six years ago primarily to improve students' self-care through mindfulness-based stress reduction techniques. To his surprise (and to the surprise of many counseling students, who assume they are simply signing up for an "easy" course), the class has had an even more significant impact. "I've been shocked at how powerful the course has been," Christopher acknowledges. "It was really more about self-care. I wasn't expecting the overflow into the students' counseling practices to be so profound."

Maris, who earned her master's degree in 2005 and is now working in a private practice under supervision as she pursues licensure, believes the class ultimately altered the course of her counseling career.

"My internship supervisor (at Montana State) started noticing a change in my work before I did," she says. "As I was taking the (Mind-Body Medicine) class, my work took on a new organic quality, showed much more spontaneity and was enlivened. I started getting great results as far as shifts in my clients, and it had nothing to do with problem solving. I was learning how to genuinely feel positive regard for my clients, let go of judgments and be present in the moment. I was learning to contain clients' anxiety without joining in. We're told over and over again (as counseling students) that this is what we need to do, but no one had told us how."

Christopher didn't exactly tell Maris how either, but his course did something even better — it showed her. "It was the class that had the most impact on both my clinical work and on my personal life," she says. "It was a transformative experience for me."

Lessons in self-care

Stress, burnout and even vicarious trauma are facts of life for counselors. Surprisingly, Christopher says, relatively few counseling programs teach students how to deal with those problems. "Self-care is something we mostly give lip service to," he says. "We all recognize that self-care is central to the field, but we don't have many techniques for helping students to achieve that."

Christopher first got interested in yoga, meditation and the martial arts as avenues to tap into human potential as a young man. He later became a yoga instructor and then went back to school for a degree in counseling. "For years," he says, "I didn't know how to integrate my commitment to spiritual practices with my counseling practice or my thinking about clients. They were two different worlds."

But approximately eight years ago, a nurse at Montana State returned from a seminar and approached Christopher about helping her to run some mindfulness-based stress reduction programs at the local hospital. From there, a colleague suggested that Christopher design a similar course for counseling students.

Students in Christopher's Mind-Body Medicine course meet twice a week and spend the first 75 minutes of each class practicing qigong, yoga and meditation. Different students are drawn to each of the specific disciplines. "The multiple methods show them that there are different avenues into the mind," Christopher says. The next 45 minutes are spent reviewing readings and empirical research articles on the disciplines and discussing their applications to counseling.

Students are also expected to practice the disciplines outside of class for 45-minute sessions four times per week. In addition, students maintain experiential journals in which they comment on the readings and reflect on the mindfulness-based practices. "Their journals are really kind of works of art," Christopher says. "Oftentimes, they're very open about their personal struggles and how this course is impacting them."

Maris remembers vividly the unexpected challenges posed to her early on in class by the seemingly simple process of meditating. "It was very challenging for me to sit still and quiet my mind," says Maris, a member of the American Mental Health Counselors Association, a division of ACA. "It was staggering to find out the cacophony of noise going on in my mind all the time. I became aware that it was controlling my life."

While those revelations can be startling, says Christopher, part of the process of self-care is becoming more aware of when we're feeling stressed out and frazzled. "Mindfulness-based
practices are really about slowing down," he explains. "There's something really healing about that. A lot of the strategies in our culture are based on avoidance or denial. Mindfulness is about directly encountering one's emotional fatigue and stress, going through the experience fully and coming through the other side when you're ready. It's about allowing ourselves to have moments of surrender or dying and rebirth."

That principle holds true even for the most experienced professional counselors, Christopher says. "After a difficult session with a client, you should give yourself five minutes to sit in a chair and let everything you're feeling flood through you. That process serves as a release. But we often don't do that. Instead we rush to get another cup of coffee."

From classroom to counseling room

"I think counselors, as a group, are really pretty hard on themselves," Maris says. "The biggest piece of self-care for me was letting go of beating myself up all the time. I let go of the judgments and let go of the need to control everything. I've learned to just accept whatever is in this moment, whether that's fatigue or a cramp in my leg or the phone ringing. … Doing 'nothing' (in response to a problem) runs counter to our whole culture, but for me, learning to do that happened while meditating on the cushion. For me, the heart and soul of the course was sitting by myself on a cushion in silence."

What has become more apparent with each year that Christopher teaches his class is that the mindfulness practices meant to help students manage their stress are also having a dynamic impact on their actual counseling skills. According to Christopher's published research, students report that the course:

- Increases their comfort with a client's silence or expression of strong emotions
- Increases their clarity of thought and capacity for reflection
- Increases their capacity for empathy and compassion
- Enhances their listening abilities
- Improves their ability to focus on clients and the therapeutic process

Being "present" is a struggle for most people, Christopher says, but mastering that concept is especially important for counselors, who must be focused on their clients. Mindfulness practices help counselors do exactly that. "Learning listening skills requires a kind of discipline," Christopher says. "This is similar to the kind of discipline required for and cultivated by mindfulness practices. It's a learned discipline to live in the moment — to stay in the present — instead of dwelling in the past or future."

Maris says that engaging in low-impact activities such as yoga, qigong and meditation on a daily basis helped her both physically and emotionally. "It's a way of beginning each day being aware of your own body instead of the hundred things you need to do," she says. "I found myself more at ease and sleeping better at night."

Now that she is out of the classroom and working full time as a counselor, Maris has fallen out of the habit of practicing yoga. But meditation remains a part of her daily routine, and the tools she acquired in Christopher's class are still integral to her therapeutic approach. "I have my days when I'm not centered and back into the mode of following the client's narrative," she says, "but I usually take three to five minutes before each session to focus my mind, attention and breathing."

Inspired by her experience in Christopher's class, Maris even went on a 10-day meditation retreat, spending 13 hours a day on the meditation cushion.

Getting clients centered

The mindfulness practices that have proved so successful with counselors-in-training can also be of great benefit to clients. Christopher says. In particular, he believes the disciplines can help clients who are
Sometimes students are the best teachers

Counseling Today column offers graduate counseling students both timely information and an opportunity to get published

BY ANGELA KENNEDY

Richard Hazler

The classroom offers a wide range of obstacles for students to overcome, from peer pressure to test anxiety to bullies. But what about counseling students? What issues are they currently facing? Just open any issue of Counseling Today to find out.

For more than 17 years, Richard Hazler has guided graduate counseling students to share their personal stories of trials and triumphs in the “Student Focus” column. The monthly column he coordinates and edits offers a venue for counseling students to pass on their experiences either with students or while they were students. “Each of these groups has their experiences out of graduate school (relating to faculty, supervisors and practitioners are also welcome to write about their experiences either with students or while they were students. “Each of these groups has a stake in the maximum development of the graduate students who are the future of our profession,” Hazler explains.

Although the majority of articles are written by graduate counseling students, Hazler adds that counselor educators, supervisors and practitioners are also welcome to write about their experiences either with students or while they were students. “Each of these groups has a stake in the maximum development of the graduate students who are the future of our profession,” Hazler explains.

It is advantageous for potential authors to review past “Student Focus” articles to get a feel for the style and content of the column. Those with finished articles or article ideas should contact Hazler via e-mail at hazler@psu.edu or at 327 CEDAR Building, Penn State University, University Park, PA 16802.

Submission guidelines

For those interested in submitting an article for the “Student Focus” column, here are some guidelines to get you started.

Articles should:
- Be roughly 1,500 to 2,000 words in length
- Be personalized in style
- Provide specific information that allows counseling students to make immediate and direct use of it in similar situations

Topics of particular interest might include:
- Entry into graduate school (requirements, how to select the right program, predictors for graduate school success, fears, finances of graduate students, etc.)
- Exiting from graduate school (job acquisition, current employment trends, geographic needs, specialization needs, conflict resolution, multicultural experiences, etc.)
- Getting the best possible experience out of graduate school (relating to faculty, developing graduate support groups, reviews of critical printed books and articles, getting the most out of instructors, selecting an internship, etc.)

To date, more than 170 “Student Focus” columns have appeared in Counseling Today, and Hazler sees the column growing and progressing with the profession. “It’s clearly an important part of the paper for those who write it, and they get good reaction from people in the field,” he says. “Early on, the column focused on some basic things like stress management and professionalism, but it has evolved, and now the most frequent kinds of submissions are related to multiculturalism, internships or experiences of common events such as 9/11 and Hurricane Katrina. The kinds of things students are thinking about and dealing with seem to move along with the times.”

The articles have also tracked ever-changing advancements in technology. When the column debuted, articles were written on how to use the library. In later years, the focus shifted to how to buy a computer. Most recently, Internet safety has become a topic of discussion, with one student sharing her experiences of a client who “Googled” her. Because the individual articles correlate to current events, themes and practices within the counseling field, Hazler says the column has remained fresh and relatable with the student experience. “That makes me believe that it can be an ongoing column as opposed to one set of topics,” he says.

Articles are reviewed on a regular basis, and editors provide guidelines to get you started.

Topics of particular interest might include:
- Entry into graduate school
- Exiting from graduate school
- Getting the best possible experience out of graduate school
- Professional development needs
- Conflict resolution
- Multicultural experiences
- Career development needs
- Internship experiences
- Research trends
- Current events
- Technology issues
- Internet safety
- Other relevant topics

Submission guidelines

For those interested in submitting an article for the “Student Focus” column, here are some guidelines to get you started.

Articles should:
- Be roughly 1,500 to 2,000 words in length
- Be personalized in style
- Provide specific information that allows counseling students to make immediate and direct use of it in similar situations

Topics of particular interest might include:
- Entry into graduate school (requirements, how to select the right program, predictors for graduate school success, fears, finances of graduate students, etc.)
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Although the majority of articles are written by graduate counseling students, Hazler adds that counselor educators, supervisors and practitioners are also welcome to write about their experiences either with students or while they were students. “Each of these groups has a stake in the maximum development of the graduate students who are the future of our profession,” Hazler explains.

It is advantageous for potential authors to review past “Student Focus” articles to get a feel for the style and content of the column. Those with finished articles or article ideas should contact Hazler via e-mail at hazler@psu.edu or at 327 CEDAR Building, Penn State University, University Park, PA 16802.
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Get to know the candidates
The six contenders vying to become ACA's next president-elect share their views.

In an effort to bring American Counseling Association members more complete information about the ACA presidential candidates, Counseling Today is pleased to introduce the six individuals running for the association’s top leadership position.

Each candidate was asked to provide information for four questions. This month, they answer the final two questions. Their answers to the first two questions appeared in the October issue.

Complete information for all six candidates, including their biographies and goal statements, will be featured in the December issue of Counseling Today. That issue will also include biographies and goal statements for those participating in elections for ACA divisions and regions.

Editor's note: The following information is printed as it was submitted from the candidates. Counseling Today has edited only for spelling and made minor style modifications.

The six contenders:

A. Michael Hutchins

What are the most important internal and external opportunities and challenges facing the American Counseling Association and counseling as a profession in the next five years? How would you seek to address these issues?

One of our greatest challenges is that of living in a world where the dynamics of fear and divisiveness play themselves out on a daily basis. This fear-based world tears at the fabric of our community and impacts the smaller groups and individuals with whom we live and work. As resources decrease, the need and demand for our services increase. Our challenge is to collaboratively and creatively weave threads of hope and peace in the fabric of loss in our world.

Internally, we are impacted by changes in the world economy. We must become increasingly creative in exploring ways to increase our revenues and to attract and maintain members. We are becoming more effective in collaborating amongst ourselves. We must integrate more people with diverse worldviews and life experiences into our community and into leadership.

We have begun to incorporate some plans to address the above concerns. In addition to what is in place, I support a collaborative effort with the ACA Foundation to develop a humanitarian project with which ACA becomes publicly identified. This project can be a source of hope, generate revenue and significantly involve the next generations of counseling professionals.

Although the United States is becoming increasingly culturally diverse, the profession of counseling is not. What can the profession do to attract more individuals from cultural minority groups to become counselors?

I was introduced to counseling through my school counselor and later became a school counselor. Collaborating with ASCA and other divisions and regions, we must continue involvement in programs increasing our presence and visibility in schools and other communities while providing shared mentoring opportunities. ACA has established task forces to address the needs of diverse populations. We must continue with the recommendations of these task forces.

Many groups in our community are targets of oppression and discrimination. We must become advocates for, and teach advocacy to, marginalized members of our community in culturally appropriate ways while addressing our own biases and prejudices. We are creating a “signature product” integrating our Code of Ethics and our diversity/advocacy competencies. We must collaborate with members of diverse communities to make this ongoing project relevant to our increasingly diverse world.

We must strengthen counselor training programs, and ongoing training for counselors in the field, by increasing the integration of nontraditional approaches into our training programs and by making a concerted effort to increase the diversity of educators and trainers. We must become students in diverse communities and invite members of all communities to see themselves in our profession and in our leadership.

Although the United States is becoming increasingly culturally diverse, the profession of counseling is not. What can the profession do to attract more individuals from cultural minority groups to become counselors?

To be honest, I don't necessarily agree with this statement. When I look around the graduate counseling classrooms at the Argosy University, D.C. campus, I see every nationality, ethnic identity, religion and orientation represented. I see students actively engaged in learning about professional counseling and actively sharing with each other their own ideas, opinions and differences about how to help and relate to others.

Unfortunately, the arena in which I do not see minorities represented is in the leadership of our organization. The bigger question is how do we attract more culturally diverse members to become actively involved in ACA? One method for answering this question is to find ways in which we can make our organization relevant to today's graduate student. Otherwise, we stand the risk of being deemed as an out-of-touch organization full of white folks who have become irrelevant and lost sight of what's really important — people helping people no matter where you come from or who you are.

Internally, there is a problem with the resources they need to work effectively with students, clients, parents, colleagues, etc. We need resources such as online continuing education programs, crisis training, and multicultural and diversity education.

Externally, I believe the biggest challenge facing ACA is finding ways to creatively meet the needs of our changing membership. We need to ensure that we are providing our members with the resources they need to work effectively with students, clients, parents, colleagues, etc. We need resources such as online continuing education programs, crisis training, and multicultural and diversity education.

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Colleen R. Logan

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Barbara Brady Blackburn

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Although the United States is becoming increasingly culturally diverse, the profession of counseling is not. What can the profession do to attract more individuals from cultural minority groups to become counselors?

This problem is not unique to ACA and the counseling profession. As the U.S. rapidly becomes more culturally diverse, educators and, indeed, many professions, face the problem of not having qualified, culturally diverse professionals to fill needed positions.

A longer term solution would be to establish a working group from professional associations that would study and propose solutions. Some of the considerations would be: development...
of an international classroom, internationally standardized curriculum, internationally recognized certifications that are portable, and creation of an expedited process for acquiring U.S. visas for immigrants who are bilingual, academically qualified and dedicated to pursuing master’s-level programs in high-need areas.

In the short term, we must use technology to promote counseling as a viable career option by developing recruitment tools that are readily available over the web and other media sources. These tools must also be accessible in high schools, college and adult career centers, and even doctor’s offices to dispense facts about our profession, providing statistics about the cultural makeup of our population and the need for counselors with the same background to serve them. To truly be committed and move forward aggressively on this issue, we must have multilingual capability in the ACA office.

Wyatt D. Kirk

What are the most important internal and external opportunities and challenges facing the American Counseling Association and counseling as a profession in the next five years? How would you seek to address these issues?

Today, ACA is composed of 19 divisions organized around specific interests and/or particular areas. According to the organization’s vision statement, ACA is the foundation that expands the image and influence of professional counselors. Internally and externally, I view the opportunities and challenges as follows:

Advocacy for the counseling profession is important. One definition for advocacy may include access to certifications and portability, client protection legislation.

Internally, ACA is a member-driven association. I intend to establish a committee consisting of representatives from across ACA divisions to have an understanding of resources members want and to be able to better serve them.

Internally, pursuing funding initiatives is also critically necessary for external growth. And defining new and innovative ways of generating much needed income for ACA is necessary.

• Externally, it is imperative that we improve our public image both within the mental health community and among the general public. I plan to work with ACA leadership to increase organizational income both from current and other sources.

• Internally, I question the need for an annual convention. I favor a biennial convention format and would ask Governing Council to consider the feasibility of a biennial versus an annual convention.

Although the United States is becoming increasingly culturally diverse, the profession of counseling is not. What can the profession do to attract more individuals from cultural minority groups to become counselors?

Historically, blacks in particular came into education as one of the first professional fields to welcome them. Affirmative action and the civil rights movement opened up other professional fields. The future is inclusive of all diverse groups, ages, colors, cultures, genders, sexual orientations and education levels. The full ACA mission and CACREP standard is to enhance the quality of life for all culturally diverse groups. The following strategies will be helpful:

• Increasing relative literature with representation across all ACA divisions as how to encourage cultural minorities to invest in education and counseling in particular

• Using conventions, regional and state forums to focus on how to get more culturally diverse groups into the counseling profession

• Sending messages through media (e.g., television stations, radio stations, newspapers and Internet sites) that are targeted toward culturally diverse audiences

• Partnering with other associations and organizations that focus on human dignity and diversity

• Offering scholarships that will encourage culturally diverse students to enter the field of counseling

These are important goals for today in our schools; a child of color may go all the way from kindergarten to the 12th grade and never have a counselor or teacher who encourages them.

Wyatt D. Kirk

What are the most important internal and external opportunities and challenges facing the American Counseling Association and counseling as a profession in the next five years? How would you seek to address these issues?

When discussing this question, a colleague’s response was “get counselors to become fierce advocates for our profession!” One person cannot adequately address the quandary of internal and external opportunities and challenges.

The ACA president needs to form alliances using the strength of our members, the expertise within our divisions and branch offices, and other professional partners to move the counseling profession forward. Within every challenge is an opportunity; these include (but are not limited to) issues regarding:

• National/local health care concerns: inclusion of counseling service within Medicare; parity of service within insurance coverage (equal co-pays); the protection of counseling services within all levels of education

• Worldwide/national concerns: The development of skills to respond to an ever-growing population of older adults in the U.S., the challenge of violence worldwide and the globalization of counseling

• ACA concerns: increasing the public “image” of “counselors” and of ACA; the continuation of solid strategic planning and strategic management within ACA; the financial limitations of various constituencies; the portability of counseling credentials; the recognition and regard of “counseling” as one profession with individual specializations and expertise

Although the United States is becoming increasingly culturally diverse, the profession of counseling is not. What can the profession do to attract more individuals from cultural minority groups to become counselors?

A quick scan of 2000 U.S. Census data suggests that:

• About 25 percent of respondents reported being “non-white” individuals (I realize “cultural minority” means more than “non-white”; I use the data as an example)

• Nine percent reported attaining a master’s or higher degree

• The following were “non-white” workers: 19 percent of those employed as “counselors,” 24 percent of those who were “social workers” and 10 percent of those who worked as “psychologists.”

The problem of “attracting” more individuals from cultural minority groups is shared among all human service professions. This is a perfect example of how the three “service” professional organizations (ACA, NASW and APA) can work together to explore the underlying issues.

There is more to this concern than a simple answer can address. Collaboration may serve our clients and our profession at a much deeper level.

There were 238,893 individuals who reported being employed as “counselors” with a master’s or higher degree. Approximately 50,000 counselors belong to ACA. Where are the other 188,893?

Bottom line: We share a responsibility to be who we say we want to be — genuine individuals practicing the dignity and worth of others. Our actions may speak louder than our words!

Wyatt D. Kirk

What are the most important internal and external opportunities and challenges facing the American Counseling Association and counseling as a profession in the next five years? How would you seek to address these issues?

One of our most important challenges is our identity; identity permeates everything we do. As ACA has grown and counselors practice in increasingly diverse arenas, we sometimes question whether we are one profession with many specialties or many professions with core commonalities. As a profession, we need to decide who and what we are. We currently have the opportunity to do this through the 20/20 Visioning Committee and subsequent related efforts that will involve the membership. This decision will drive some of our external challenges, (i.e., public recognition/visibility of the profession and ACA), and building coalitions and credibility with other organizations.

A second major challenge is membership. We need to continue to gather feedback from our members and we do not want to downplay that we are focusing on the services and resources members want and help them understand what ACA offers. We also need to focus more on what we do well and what we should do. We should not duplicate efforts that other groups can achieve more effectively. By looking at ourselves, we have an opportunity to increase the connection of our members and attract new members.

In short, we must address our identity within our association and among our publics.

Although the United States is becoming increasingly culturally diverse, the profession of counseling is not. What can the profession do to attract more individuals from cultural minority groups to become counselors?

Attracting increasing numbers of cultural minorities to the profession will require a much greater level of proactive recruitment. While we need to expand our outreach efforts in undergraduate programs to increase the number of cultural minority students continuing into graduate programs in counseling, that alone will not be enough. We must do something more radical than what has been attempted in the past. We must take a long-term view.

We cannot wait until students get to college to talk to them about becoming a counselor. We need to begin in elementary and middle school and establish programs to support, mentor and assist students as they move through their education. These programs should provide academic, career and personal/social support to students and assistance to their families as they move through middle and high school. We must also increase the numbers of cultural minority students in programs such as peer counseling, conflict resolution and counselor aide to help students understand the connection to the profession and what counselors do, and to see counseling as a viable career choice. Students should continue to be mentored through their college and graduate school programs as they become involved with ACA and its programs and services.

Wyatt D. Kirk
Attaining specialty credentials can enhance any counselor’s career and knowledge base

BY JIM PATERSON

Having finally finished the rigorous training it takes to become a counselor, the last thing you may want to think about is attaining even more education or the possible benefits of tacking on another set of letters after your last name. But after taking some time to recharge, you might want to explore some interesting specialty areas of counseling through the pursuit of voluntary certifications.

National certifications enhance your expertise, stretch your mind and bolster your resume. And, of course, earning these certifications may put you in a position to work in a specialized counseling field for which you have a particular interest and skill set.

“They indicate that you want to be the best counselor that you can and, depending on the type of certification, can prove that you undertook training in a specific area of expertise beyond that needed for a generic professional license,” says ACA Chief Professional Officer David Kaplan. “The analogy is to board certification in medicine. An ophthalmologist doesn’t need to be board certified to practice; they already have a particular interest and skill set. “They indicate that you want to be the best counselor that you can and, depending on the type of certification, can prove that you undertook training in a specific area of expertise beyond that needed for a generic professional license,” says ACA Chief Professional Officer David Kaplan. “The analogy is to board certification in medicine. An ophthalmologist doesn’t need to be board certified to practice; they already have a particular interest and skill set. “They indicate that you want to be the best counselor that you can and, depending on the type of certification, can prove that you undertook training in a specific area of expertise beyond that needed for a generic professional license,” says ACA Chief Professional Officer David Kaplan. “The analogy is to board certification in medicine. An ophthalmologist doesn’t need to be board certified to practice; they already have a particular interest and skill set. “They indicate that you want to be the best counselor that you can and, depending on the type of certification, can prove that you undertook training in a specific area of expertise beyond that needed for a generic professional license,” says ACA Chief Professional Officer David Kaplan. “The analogy is to board certification in medicine. An ophthalmologist doesn’t need to be board certified to practice; they already have a particular interest and skill set. “They indicate that you want to be the best counselor that you can and, depending on the type of certification, can prove that you undertook training in a specific area of expertise beyond that needed for a generic professional license,” says ACA Chief Professional Officer David Kaplan. “The analogy is to board certification in medicine. An ophthalmologist doesn’t need to be board certified to practice; they already have a particular interest and skill set.

Gaining a specialty credential is able to:

- \[\text{NPCC\ reports that the organization's credentials are ground-breaking.}\]
- \[\text{ACA established NBCC in 1982 to set general standards for counselors with its National Certified Counselor designation. NBCC now also offers three other specialty certifications for clinical mental health counseling, school counseling, and addictions counseling. The NCC designation is a prerequisite or corequisite for NBCC's other specialty certifications, and each certification requires some experience in that particular field.}\]
- \[\text{NBCC and the Academy of Clinical Mental Health Counselors created the Certified Clinical Mental Health Counselor credential. Today, nearly 1,200 counselors have the certification. Some states make CCMHIC holders of mental health services for insurance purposes.}\]
- \[\text{The Master Addictions Counselor credential grew out of a collaboration between an ACA division, the International Association of Addictions and Offender Counselors, and NBCC. While there are several addictions credentials on the market, NBCC's designation identifies a master's-level counseling practitioner with specific knowledge and experience in the addictions field.}\]
- \[\text{Susan Shafer, executive projects director at NBCC. NBCC's third specialty credential offered by NBCC is the National Certified School Counselor. This credential acknowledges school counselors with master's degrees and two years of work in schools, as well as passage through a challenging application and examination process. Through its certifications, NBCC reports that the organization's credentials are ground-breaking.}\]
- \[\text{Generate client referrals through a referral service.}\]
- \[\text{Ensure portability of nationally recognized credentials.}\]
- \[\text{Keep NCCs up-to-date on current professional credentialing issues through a newsletter.}\]
- \[\text{Offer participants a voice in - and a way to support - the proper development of national standards by "counselors, not legislators."}\]

Switching gears to another specialty area, 16 counselors have become certified as Forensic Health Evaluators, according to Norman Hoffman, president of the National Board of Forensic Evaluators. The program, which certifies counselors for court-related mental health evaluations, requires full mental health state licensure and 40 hours of forensic experience, along with a rigorous program of study and testing that typically takes a year.

“These people have to be well trained,” Hoffman says. “You can ruin a case by saying the wrong thing under cross-examination. Most therapists aren’t prepared for this. It is very different work. You need to provide unbiased, objective evaluations.”

Currently, he says, 50 additional counselors are working on the certification. “If you are interested in court work — child custody evaluations, determining insanity, personal injury cases and other mental health issues, this is something to consider and work for in your future,” he says.

ACA division certifications

Other certifications exist independently. The National Career Development Association offers training for the Global Career Development Facilitator credential, which is designed for those who do not have a master’s degree in counseling but are providing career services. The credential is offered by the Center for Credentialing and Education, an affiliate of NBCC.

“A CDF may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist or workforce development staff person,” says NCDA Executive Director Deneen Pennington.

NCDA also has a Master Career Counselor designation. MCCs must have two years of membership and three years of experience. They also must maintain the National Certified Counselor credential and state licensed psychologist credential, complete three credits in each of six NCDA competency areas and complete work experience under a certified supervisor or licensed counseling professional and document that half of their current full-time work is directly related to career counseling.

Another specialty credential is available from the International Association of Marriage and Family Counselors, which offers certification as a Certified Family Therapist. In 1994, IAMFC set up the National Credentialing Academy to establish and monitor this national certification system for counselors in the field.

In addition, another ACA division, the American Rehabilitation Counseling Association, offers Rehabilitation Counselor certification. “It is extremely rewarding,” says ARCA President Immo Marnin, a professor and graduate coordinator at the University of Texas-Pan American in Edinburg. “They can work in vocational rehabilitation, for nonprofit agencies, in the government, as vocational experts in forensics and with disabled students and others. National job demand in this area is very high.”

New national counseling certifications are also on the horizon. For instance, one of ACA’s divisions, the Association for Spiritual, Ethical and Religious Values in Counseling, has recently taken preliminary steps to develop a certification. Other groups are studying similar actions.

Kaplan says counselors new to the profession should consider a specialty certification either to enhance their knowledge or to establish, improve or change their area of expertise. But he also advises them to be selective. “There was a time when we were advised to get as many certifications as we could so you had as many letters after your name as possible,” he says. “In this day and age, you can drive yourself crazy trying to keep up. Now it is probably best to focus on one specialty certification that you really want for your practice. Completing it will be very rewarding.”

Jim Paterson is a contributing writer for Counseling Today and a high school counselor living in Olney, Md. Contact him at mypat@yahoo.com.

Letters to the editor: ct@counseling.org
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Counseling Today Quiz—November 2006

As you are reading the following articles you should be able to answer the questions below. This is an "open-book" exam. Use this page or a photostat of this page to answer by passing down, hurt and comfortably filling in one circle per question. Then mail it with $18 payment to the address below. Please do not send cash.

1. The ACA considers all of the following EXCEPT________ as the best practices of their profession.
   a. Write and publish.
   b. Obtain personal clients' responses or feedback.
   c. Keep your clients to let you know how you are doing.
   d. Remember that you will never know what they are doing.

2. All of the following statements EXCEPT________ reflect the ACA's emphasis on the quality of professional practice.
   a. Membership in just a license.
   b. The value of social awareness.
   c. The quality of social work in personal practice.
   d. The value of social work in personal practice.

3. A healthy mindset
   a. Suggests that individuals are likely to be more effective in their personal practice.
   b. Reassures them that they will never know what they are doing.
   c. Helps them define new roles.
   d. Helps clients define new roles.

4. The institute recommends the following EXCEPT________ as ways to start a practice.
   a. Explain to your clients how to make your practice affordable.
   b. Decide on your professional practice's purpose and procedures.
   c. Foster ongoing education in your professional role.
   d. All of the above

5. The institute's recommendations suggest that the institute's recommendations suggest that the following EXCEPT________ are the ways to start a practice.
   a. A current client list.
   b. The availability of new clients.
   c. The availability of personal clients.
   d. A wide range of clients.

6. The institute's recommendations suggest that the institute's recommendations suggest that the following EXCEPT________ are the ways to start a practice.
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   b. The availability of new clients.
   c. The availability of personal clients.
   d. A wide range of clients.

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For more information, visit our website: al.ca/ajcsmalionalcep.com
Meaningful activities

Many adults define themselves by what they do for a living. Finding meaning and purpose in a career is important. However, to achieve balance, counselors should seek fulfillment and achievement outside the office as well. “Meaningful activities can be a lot of things, and one of those definitions can be play,” Leech says. “It’s recognizing from the outset that your play life and your work life are both reinforcing to you.”

Sam Gladding, a past president of the American Counseling Association and a counselor educator at Wake Forest University, agrees that counselors need to find pleasure both at work and at home. “All work and no play gets you nowhere fast,” he says. “You have to take time for yourself and do something different and something you love besides counseling. It’s also important to plan things that are different from work and with your family or your partner we get from clients that build up. If we don’t seek some release, they begin to have a negative impact on us,” he says.

Both counselors strongly advise new professionals to accentuate the positive and overcome the not-so-positive. “You have to focus on what is going to make your body run better,” Leech says in explanation. “It’s having the awareness of your body, mind and emotion. ‘It’s having the awareness that your play life and your work life are both reinforcing to you. ’”

Physical health

Counselors are aware that they need to take care of their own mental health in preparation for helping others, but being physically fit plays a vital role as well. Whether it’s skipping breakfast to fit in another client or staying up late to finish paperwork, sometimes the physical aspect of counselor wellness can be overlooked or delayed.

“You have to focus on what is going to make your body run better,” Leech says in explanation. “It’s having the awareness of your body, mind and emotion.”

Resurfacing of unfinished business

“With counseling, you have to be mindful of what you are doing, thinking and saying,” Gladding says. “Staying balanced and mentally healthy is a job in and of itself that requires energy, focus and cultivation. It’s like growing something — plants, animals or yourself. You have to be mindful of what you are doing and what you are feeding it.”

The original Wheel of Wellness model, created by John M. Witmer, Thomas J. Sweeney and Jane E. Myers, depicted five life tasks — spirituality, self-regulation, work, friendship and love — in a wheel with interrelated and interconnected spokes. Following early research, a new model (reprinted here with permission; copyright 1988) was expanded and redefined with 17 components that interact with contextual and global forces to affect holistic well-being. Most recently, the authors have developed a further evidence-based model, the Indivisible Self Model of Wellness. Additional information about both the Wheel of Wellness and Indivisible Self Model can be found in the ACA publication Counseling for Wellness: Theory, Research and Practice, edited by Sweeney and Myers.

The impact of being a counselor

Like any profession, being a counselor has its pros and cons, and the career can both positively and negatively affect a counselor’s personal life. Sam Gladding, a past president of the American Counseling Association, suggests ways for new professionals to accentuate the positive and overcome the not-so-positive.

Positive factors:

- Appreciation and gratitude, “Having seen the worst, you are grateful for your own life that much more,” Gladding says.
- Increased understanding of self
- Expanded worldview and sense of connectedness
- Deeper understanding of your family of origin. “You realize more deeply how your family of origin influenced you and still impacts you,” he says.
- More sensitivity to time, people and purpose
- Added attention to priorities. “You realize that there are some goals worth pursuing more than others,” he says. “You have seen pain (and) you want to strive more for the meaningful.”
- A world of new friends and networks

Additional stress

- Resurfacing of unfinished business
- Additional stress
- Burnout

Ways to reduce the negative impact:

- Associate with healthy people
- Work with committed colleagues and organizations
- Use stress-reduction techniques
- Engage in self-monitoring
- Examine and clarify counseling roles, expectations and beliefs
- Obtain personal counseling/supervision
- Set aside time for self
- Maintain an attitude of detached concern when working with clients
- Modify environmental stressors
- Retain a positive attitude

“With counseling, you have to be mindful of what you are doing, thinking and saying,” Gladding says. “Staying balanced and mentally healthy is a job in and of itself that requires energy, focus and cultivation. It’s like growing something — plants, animals or yourself. You have to be mindful of what you are doing and what you are feeding it.”

— Angela Kennedy
tions and how all of those things work in concert.”

Intellectual stimulation
Just as the body needs food and exercise, so does the mind. Counselors don’t need to run out and join Mensa, but don’t downplay the benefits of engaging in mental activities outside of the work environment. Consider joining a book club, taking an art class or simply tackling the Sunday crossword puzzle. “We need creativity. At work we have many opportunities to be creative, but it’s just as important to have that in our personal life too,” Leech says. “You have to have a nice menu of things that you really enjoy, a menu of diverse activities that allow for freedom of expression. That’s really important.”

Relationships
Leech notes that a sense of belonging, both personally and professionally, is very important in counselors’ lives. Being compassionately detached is necessary in the counseling session, but if this mentality is taken home, it can cause problems. “We get so used to being in these relationships (with clients), and the only way to survive it is to find a more detached place to interact with people,” Leech says. “That can happen in the workplace, but it also can happen in personal life. You (may) have trouble connecting with people.”

Because counselors are good listeners, they tend to have many people in their lives who draw from them. Leech stresses the importance of counselors finding relationships that they can draw from, not just give to. Having a mentor or a good supervisor can be very beneficial, especially for new professionals. These relationships allow new professionals to express their concerns and describe the challenges they’re facing with clients, while receiving support and guidance in return. Gladding adds that counselors should communicate with their spouse or partner about their day at the office — good or bad — without, of course, crossing any ethical boundaries. “The important thing is that you say something every day about how you are and how your experience at work affected you,” he says. “It’s important to give signals that send a clear message.”

Don’t overschedule
“Balance is always easier said than done.” Gladding says. “People will let you work as long and as hard as you want to. You have to plan time for yourself. Plan it out — plan on having time for yourself rather than putting it off.”

Leech agrees, adding that many counselors consistently work eight-hour days (or longer) without allowing themselves enough time to decompress between clients. “I think it’s very important that new counselors have a manageable schedule,” she says. “It isn’t all about filling up every hour. Counselors need to recognize what they are giving in the counseling relationship. You have to schedule breaks throughout the day so you can just step away from all of it and let your mind go somewhere else.”

Gladding suggests that counselors take mini mental vacations. “You sit back and imagine a place that is peaceful or productive or good for a few minutes, and that allows you to get back into what you are doing,” he says.

It’s even wise for counselors to plan a little “down” time for themselves. After all, say Gladding and Leech, sometimes counselors just need to have a good cry. Leech says many counselors set aside a time and place to experience those normal human emotions that aren’t classified as “happy.” “You have to allow yourself that time,” she says. “We are no different than anyone else. It’s OK to be human and have a nice dysfunctional reaction every now and then. Hopefully, if you are healthy overall, you can have that dysfunctional reaction and then snap out of it.”

One of the ways counselors are able to help other human beings, Leech says, is by acknowledging, accepting and embracing their own humanity — both the well-balanced sides and the parts that aren’t so balanced. “Whether we are clients or counselors,” she says, “we have up times and down times, and it’s perfectly human to have down times.”

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

Letters to the editor: ct@counseling.org

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struggling with anxiety or depression, who are overly self-critical, who have a tendency to be spectators rather than actively engaged or who haven’t learned to be comfortable with the full range of emotional experiences. Even so, Christopher says, “I don’t teach students about how to introduce these practices to clients because you first have to be really dedicated to practicing them on your own.”

Still, many of Christopher’s students have gone on to integrate elements of mindfulness practices into their counseling sessions with clients. Maris regularly develops mindfulness practices for her counseling clients, sometimes leading them through a meditation exercise as they sit on a cushion, other times simply sitting in silence with them. “It’s not traditional stuff,” Maris says, “but for clients who are able to become mindful in session, it helps transition them from the chaos of their lives to the present moment and to become more in tune with themselves. It’s a way to begin to disconnect from your reactivity.”

Not every client is able to enter mindfulness, Maris says. Still, she does what she can to calm their minds. When she works with clients who exhibit high anxiety levels, for instance, she notices that their breathing is shallow and rapid. Before learning mindfulness-based practices, Maris says, she likely would have fed off the clients’ anxiety. Now, she attempts the opposite approach — getting anxiety-ridden clients to feed off of her calm. She begins by intentionally slowing her own breathing and talking to the clients in a soft, measured tone. After some time, clients often fall in line with Maris’ deep, unhurried breathing, releasing tension and relaxing their minds without ever being verbally instructed to do so. “That seems to bring them as close to mindfulness as they’re able to be at the moment,” Maris says.

Maris is up front about her belief in the usefulness of mindfulness practices and meditation with clients and always asks permission before using them in therapy. “A moment of silence would be too terrifying for them,” she says. “The noise of their lives in their minds is a safety factor for them.” She adds that she is also cautious about using mindfulness practices with certain trauma victims.

Christopher’s research has shown that the Mind-Body Medicine class at Montana State is consistently transformative for counseling students. He is undertaking a follow-up study to determine the course’s long-term impact. “Our preliminary analysis indicates that about half the students remain committed to some type of formal practice,” he says, “and the vast majority find ways to incorporate mindfulness principles into their everyday lives and self-care strategies.”

There has been some discussion about making the course a requirement for counseling students at the university. Maris is a proponent of that thought. “I can’t think of anything that has as far-reaching a positive effect as developing some type of meditation practice,” she says. “We (counselors) deal with a lot of human suffering. To be able to deal with that fully and compassionately, we have to be able to be compassionate with ourselves first.”

John Christopher, a professor of counseling at Montana State University, realizes that very few graduate programs offer something similar to his Mind-Body Medicine and the Art of Self-Care course for counseling students. “Finding opportunities where mindfulness and counseling are presented together is pretty rare,” he says.

Still, he offers practical advice to graduate students and new professionals who want to maintain healthy self-care habits. “Taking part in your own counseling or therapy is really helpful,” Christopher says. “It was central to my growth and development.”

Christopher also recommends that both student counselors and practicing counselors take classes or participate in activities that require them to “step outside of their minds.” This might include participating in the “softest” martial arts, yoga, meditation, dancing (particularly if it incorporates spiritual elements), rock climbing or prayer, he says.

Whenever possible, Christopher also recommends that individuals participate in these activities as part of a group. Why? “It’s hard for us to maintain disciplines by ourselves,” he advises.

— Jonathan Rollins

Self-care tips

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

Mind-Body

Continued from page 15
William C. Bingham

Former president of both NCDA, IAEGV and a “Renaissance man”

William C. Bingham, 82, of Greenbriar Woodlands, Dover Township, N.J., died Saturday, Aug. 26, 2006, after complications of multiple myeloma. A psychologist and former professor at the Rutgers University Graduate School of Education, Bingham’s career was marked by professional leadership at both the national and international levels. He served as president of the International Association for Educational and Vocational Guidance as well as the National Career Development Association, a division of the American Counseling Association.

Bingham was born in Paterson, N.J., and spent his early years there. After serving in the South Pacific with the Marines in World War II, he went on to earn his master’s degree at Montclair University and his doctorate at Columbia University. His specialty was the study of working behavior and its meaning in the career paths of individuals and groups. “Over a lifetime of professional dedication, Bill helped bring sharp focus and direction to a myriad of complex issues related to vocational behavior and the world of work,” said Rob Whitey, one of Bingham’s colleagues in the counseling psychology graduate program at Rutgers from 1968 to 1982. “As chairman of the Department of Educational Psychology, Bill led by example and never asked someone to do something he wouldn’t do himself. … (I remember) Bill’s compassion for others, his active sense of fairness and his dedication to social justice and the development of increased opportunity for women and minorities.”

Carol J. Turner, a licensed psychologist in private practice in Highland Park, N.J., also remembered Bingham from his days at Rutgers. “I first met Bill in June of 1969,” she said. “He and his wife, Grace, opened their home every year to interview candidates for the doctoral program. I was fortunate to be selected, and from that day forward, Bill became my mentor. He was chairman of my doctoral dissertation committee and my retirement colleague and a lifelong friend.” Turner recalled being included as a graduate student by Bingham in several seminars with Don Supor to develop the theoretical construct of self-esteem. “These were heady discussions with the finest minds in the field,” she said. “Bill, as always, was generous and hospitable with his students and an active participant in the cutting-edge development of our field.”

Turner said several qualities stood out about Bingham. “Bill had strength of character. He was fiercely independent, self-motivated and a lifelong learner. He was committed to excellence and equity. He was a tough competitor, a champion of civil rights and gender equality and a stickler for the proper use of the English language. … He was an inspiring speaker, a generous mentor and a moral leader in the organizations he served.”

Bingham was an accomplished writer and speaker, delivering numerous publications and speeches to professional organizations in Europe, Asia and South America. But Bingham didn’t travel to other countries simply to tell others what he knew, said Jane Goodman, a past president of ACA and professor emerita of counseling at Oakland University. “His focus was on what we could learn from people in other countries,” she said. Goodman and her husband met the Binghams at an IAEVG meeting in Italy. “Bill and Grace were wonderfully welcoming to us,” she said, “introducing us to many of their colleagues and acquaintances from around the world.”

Bingham bequeathed his body to science. A service of remembrance was held Oct. 28.

Virginia Louise Robson

A pioneer of school counseling in West Virginia

Virginia Louise Robson of Dunbar, W.Va., passed away Sept. 1, 2006, at age 84. She was acknowledged as one of West Virginia’s pioneers in the counseling profession.

Robson was part of a 1959 pilot program in the Kanawha County School System that placed counselors in four high schools and one junior high school. On the basis of the success of these five counseling programs, additional programs spread rapidly into the county’s other high schools and junior high schools and eventually into its elementary schools. Robson’s leadership was influential throughout the process. She worked for the county school system for 46 years, serving as a math teacher, dean and guidance counselor until her retirement.

Robson served terms as president for the Kanawha County Education Association, the Kanawha County Dean’s Association, the West Virginia School Counselor Association (WVSCA), the West Virginia Personnel and Guidance Association (WVPGA) and the Delta Kappa Gamma Society. She also remained active in the American Counseling Association and the American School Counselor Association until her death. While serving on national committees, she became close friends with other leaders such as Louise Forsyth and Betty Knox.

Over the course of her career, Robson received numerous awards, including the WVPGA Outstanding Service Award and the WVSCA Award for Outstanding Contribution to Guidance and Counseling. She was also runner-up for ASCA’s Secondary School Counselor of the Year Award.

Robson was a role model for counselors throughout West Virginia and continued her commitment to both students and colleagues even after retirement. She volunteered daily as a counselor at South Charleston High School after her retirement, while also attending county and state counseling conferences and serving on committees. She was known to maintain complete records of activities related to all of the organizations to which she belonged and often served as the “go-to” person if colleagues needed information. Not surprisingly, Robson was also the author of a history of the West Virginia Counseling Association.

Known as a proper and gracious lady, Robson also had a keen sense of humor that tended not to surface until she knew others well and felt comfortable. Her wit was sharp and often surprising to those who had not seen that side of her.

Robson is survived by her brother, Houghton A. Robson, and two sisters, Pauline R. Wilkerson and Betty R. Mahan. A service was held Sept. 5 at the First Presbyterian Church of Dunbar.

Leah Virginia McMillian

Counseling leader and advocate for students

Leah Virginia McMillian, 74, of Barboursville, W.Va., passed away on Sept. 9. Known as an outstanding elementary school counselor, she was retired from the Kanawha County Board of Education.

Coming on board several years after the school counseling program in Kanawha County began, she quickly became a leader in every aspect of the profession, both at the local and state levels. McMillian was a member of the West Virginia Counseling Association and the American Counseling Association. She served as the chair and president of the State Conference in West Virginia, where she was honored as Counselor of the Year. She was also a member of the Delta Kappa Epsilon, serving as president of the Kanawha Valley Chapter and as a delegate to the national convention.

McMillian worked closely in counseling organizations with Virginia Robson, a friend who preceded her in death by eight days. McMillian was known as a guru for elementary school counselors, especially in Kanawha County. Colleagues often turned to her as their spokesperson when something needed to be accomplished in the counseling field. She regularly advocated making counseling services more readily available to students by pushing for lower student-to-counselor ratios and for placement of full-time counselors in each school. Colleagues recognized McMillian as someone who was unafraid to take risks to make things better for students.

McMillian was also known for living up any meeting or social event she attended. Her seemingly innocent remarks routinely kept everyone laughing. She was also an excellent cook, famous especially for the many varieties of fudge that she gave to family and close friends during the Christmas season.

Funeral services for McMillian were held on Sept. 11.
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Graduate student mailbag

The American Counseling Association’s Career Services provides a host of career-related support for graduate students and new professionals. Here’s a sampling of the recent e-mail inquiries we’ve received:

Q: I am an ACA member scheduled to graduate in December. I am hoping to start a counseling career near my partner’s family. Do you have any recommendations on agencies that I could send my résumé to or call?

A: We’re not currently set up to make specific agency recommendations on the basis of geographic location. What I can suggest is contacting agencies in the area where you want to work by using sources such as the Yellow Pages, a chamber of commerce directory, United Way listings, etc. It’s a good idea to network with organizations that have not actually listed a position. That way, when a position does open, you are a known entity and not just one of 250-plus applicants.

Q: I just graduated with a master’s in counseling psychology, and I am having trouble finding a job. I have six years of teaching experience but not much counseling experience except for my clinical internship. What would you suggest?

A: Look at institutions and agencies in which your teaching background would be a bonus. Sometimes you have to be creative with your first job, especially if you need to complete supervision. Have you tried networking and direct contact? If you make contact with personnel in the counseling centers at nearby universities before they advertise that a position is opening, you become a known entity to them instead of one in a mountain of applications.

Q: I would like to find a job in a counseling-related position while I am obtaining my graduate degree. Could that happen?

A: If you want to learn a lot that will be helpful to you long term, see if you can find an administrative slot in an agency. You’ll deal with budgets, insurance reimbursement(!) and so on, plus have opportunities to interact with professional staff members who can become mentors and supervisors.

Q: I am interested in going back to school for a master’s in counseling. My dream is to work with adolescents, and I am in the process of research graduate programs. I’m not sure which avenue to take. What’s your advice?

A: My guess is that you should be looking at school counseling programs with a concentration in secondary education, but I am concerned about all the politics and administrative duties involved.

I am currently employed in a group home with developmentally disabled girls, ages 16 to 22, and I love working directly with the clients. I am just not sure of where to go from here in my career … and I am ready to start thinking about the next step.

A: I believe the answer may ultimately be right in front of you. You indicated that you want to work with adolescent girls and that you are already working in a facility that provides services to this population. Is this the kind of work you want to do? If so, start talking to the professionals who work at the agency and ask questions. What kind of educational backgrounds do they have? If they were starting over, what route would they take? What programs do they recommend? What are the pros and cons of this work? What do they wish they had known then that they know now?

If this is not the type of facility you want to work in, what environment do you want? Talk to those professionals.

Informational interviewing is a very good way to get advice from frontline people. Often, this kind of communication will yield not a mentor, at least some allies as you pursue your career goals.

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Counseling Today • November 2006
That working with real clients was a lot harder than clients in practicum and that as much as I wanted to make a difference on behalf of clients, everyone’s life was far more complicated. Beginning to counsel clients is a lesson in humility.

What was the best piece of advice you received as a student or new professional? Not to personalize clients’ responses or decisions to not return for counseling.

What advice would you like to share with students or new professionals today? It is a privilege to work with clients because we are sharing “intimacies” that perhaps have not been shared with others. Remember, we are facilitators and conduits to problem-solving, new resources, etc. We are working with “collaborators.”

Fred Bemak
Member of the ACA Human Rights Committee; professor of counseling

What advice would you like to share with students or new professionals today? It is a privilege to work with clients because we are sharing “intimacies” that perhaps have not been shared with others. Remember, we are facilitators and conduits to problem-solving, new resources, etc. We are working with “collaborators.”

Fred Bemak
Member of the ACA Human Rights Committee; professor of counseling

What was the best piece of advice you received as a student or new professional? "Write and publish. Write and publish. Write and publish." I was told this by one of the greats in the field who talked about scholarship as the key to influencing the field and advancing creative ideas and unique new conceptual models and research. This was particularly important since my work emphasized social justice and multicultural counseling — areas during my early days that were far less advanced and recognized in the counseling field.

What advice would you like to share with students or new professionals today? A few things come to mind. First of all, always be yourself and keep on the path that allows you to maintain your self-respect and integrity. Stay the high road, even in those more confusing and highly charged situations, and at the end of the day you will be able to live with yourself and your loved ones and subsequently be a far better person and professional. Stay honest, strive for clarity, help and give back where you can, take risks, laugh and enjoy the ride, love fully, don’t let fear drive your personal and professional life and decisions, and work toward letting go of ego.

Sam Gladding
Past president of ACA (2004-2005); chair, Department of Counseling, Wake Forest University

As a new counselor starting out, what was the hardest lesson you had to learn? I had to learn that no one theory of counseling works for all clients. I had been steeped in one approach, and it was an eye-opener to discover that some clients do best when you use another theory. Counseling is not like tube socks. One size — and one theory — does not fit all. I also had to learn not to take my clients home with me metaphorically and not to be too serious. In addition, I had to learn to be creative and innovative because counseling is not a mechanical or by-the-numbers profession.

What was the best piece of advice you received as a student or new professional? Trust your client to let you know how much good you are doing in the session. There may be hidden motives and perceptions or what they believe a counselor wants to hear. In some cases, they will flat out lie, which in and of itself is indicative of an issue.

What advice would you like to share with students or new professionals today? As a new counselor starting out, what was the hardest lesson you had to learn? Realizing that, due to the politics of job competition with other professional groups, counselors did not have access to many jobs for which they were well-qualified. This situation has improved in many states, but more work is needed in order for counselors to practice on parity with other professional groups.

What was the best piece of advice you received as a student or new professional? Remember that it is our job to “help,” not attempt to control or impose unsolicited change on others. When faced with any moral, legal or ethical dilemma, always base decisions and actions on what is in the best interest of the client. Adherence to this principle will forgive an array of technical and procedural “sins.”

What advice would you like to share with students or new professionals today? Join and become active in ACA, your state branch and one or more of the divisions of ACA which align with your professional role and interests. These organizations shape the future of the counseling profession and have a direct impact on every counselor’s ability to practice. As members of the counseling profession, membership in these organizations is not just a privilege, it is a responsibility.

Wendy K. Enochs
President, Association for Adult Development and Aging; assistant professor and director of the community counseling program, Department of Human Services at Stephen F. Austin State University

As a new counselor starting out, what was the hardest lesson you had to learn? The hardest lesson for me to learn was that not everyone who voluntarily enters a counseling office really wants to make changes. There may be hidden motives behind their stated objectives. The need for change has to be something the client sees and wants in order for it to be effective and lasting. And while it was hard at first, it is true that sometimes clients only share part of the truth based upon their perceptions or what they believe a counselor wants to hear. In some cases, they will flat out lie, which in and of itself is indicative of an issue.

What was the best piece of advice you received as a student or new professional? The best piece of advice I received was that a counselor has to care enough to
want to make a difference but not so much that one always takes cases home. There are times when one feels helpless, but this is just part of the process. Even small steps can set the stage for large changes in a client’s life later down the road. Ultimately, making changes is the responsibility of the client. Boundary setting is crucial for counselors to maintain their own emotional wellness. Ideally, one should also have a strong support system and friends outside the counseling field as well.

What advice would you like to share with students or new professionals today?

For students, it is important to learn all you can from your classes because you never know when you may need that information. For new professionals, networking through professional organizations is a lifesaver and critical if you want to avoid burnout and stay up-to-date on the most recent developments in the field. Networking also allows one to meet others in the profession and to grow both professionally and personally.

**Thelma Duffy**

*Founding president, Association for Creativity in Counseling; associate professor and counseling program director, the University of Texas at San Antonio*

As a new counselor starting out, what was the hardest lesson you had to learn?

We have a myriad of roles to negotiate as we begin our work as counselors and counselor educators. As rewarding and fulfilling as they can be, there are times when these roles are also conflicting and confusing. Finding mentors whose values we share, whose actions we hope to emulate and whose visions are inspiring help us clarify our roles and the responsibilities that come with them. One of my hardest lessons in academia was to clarify the style of mentoring that would best foster my growth, and one of my greatest privileges came in securing the mentorship of individuals such as Dr. Lesley Jones who helped me navigate the lessons that are a natural byproduct of the work we do.

What was the best piece of advice you received as a student or new professional?

Dr. Jones encouraged me to follow my passion and to trust myself. She had unfailing faith in her mentees and encouraged us to set our sights on professional activities that would inspire us and that would provide us with the relational opportunities we so enjoyed. Although she was a team player who enjoyed compromise and collaboration, she was also resolute in her position that we not compromise our integrity or our values in the service of conformity or ease. She modeled ways of doing the “hard thing” in ways that prompted courage, confidence and the greater good.

What advice would you like to share with students or new professionals today?

Connect with others, access your creativity, assume risks and invest with your heart. We belong to a profession that can bring with it immeasurable experiences of joy, meaning and satisfaction. Love what you do. This is a wonderful profession! With others, we have the potential to co-create dreams that promote good will, mutual understanding and shared passion. By working together, we have an opportunity to create our unique vision for the profession—one that builds community and opportunities for the clients we serve. No doubt, it is in relation to others that we take our vision to a place of action.
Behind the Book

Interviews with the authors of books for counseling professionals

BY JOHN LOUGH

Mastering the Art of Solution-Focused Counseling
by Jeffrey T. Guterman

Solution-focused counseling is a unique clinical model that offers counselors a means for shifting the treatment focus from problems to solutions. In Mastering the Art of Solution-Focused Counseling, Jeffrey T. Guterman has created a guide that incorporates the latest approaches to this treatment model. The book offers practical guidelines and in-depth theoretical resources, as well as numerous case studies that clearly illustrate the use of this approach with a variety of clients.

Guterman is an assistant professor of counseling in the Adrian Dominican School of Education at Barry University in Miami Shores, Fla.

Counseling Today: Whom do you consider the primary audience for this book?

Jeffrey Guterman: Its initial audience was counseling practitioners since its subject is the everyday work of counselors, the “doing” of solution-focused counseling. But as the book developed, it became clear that its audience also includes counselor educators and students. Because it provides a comprehensive explication of a leading clinical model in the field, it is being used in various graduate courses.

CT: What is one of the most important principles involved in solution-focused counseling?

JG: There is always a time when the problem is not happening, and if these times are identified and amplified, then problem resolution can be brought about in an effective and efficient manner. Now let me unpack this principle. Solution-focused counseling holds that clients have existing strengths, resources, and problem-solving capabilities. It is also assumed that for every problem there is an exception. Accordingly, in solution-focused counseling, a problem is conceptualized as problem/exception. Change is facilitated by identifying and amplifying exceptions.

An important learning process for students is to get to a place where they truly believe in this principle. In other words, it is important to really view clients as possessing strengths, resources and problem-solving capabilities and, also, to see that there really are always exceptions to clients’ problems. Only when counselors believe that their clients hold solutions can counselors help their clients find them.

CT: How does solution-focused counseling contrast with traditional models of counseling?

JG: Solution-focused counseling emphasizes what is working for the client. In contrast to traditional counseling approaches that tend to be problem-focused, solution-focused counseling is more interested in what the client has already done to effectively cope with the problem, what is going right in their life and what they can do to build on these exceptions. But some of the differences go deeper than simply the distinction between an emphasis on solutions and problems. There are significant philosophical differences between solution-focused counseling and traditional approaches.

CT: What would some of those philosophical differences be?

JG: I devoted an entire chapter to how postmodernism has influenced solution-focused counseling. Basically, postmodernism is a critique of modernist conceptions of certainty, objectivity and truth. Solution-focused counseling has emerged from the postmodern movement that rejects the possibility of attaining objective truth regarding human problems. The counselor is to be considered a participant-observer who both influences and is influenced by the observed. Solution-focused counseling is a collaborative process of meaning-making between clients and counselors.

It follows that solution-focused counseling tends to be less educative than many of the traditional models, especially the cognitive behavioral models and the psychoeducational counseling approaches. In solution-focused counseling, the emphasis is more strength-based and client-centered than in a majority of traditional models.

CT: What are some of the most unique features of Mastering the Art of Solution-Focused Counseling?

JG: The book provides clear guidelines for an effective, innovative and straightforward model of counseling. It addresses both the complex theoretical underpinnings of the model and its pragmatic techniques. There are many case examples to help readers apply the techniques along the way. The book also shows how solution-focused counseling has been applied to a wide breadth of problems, including anxiety, depression, jealousy, schizophrenia, substance abuse and trichotillomania.

CT: The final chapter in your book is devoted to the future of solution-focused counseling. What are some the current and future trends in solution-focused counseling?

JG: Originally developed by Steve de Shazer and his colleagues at the Brief Family Therapy Center in Milwaukee in the mid-1980s, the model has since been adapted by numerous clinicians. Although first developed in family therapy settings, we now find solution-based models being practiced in a variety of new settings, including mental health settings, school settings and even coaching, consulting and organizational development.

Mastering the Art of Solution-Focused Counseling can be ordered directly from the American Counseling Association (order #78067). The book is available to ACA Members for $24.95 (list price is $39.95 for non-ACA Members). Copies may be ordered online through the bookstore section of the ACA website (www.counseling.org) or by calling the ACA order line at 800.422.2648 ext. 222.

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

Letters to the editor: ct@counseling.org

President

Continued from page 5

ue my job as the director of the Intensive Residential Guidance Program with the Bureau of Indian Affairs, I was required to earn a degree in counseling. Therefore, I switched my major from English literature to guidance and counseling. It proved to be a blessed change. New vistas and exciting, fascinating, exciting and rewarding experiences, challenges and life-wrenching experiences, counseling has been the source of strength that has helped me not only to survive but also to prevail. I strongly believe that it is through counseling that my inner pain was crystallized into spiritual yearning. I developed a renewed sense of commitment to help others, and my professional work became a labor of love.

I summarize my commitment to the profession of counseling in two key words: “passion” and “compassion.” I believe that my passion is created from personal life experiences, while compassion has been caused by witnessing the afflictions of others. The former demands expression, which inspired me to write, and the latter has become the mission of my life to help others. The field of professional counseling has really guided me to develop innovative insights and understand myriad meanings of my clients’ difficulties. It has also offered me the much-needed and valued synergy in my own personal, interpersonal and transpersonal life.

********

There is no shortage of professionals in counseling who desire to work to make a difference and love doing just that! Thank you for your commitment, engagement and dedication.

I look forward to hearing from you and hope you will feel free to communicate with me either via e-mail at mawalefield@cox.net or by calling 800.347.6647 ext. 232.
In Brief

VISTAS Online seeks papers from NCDA presenters

Counselors who presented a program at the 2006 National Career Development Association Conference in Chicago, are eligible to submit a paper for inclusion in VISTAS Online. Under development for the past three years, VISTAS Online is a program to solicit, organize and make resources and ideas readily accessible to counselors. VISTAS Online is becoming the online virtual library for counselors to use both as a source to search for ideas and resources as well as a means to share new programs and practices.

Submitted papers must be related to the presented program and must be new, not just a submission of a proposal. VISTAS Online does accept papers that use or build on ideas presented in previously published papers if the newly submitted paper is itself original and not printed elsewhere.

To be selected for inclusion in VISTAS Online, articles must contain accurate, substantive and useful information in addition to meeting the technical criteria described above. If an article is accepted, only minor formatting (no further editing) will be done before it is posted to VISTAS Online. Therefore, it is crucial that counselors put their best "writing foot" forward and do a final proofing of their article before it is submitted.

Guidelines for submissions:

- No more than 3,000 words
- Under the title of the paper, include: "Paper based on a program presented at the 2006 National Career Development Conference, July 7-9, 2006, Chicago, Ill."
- Use a straightforward, informative approach that is interesting and grammatically correct
- Follow American Psychological Association guidelines for references

For more information, to find a conference site nearest you or to register to watch the live webcast, go to www.afsp.org.

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REGISTER ONLINE: www.counseling.org/convention/detroit.htm
BY PHONE: 800-347-6647, X222 (M-F, 8AM-7PM ET)
Cross-pollination: Using coordination of treatment to expand a referral base

Q: I am interested in a cost-effective way to market/expand my private practice. I have a small practice and an even smaller referral base.

A: Several marketing strategies can be found on the American Counseling Association website by clicking on “Private Practice Pointers” (www.counseling.org/Counselors/). We’ll cite one here that we developed as a method to build or expand a good referral base.

Every client offers a potential opportunity to expand your practice. The obvious way is for a satisfied client to recommend you to others. Another way to expand your practice is through what we call “cross-pollination.” Just as it is beneficial for pollinators to share pollen, it is beneficial for a therapist to share information. This is done, of course, with all requirements being met for release of information.

At the first appointment, clients are given a client’s rights document to review, and then they sign a release. With this release is a coordination of treatment document (see Chapter 2, “Office Procedures,” in our book, The Complete Guide to Private Practice for Licensed Mental Health Professionals). This document asks clients to allow you to contact their primary care physician because coordination of treatment is mandated by managed care and insurance companies. An example of a release of information is also in our book. Both of these are important professional and ethical responsibilities, but they are also conduits to help market your practice.

When the referral is from a physician, a thank you letter, along with your written brochure or business card, is sent along with basic clinical information for the patient’s chart. A follow-up call to discuss the client is not only beneficial for coordination of treatment but also gives the physician an opportunity to see that you are a good therapist. Also take opportunities to drop off fruit or lunch to the hard-working staff. You’ll be on their minds the next time one of their patients needs a referral to a therapist.

Conversely, if a client is a student who has an educational issue, it is an excellent idea to call the counselor, social worker or special education coordinator at the school to ask for input in your treatment planning. I even ask the family to invite me to the student’s individual education plan (IEP) meeting or annual review. I act as an observer at these meetings, giving input only when asked. I am almost always welcomed to leave my card or brochure.

Schools look for competent therapists when they wish to refer outside the district. Most schools have a list of good therapists, and you want to be on that list. Introducing yourself to the schools in a way also puts you in a position to request to serve as a speaker at teacher institutes, PTA meetings, district parent education fairs and so on. I’ve even been asked to keynote the beginning-of-the-year teacher gathering and have had teachers from these districts contact me for personal and marital counseling.

If a school refers a student with medical issues and the family has signed the coordination of treatment document, it is wise to contact the physician with a letter or call. This is a courtesy contact to let the doctor know how you are helping the patient with attention deficit disorder, anxiety or other mental health issues.

If your niche is working with adults, obtain client permission to contact their gynecologist or other specialist for coordination of treatment as stated above.

The fear that we are irritating the doctor is usually unfounded. Doctors spend about seven minutes with patients on average, and most M.D.s welcome a therapist ally. When the doctor has another patient who needs a therapist, you — the competent professional — will come to mind.

Also make use of “cross-pollination” when you have a referral from a friend of the client or a managed care company. Managed care companies require coordination of treatment, so make sure you coordinate with physicians, schools and even lawyers if it is appropriate. Remember that professional ethics require that you first obtain a client release.

Of course, the goal of marketing is to help people as well as build your practice. One of the most encouraging comments I ever received from a new client: “I got your name from a friend, and the next day my doctor gave me your card.”

Q: I am interested in some guidance about leaving a group counseling practice to start my own individual counseling practice. I have no contract or non-compete clause. I plan on offering my current clients the option of transitioning with me, and I think most will choose this option. Can I copy the client records and take them with me? Is it ethical/legal to start new charts at my new practice even though old notes, intake forms and face sheets will be in the charts at the practice I will be leaving?

A: The only person who should give your legal advice is an attorney. If you do not have an attorney, try calling your malpractice insurance company. Most will have an attorney who can give general advice or direct you to an appropriate resource.

Common sense says to approach the owner or managing partner of the group practice and try to work out the parameters of your departure from the practice by discussing what’s in the best interests of the clients. No one wants upset clients or a potential lawsuit. It is in the best interests of both you and the group practice to part amicably, especially if you are in the same geographical area. While this may produce anxiety, it is best to try and negotiate first rather than after a problem arises.

In any event, whether or not you can copy the old records, you should set up a new chart for each client at your new practice. The client needs to know your new practice’s policies and procedures. All the practice forms (informed consent, consent to treat, HIPAA client rights and disclosure forms, etc.) need to contain your and your practice’s identifying data.

Moreover, you can have each patient sign a release of information to the old practice to obtain the records.

This question, as well as others about joining, forming or structuring group practices, gives rise to yet another: “What am I getting into, and what happens if I leave (or am asked to leave)?” With potential partners, it is better to have a clear understanding of all that is expected on the front end rather than at the end.
A relational-cultural approach to building unity and vision: Part III

This article, the third in a four-part series, continues the discussion of Relational-Cultural Theory (RCT) and its relevance for professional counselors. This series is designed to explore some of the central relational and organizational barriers that counselors are challenged to address in promoting a greater level of mutuality among clients and colleagues in the field.

The previous columns defined a number of key terms and discussed central points associated with this counseling theory. This included pointing out that we all have the potential to become increasingly sophisticated in how we think about and respond to our relationships with others.

To realize one’s human potential in this area requires developing new and more complex relational competencies. These developmental competencies are accompanied by increased fluidity in one’s reflective abilities and a growing interest in moving toward a sense of relational interdependence with others.

The previous columns also identified some of the barriers counselors and their clients commonly encounter that undermine their ability to realize a heightened sense of mutuality and authenticity in their relationships with each other. Part of our focus was the ways in which “power-over relational dynamics” undermine people’s ability to acquire more sophisticated relational competencies. While anyone can be prone to being adversely impacted by power-over dynamics, RCT theorists note that individuals in disenfranchised cultural, racial and gendered groups are much more likely to be routinely subjected to various forms of these dynamics. These dynamics adversely impact their personal, psychological, social and emotional well-being.

This month’s column has a twofold purpose. First, it aims to increase readers’ understanding of RCT by introducing additional theoretical concepts that build on the terms and constructs discussed in the previous articles.

Second, we address some of the key challenges counselors face in promoting a greater level of relational competence both for themselves and the persons with whom they work. We also discuss the innovative strategies several ACA members are engaged in to foster a greater level of unity and vision in the counseling profession. To access these possibilities, counselors would do well to reflect on the obstacles that continue to exist in our profession in general and within the American Counseling Association in particular. These obstacles impede our individual and collective ability to realize new and different kinds of self and personal lives.

Free space

In the previous column, we stressed that engaging in efforts intentionally aimed at accessing these possibilities requires courage, constructive conflict, dialogue and what Pulitzer Prize-winning journalist Christina Robb, the author of This Changes Everything: The Relational Revolution in Psychology (2006), called “free space.” Free space is often difficult to create because power-over dynamics, gender socialization and controlling and relational images limit how we create and participate in growth-fostering relationships. These growth-fostering relationships include those we have with others in our professional organizations and training institutions. Creating and promoting revolutionary changes or free space within some organizational or institutional contexts is often met with resistance and retaliation from others within the organization. This resistance typically comes from persons in power positions and those interested in maintaining the status quo. Maintenance of the status quo promotes and reinforces various forms of power-over dynamics in relation to many persons in our society, but particularly those from devalued and disenfranchised groups.

One of the central questions facing RCT advocates is: “Where might one find free space, and how is it created?” Robb asked this very question when writing about the lives of Jean Baker Miller and other RCT scholars who work to create the sort of free space described above. The answer is simple: These RCT advocates “did it together.”

Over the past 20 years, these advocates have operated using the mantra that there is “courage in connection.” This mantra reflects a basic RCT premise that humans have the potential to develop new and more sophisticated relational competencies. These competencies, based on mutuality, relational interdependence and authenticity, challenge the old relational images that have historically elevated notions of independence, individuality, autonomy and separateness.

The 2005 edition of the ACA Code of Ethics reflects a growing recognition of these RCT concepts by presenting new ethical standards related to the complex issue of dual relationships. The authors of the new ethical standards implicitly complement the RCT notion of free space. They acknowledge that counselors sometimes find themselves in multiple relational contexts with their clients and that perhaps there are opportunities for healing in these situations. This expands the traditional controlling images of what it means to relate as a counselor or client outside the therapy room.

By reframing thinking about dual relationships in this way, the 2005 ACA Code of Ethics paves the way for counselors to consider new opportunities for mutual growth, free space and healing that may occur when they build different kinds of relationships with their clients within varied relational and cultural contexts. By altering our thinking about the sort of power-over relational dynamics that have characterized past discussions about ethical professional practices, we can approach our work with clients and colleagues from a perspective that fosters new thinking about human dignity and development.

In essence, these changes to a section of our professional ethics give counselors opportunities to create and experience new types of empathy that extend outside the therapy room. By building a new and different kind of respect for our clients, acquiring a broader understanding of the helping relationship and developing professional practices, we can approach our work with clients and colleagues from a perspective that fosters new thinking about human dignity and development.
opposing new thinking about the manner in which mutual heal-
ning can occur, counselors com-
municate a very different form of
empathy. This mutually nurtur-
ing empathy, or what RCT theo-
rists simply refer to as “mutual empathy,” can be fos-
tered not only with our clients but our colleagues and students as well.

Mutual empathy as ‘mattering’

In the first column of this series, the term mutual empathy was characterized by those interpersonal interactions in which “each person (in the relationship) is open, accessible, affected and moved by the expe-
riences of the other. When people truly experience mutual empathy in their relationships with others, each person feels she/he matters and can sense the impact she/he has on the other persons.” RCT theorists have pointed out that obstacles to the development of mutual empathy undermine another important RCT concept that relates to a person’s sense of “mattering.” Sources of privilege, oppression and marginalization are among the factors that lead individuals to believe that their lives and experiences “matter” either more or less than other persons in our society.

Measuring the presence and the quality of mutual empathy (and “mattering” to another) is not elusive. In fact, RCT is sup-
ported by a strong empirical base that includes studies con-
ducted by researchers who have used valid and reliable instru-
ments to measure people’s sense of mutual empathy and relation-
ship competency. Two such instru-
ments are the Mutual Eco-
price Psychological Development Question-
naire (MPHQ), and the Relational 
Health Indices (RHI). The MPHQ measures the quality of mutuality as experienced in per-
sonal relationships. The RHI provides a measure of the quality of mutuality in expanded relational contexts including, but not limited to, peer, mentor-
ning and community relational networks. These measures and other scholarly works using RCT are available at www.

Fostering courage in connection

Beyond the work of these researchers, a number of persons in ACA and the National Institute for Multicultural Com-
petence are working to create the sort of free space, mutual empathy and growth-fostering relational networks described in this month’s column. Women’s rights advocates in ACA recent-
ly called on association leaders to address the gender-based violence that continues to impact both women’s personal lives and professional identi-
ties. To this end, ACA Immedi-
ate Past President Patricia Arredondo is spearheading a new project, tentatively called the Gender-Based Violence Prevention Initiative. She is to be commended for her courage and commitment in organizing the initial steps of this revolu-
tionary initiative.

Another initiative, the Student Mentoring and Early Leadership Development Train-
ing Project, involves a number of ACA and NIMC members. This cyber-based professional mentoring and training project is designed to create the sort of free space necessary for relation-
al growth. The goal is to create a learning environment grounded in mutual empathy to effectively facilitate the professional develop-
ment and personal empowerment of graduate students and early career professionals who take part in the mentoring initia-
tive. The project is free for anyone who wants to participate. Its aim is to assist others in devel-
oping new leadership capabili-
ties as well as a host of multicult-
ural, relational and advocacy competencies that are relevant for the challenges counselors face when working in today’s culturally diverse society. NIMC will also be responding to the needs of students and early career professionals interested in learning more about RCT by offering a study and mentoring group in the near future.

In the spirit of Thanksgiving, NIMC, along with ACA and various ACA divisions, is also planning exciting activities at ACA’s 2007 annual convention in Detroit. These initiatives will explore ways that we can pro-
vide service and give back to the Detroit community. In addi-
tion, these endeavors and other activities will be designed to foster courage in connection, deconstruct obstacles to mutu-
ality, create free space and build a sense of unity and vision in ACA and in the counseling pro-
fession at large.

In closing, we would like to express simple gratitude and appreciation. We are thankful for the leaders in our profes-
sional organizations, both past and present, who have worked courageously to affect change in our profession and in the broader culture. Specifically, we are grateful for the life work of Jean Baker Miller, a leader in the RCT movement who has been a catalyst in creating change and challenging the sta-
tus quo. The authors would also like to thank the Asian Ameri-
can Psychological Organiza-
tion, which awarded NIMC the 2006 Presidential Award for exemplifying a collective vi-
sion of what it means to build and nurture coalitions in the name of social justice.

Finally, we encourage all read-
ers interested in participating in any of the initiatives mentioned in this column to contact Michael D’Andrea at Michael@
hawaii.edu. In the concluding column of this series, we will extend an open invitation to the profession to participate in efforts to eliminate obstacles to mutual, exclusionary prac-
tices and organizational violence within the counseling profession and the culture at large.

Dana L. Comstock, a profes-
sor and chair of the Depart-
ment of Counseling and 
Human Services at St. Mary’s 
University in San Antonio, is 
the editor of Diversity and 
Development: Critical Con-
texts That Shape Our Lives 
and Relationships, the first 
RCT-based development text. 
She is also featured in How 
Connections Heal: Stories 
from Relational Cultural 
Therapy. Direct comments or 
questions to dcomstock@ 
edmu.edu. Judy Daniels 
j@daniels@hawaii.edu and 
Michael D'Andrea (michael@ 
hawaii.edu) are professors in 
the Department of Counselor 
Education at the University of 
Hawaii.

Letters to the editor: ct@counseling.org

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

Call for papers, manuscripts

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

The journal welcomes article submissions that reflect issues pertinent to the health of sexual minority individuals and communities. Articles should focus on one of the following areas: (1) new research in counseling, (2) a review of the literature that critically integrates previous work around a specific topic, (3) introduction of new techniques or innovation in service delivery within the field or (4) theoretical or conceptual pieces that reflect new ideas or new ways of integrating previously held ideas.

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

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

Submit articles to Ned Farley, Editor, The Journal of LGBT Issues in Counseling at nfarley@antioch.edu. Also include all appropriate signed copies of the Manuscript Submission and Limited Copyright Transfer Form required by Haworth Press Inc. This form is available online at: www.haworthpressinc.com/jmanuscript.pdf. The form should be mailed to Ned Farley, Ph.D., The Center for Programs in Psychology, Antioch University Seattle, 2326 Sixth Avenue, Seattle, WA 98121-1814.

The U.S. Steering Committee for the 2007 China-U.S. Conference on Youth at Risk is requesting proposals for papers and interactive presentations. The program format will include paired Chinese and U.S. speakers on a range of topics, as well as panel discussions, poster sessions, demonstrations and interactive exhibits. The U.S. Steering Committee will referee the U.S. papers and collaborate with the Chinese Steering Committee in determining which of the format options is best suited for a given topic. The Steering Committee members will select papers for presentations that represent best practices, promote interactive discussion and give conference participants a clear understanding of how to apply research to practice.

All submissions must address the following conference topics:
- Effective approaches to counseling youth who cause social problems
- Counseling youth at risk within the family context
- Counseling youth at risk within the community context
- Best practices for counseling at-risk youth

Submissions must include three documents: 1) a 250-word abstract, 2) a presentation summary that includes research points and participant outcomes and 3) a one-page biographical sketch. Formats for these documents and submission instructions can be found at www.globallt.org. Deadline for submissions is Dec. 1.

Direct questions to Global Interactions Inc., 14 West Cheryl Drive, Phoenix, AZ 85021; phone: 602.906.8886; e-mail educ@globallt.org.

The 2007 International Association for Educational and Vocational Guidance International Conference will focus on “Diversity in Relation to Guidance.” Within the framework of this topic, attention will be given to theoretical reflection, comparative issues, research models, guidance practices and operative instruments existing in many parts of the world. The main question will be how to integrate and handle diversity in educational and vocational guidance.

Any person interested may submit either a paper presentation (individual presentation) or posters (only in the official languages of the conference). Proposals must be sent by Dec. 1 and include a proposed title, the name(s) of the presenter(s) and a 150-word summary. For complete submission details, e-mail larios.laureg2007@unipd.it or call 039.049.827.8464

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 (a division of ACA) and is published with the support of the doctoral program in Community Research and Action at Vanderbilt University.

The deadline for the first issue is June 1, 2007. 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 are serving as the journal’s editors.

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

Manuscripts on family or community-related services, legislation, litigation and professional preparation are also of interest. For information, including guidelines for authors, is available at www.mltonline.org.
MK: Based on an honest appraisal of that question, the counselor would have to assess whether going to the funeral would be beneficial or harmful to the memory of the deceased client. In that respect, it is no different than evaluating the beneficial versus harmful aspects of attending a client's wedding or graduation ceremony.

If your professional judgment clearly indicates it would be beneficial, you can choose to go to the funeral service. It may be prudent to sit in a chair off to the side where you don’t have to necessarily interact with others. You can pay your respects to the client and then leave without having to interact with too many people. If someone asks you how you know the deceased, you can simply state that you worked with them professionally.

On the other hand, if the client’s family clearly knew about and might have even been involved in the counseling at times, you might be more active in paying your respects if there is reason to believe that the family would be comfortable with and comforted by your presence.

DK: Can the case history of a deceased client be used when teaching classes or as an example during a professional presentation?

JM: The same rules apply as to a living client. You can use case examples for educational purposes as long as identifying information is removed so that the client cannot be identified.

DK: What should be done with the records of a deceased client?

MK: Once again, the same rule applies as for a client who is living. The ACA Code of Ethics does not state a specific length of time to keep records. However, many state licensing laws require that records be kept for seven years. Therefore, seven years is a reasonable amount of time to keep the file of a deceased client.

DK: Speaking of records, what is the appropriate way to react to a subpoena for information from the file of a deceased client?

MK: If I made a professional judgment that divulging information could in any way harm my deceased client, I would, with the assistance of the lawyer provided by my liability insurance company such as the ACA Insurance Trust, decline to provide information.

JM: At the point the court indicated that I had no choice but to comply with the subpoena, I would give the minimal amount of information possible. I would protect the client’s confidentiality as much as possible, even after death.

DK: To wrap up, what would you say is the key to Standard B.3.f. and protecting the confidentiality of a deceased client?

MK: That the counseling relationship exists even through death. We continue to honor that relationship after a client dies. As such, whatever statements in the ACA Code of Ethics applied when the client, supervisee, student or research participant was alive continue to apply after they are deceased. If a counselor would not disclose information when a client was alive, they should not disclose that information in their death.

Letters to the editor:
counseling.org
We all have unique personal and professional experiences that create the lenses through which we view the world. As a young woman pursuing an advanced degree, I try to remain aware of my own perspectives and system of beliefs. Faced with difficult experiences, I try to learn from these incidents. Two unexpected professional experiences recently taught me about myself, professional behavior and how that behavior can impact others in either positive or negative ways.

**Professional disrespect**

The first experience occurred at a meeting composed of several counselors and counselor educators. I was enthusiastic about the opportunity to share my perspective on the status of local mental health services and provide feedback from my experiences as both a professional counselor and a graduate student. I have witnessed counselors, clients and the profession reflected in a very different light in my roles as a master’s student, professional counselor and now a doctoral student. I was curious to see how these differences would surface in professional meetings. Dialoguing with other counselors and counselor educators about issues specific to our geographic area, such as availability of mental health services for underserved populations, gave me another reason to be excited about the meeting and our potential progress.

As the discussion began, I started to feel uncomfortable because of two professional counselors in the group. I was surprised when these two individuals displayed disrespectful behavior toward others in our group, including me. They made inappropriate comments, interrupted others and engaged in “side talking” when others were speaking. It seemed grossly out of line and unprofessional, but I assumed it would stop. Surely they would realize the negative impact they were having on the discussion or, failing that, others would intervene.

As the meeting progressed, the offenders’ actions only worsened. They began treating those of us who were considered “new professionals” with blatant disrespect, repeatedly referring to us as “kids.” The meeting took on a negative tone, with the participation of other group members declining noticeably. This left the two offending group members to ostensibly take over the meeting. Was that the result they had wanted? I left feeling overwhelmed, embarrassed and unsure of why I or any of the other members had done to warrant these hostile and unprofessional responses.

I spent some time reflecting on my behavior and responses. Had I done something to provoke the situation? Had I inadvertently said something offensive? Had my nonverbal behaviors sent messages different from the ones I was hoping to communicate? Was there something about me personally that had irritated these two individuals?

Next I began worrying whether I had missed the opportunity to advocate for myself personally that had irritated these two individuals? Those positive experiences encouraged me to talk with professors and some students about my two negative experiences. The conversations initially began as discussion of my experience, but most evolved into a discussion on the treatment in professional situations of young women in particular. Hearing similar stories from female professors and students helped to “normalize” my experience, but they also renewed my determination to shed light on these subtle forms of discrimination and oppression. Much like my first negative
experience, I eventually realized that this incident was less about me and more about the issues of the two individuals who had provided the disrespectful feedback.

**Professional lessons**

The greatest resulting benefit of these two situations came from having the opportunity to discuss these experiences with other students and faculty. I was able to talk about some of my reactions, while also having my feelings affirmed as just and valid. Having someone listen as I vented was more than encouraging; it also stimulated discussions about factors that uniquely affect female graduate students. I believe that talking about incidents such as these is productive in that it will decrease the likelihood of similar situations happening in the future. Those of us involved in these discussions will be better able to react in positive ways to future problem events, and we are already more alert to making our own interactions appropriate to the feelings of others.

As I reflected on my experiences, I recognized several valuable lessons. First, discrimination — specifically as it relates to age, experience, education level and so on — can happen anywhere. As a professional counselor and future supervisor, I must remain cognizant of the different forces that may affect my clients and students. Each of these individuals will have different strengths and weaknesses, as well as societal privileges and disadvantages. We need to keep ourselves well aware of these unique situations and treat everyone as the individuals they are.

Advocating for social justice also seems critical, because the best defense against these attitudes is a preventive offense. I strongly believe in professional advocacy through involvement in professional organizations such as the national, regional, state and local organizations affiliated with the American Counseling Association, Chi Sigma Iota and the Council on Rehabilitation Education. Many of the state and national conferences I have attended feature discussions on issues related to discrimination in society, academia and the counseling profession. Participating in these conferences can foster discussion and encourage effective communication that leads to better advocacy for self, the profession and those voices that might otherwise go unheard.

These experiences have reminded me of why I want to be a counselor educator. Everyone's voice is important; no one has the right to silence anyone else, even if they possess more advanced education or experience. Graduate degrees or 25 years of experience may give an indication of a person's academic or life knowledge, but they don't reduce the value, credibility or uniqueness of the creative thinking, knowledge and abilities of those with lesser training or experience.

Sharing and discussing such experiences seems important to me. Simply pushing experiences such as mine under the rug won't lessen the chances that similar incidents will happen again. Sharing information about feeling discriminated against or being treated unfairly might encourage others to advocate for themselves. Everyone's opinion does matter.

Discussing these experiences with colleagues and other professionals, not for the sake of "badmouthing" others but to explore the oppression and discrimination that continue to permeate society, was enormously helpful to me, and it can be to others as well. The only way we can hope to challenge those who wish to stifle others is by making sure that our own voices and the voices of those around us are clearly and regularly heard in productive ways.

Writing this article is an early step in my growth process of becoming a better advocate for equal treatment and respect of all people. We all should come into this profession with the goal of helping others. When a counselor is considerate or disrespectful of others, it begs the question of how genuine he or she can be in interactions with clients.

To quote Mahatma Gandhi, "You must be the change you want to see in the world." As a counselor who advocates for social justice, I wish to see a society in which we treat each other with equality and fairness.

I'll do what I can to make sure that everyone's voice is heard.
ASGW seeks nominations for three awards
Submitted by Lorraine J. Guth
lguth@iup.edu

The Association for Special-
ist in Group Work Awards
Committee is seeking nominations
for the Group Work Prac-
tice Award. The purpose of the
award is to recognize an out-
standing practitioner in group
work. Recognition may be for
any area of group work covered
by the ASGW Professional
Standards. Nominees must be
members of ASGW.

A nomination letter and two
supporting letters should add-
ress the following points:

- Nominee’s scope of practice
  (include type of group work,
client population served and
  practice setting)
- Nominee’s innovations in
  group work practice
- How the nominee has dis-
  seminated group work skills
through workshops, confer-
ence presentations, supervi-
sion or training
- Evidence of the nominee’s
  significant contribution to
group work practice

The ASGW Awards Commit-
tee is also seeking nominations
for the Eminent Career Award
and the Professional Advance-
ment Awards. Nominations in
either category should address
the nominee’s outstanding
activities and contributions to
the field of group work. Addi-
tional letters speaking to the
nomination would be welcome.
Letters should identify which
award is being sought.

Eminent Career Award: This
highest award recognizes major
contributions made to the field
of group work by an ASGW/
American Counseling Associa-
tion member. Credentials and
letters of recommendation for
the nominee should convey the
national or international influ-
ence the individual has had on
group work over a period of
time.

Professional Advancement
Awards: These awards rec-
ognize the outstanding activities
of individuals who help ad-
vance the field of group work
through any one of the follow-
ing: research, development of
a new technique or theory, public
relations, legislative activities
or group work practice.

Nominations and supporting
letters for all three awards must
be received by Jan. 31, 2007.
They should be sent to Lorraine
J. Guth, Ph.D., Indiana Univer-
sity of Pennsylvania, Depart-
ment of Counseling, 206 Stouf-
fer Hall, Indiana, PA 15705.
Materials may also be sent via
e-mail to lguth@iup.edu. The
award recipients will be an-
nounced at the ASGW Lun-
cheon at the ACA Convention in
Detroit.

ACES issues call for program proposals for 2007 conference
Submitted by Harriet Glossoff
hglossoff@virginia.edu

Make plans now for the 2007
Association for Counselor Edu-
cation and Supervision Confere-
ce! Proposal program appli-
cations for the ACES Confer-
ence are due Dec. 1 and are
The conference theme is
“Vanguards for Change: ACES
and Social Justice.” Proposed
programs should relate to
teaching, supervision, research
or counseling.

Mark your calendars now.
The conference will be held
Oct. 10-14, 2007, at the Easton
town Center in Columbus,
Ohio. Go to www.eastontown-
center.com to find out more
about what’s available.

Early registration is available
at www.aces2007.net. Member
registration is $175, and student
registration is $125
through Dec. 1. Registration
fees will increase by $25 on
Dec. 1 and by another $50 on
April 15, 2007. For more infor-
mation, contact info@aces
2007.net.

The information contained in
this article is also available on a
flier created by Geoff Yager at
the ACES website (www.aces
online.net). Just click on the
“ACES 2007 Conference” link.
Please consider downloading
this flier and sharing it with your
colleagues by posting it at your
workplace.

AACE currently seeking contributions for its quarterly publication
Submitted by Danica G. Hays
DHays@odu.edu

The Association for Assess-
ment in Counseling and Educa-
tion invites educators, practi-
tioners and students to con-
tribute to its quarterly newslet-
ter, NewsNotes. Individuals are
encouraged to submit a variety
of articles related to assessment
and evaluation.

NewsNotes now features two
new sections: “Student Perspec-
tives” and “Technology and
Innovation.” The “Student Per-
spectives” section is a publica-
tion opportunity specific to stu-
dents who want to share their
knowledge of topics such as
training, research, dissertation/
thesis writing, practice and
evaluation.

The “Technology and Innova-
tion” section will promote dis-
cussion of implementing tech-
ology into the areas of testing
and assessment. Submissions
might include the use of technol-
genesis in assessment practice,
reviews of computerized assess-
ment protocols and introduc-
tions to new software. Interested
authors are encouraged to sub-
mit their original manuscripts
of 500 words or less to Joshua
Watson, NewsNotes editor, at
jwatson@meridian.mstate.edu.

AACE always encourages
educators, practitioners and stu-
dents to get actively involved in
the division. If you are interest-
ed in learning more about
involvement in AACE, contact
President Valerie Schwiebert at
vschwieb@wcu.edu.
NCDA off to a great start with e-learning version of its CDF curriculum
Submitted by Deneen Pennington

dpennington@ncda.org

The National Career Development Association recently released a new e-learning version of the career development facilitator (CDF) curriculum. A total of 61 CDF instructors have completed the one-day e-learning training that provides practical techniques and strategies to enhance distance delivery. NCDA has experienced an increase in curriculum sales since its release.

A CDF designates individuals working in a variety of career development settings. Individuals with a CDF may serve as career group facilitator, job search trainer, career resource center coordinator, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist or workforce development staff person. Those who complete the training may seek the global career development facilitator credential through the Center for Credentialing and Education.

The counseling profession has made great progress in defining professional counseling and the career counseling specialty through efforts such as NCDA’s career counseling competencies, the NCDA Code of Ethics, state licensing and registry requirements.

However, several professional groups have recognized that many individuals who are currently providing career assistance are not professional counselors. The global career development facilitator credential was developed to provide standards, training specifications and certification for those career providers. The goal was to define and differentiate the two levels of career practice.

For additional information about the CDF e-learning curriculum, contact Mary Ann Powell at mpowell@ncda.org or visit the NCDA website at www.ncda.org.

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- Master educational requirements in ABACA independently licensed Substance Abuse Counselors.

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AADAs rolls out new mentorship program
Submitted by Wendy K. Enochs
enochswk@sfasu.edu

This has been an exciting year for the Association for Adult Development and Aging. We held a board meeting in July that helped us to develop and expand the division’s vision for 2006-2007 and beyond. The task force continues to develop critical elements that will assist those who work with adults throughout the life span. The current AADA Board is committed to providing additional services to our members to help them improve their effectiveness in their work. To that end, the board has been working on several new initiatives for this year.

To help our members, AADA has created a new mentorship program. If you are a member of AADA who has extensive experience in the counseling field working with adults and would be willing to mentor someone, please let us know. Likewise, if you want a mentor and are a member of AADA, we will do what we can to assist you. For those interested in our mentorship program, contact Wendy K. Enochs at enochswk@sfasu.edu or at 936.468.1366.

The AADA Board continues to look for ways to expand services, enhance the skills of counselors and plan additional regional conferences for next year. AADA had two very successful regional conferences this year. AADA has another very successful regional conferences. The last conference was co-sponsored by Montclair State University. If you would like to assist in planning a conference, we would welcome your help. As always, there is a place for those who want to get more involved in AADA. Just let one of the officers know, and watch your newsletter for upcoming events.

Speaking of upcoming events, at this year’s conference we have some exciting events planned, including a free graduate student breakfast with AADA officers. If you are a graduate student who has been wondering what AADA is all about, this is your opportunity to meet the leadership of AADA. We would love to meet you and learn about what you want from your divisions.

AMCD provides additional details for Day of Learning
Submitted by William L. Conwill
wconwill@ufl.edu

Over the last few months, the four vice presidents of the Association for Multicultural Counseling and Development have exchanged communications and plans to provide a special Day of Learning on Friday, March 23, 2007, at the ACA Convention in Detroit.

Maritza Gallardo-Cooper (Latino/a American), William L. Conwill (African American), Janet Tsianti Wind Walker Jones (Native American) and Arpana Inman (Asian American/Pacific Islander) decided to schedule the special Day of Learning so that their presenting times did not compete with one another, allowing participants to attend any or all of the groups’ offerings. This inclusive spirit of collaboration and unity characterized the decision-making and communication throughout the planning process, exemplifying their desire to work together toward common goals.

We will use the same room for all the groups’ programs. The strands of the Ethnic Minority Day of Learning will begin with an opening prayer at 7:15 a.m. and end with a closing prayer at 7:15 p.m. The Native American strand will run from 8:30-8:45 a.m. The Native American and Pacific Islander/Asian American interest groups will share the

Continued on page 53
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During the lame-duck session the week of Nov. 13, Congress will attempt to pass the 10 remaining appropriations bills. If this proves too difficult, Congress may instead pass a long-term continuing resolution to fund programs at current levels until next spring, thus putting spending decisions to the next Congress.

Little else will be on the agenda. Unfortunately, it appears unlikely that Congress will consider health care legislation for veterans, thus ending this year’s opportunity to establish formal recognition of licensed professional counselors as mental health care professionals in the Veterans Administration health care system.

Medicare legislation may still be considered due to pressure put on Congress by physicians to prevent scheduled payment rate cuts from taking effect Jan. 1. As long as consideration of Medicare legislation remains a possibility, counselors are encouraged to contact their representatives to ask them to co-sponsor H.R. 5324 and support improving Medicare’s coverage of outpatient mental health services under any legislation passed this year.

ACA pushing for Nevada licensure legislation

On Oct. 7, American Counseling Association lobbyist Brian Altman met in Henderson, Nev., with state Sen. Joe Heck to discuss counselor licensure legislation. Altman was joined by Beth Powell of the American Mental Health Counselors Association, Kristi McCaskill of the National Board for Certified Counselors and Louise Sutherland, a Reno mental health counselor. The meeting came after Heck filed draft legislation establishing professional counselor licensure on Sept. 1. At the meeting, participants discussed further refinement of the legislation, possible sponsors and supporters of the legislation and joint efforts to advocate for its passage.

In October, ACA, AMHCA and NBCC sent an e-mail to all members and certificants in Nevada letting them know about the meeting and informing them that they should contact Sutherland if they want to assist with grassroots efforts. In addition, ACA will be providing Heck and grassroots activists with copies of its brochure “Who Are Licensed Professional Counselors?” Finally, ACA will be working with AMHCA and NBCC on briefing documents about the bill and why it is needed.

The Nevada Counseling Association is working to ensure passage of a counselor licensure bill, and the three national organizations (ACA, AMHCA and NBCC) have pledged to work closely with NCA in hopes of seeing legislation enacted during the upcoming session of the Nevada Legislature. ACA President Marie Wakefield, a Nevada resident, and ACA staff are working to establish a close, collaborative relationship with NCA. An effective state counseling organization will help greatly in pushing a licensure bill through to enactment.

Despite efforts, final bill fails to increase access to mental health counselors

On Sept. 29, the House of Representatives passed the conference report for H.R. 5122, the Fiscal Year 2007 Defense Authorization Act, by a vote of 398-23. The following day, the Senate passed the report by unanimous consent. To ACA’s disappointment, the conference report did not include language removing the physician referral and supervision requirement for mental health counselors treating TRICARE beneficiaries.

Earlier this year, because of the efforts of Rep. Robin Hayes of North Carolina, the House passed a version of the defense authorization bill that included a provision allowing licensed TRICARE mental health counselors to practice independently. Unfortunately, the Senate version of the bill did not contain a similar provision.

To gain support for removal of the restrictions, ACA met twice with TRICARE Management Activity (TMA) to discuss the issue. In addition, we also met with the National Military Family Association (NMFA), a national advocacy organization, in an attempt to gain its support for the provision. Despite these meetings and NMFA’s support, the Senate Armed Services Committee and TMA continue to oppose independent practice authority.

While we are disappointed by the final outcome of the authorization bill, ACA, AMHCA and NBCC will continue to work on behalf of counselors who want to use their skills and training to assist military personnel and their families.
The Business and Practice of Coaching: Finding Your Niche, Making Money and Attracting Ideal Clients

If you've been around any block or read any major newspapers in the last few years, then you are aware that personal coaching is the latest thing in pop culture. The descriptions of coaching and the coaches themselves have so much panache and energy. As a therapist, I have caught myself wondering if working with clients could really be so much fun or whether it could have a similar degree of aplomb in therapy. After all, we do serious work! I have even found myself at coaching seminars and presentations, wondering if this is the "real stuff."

Among professional therapists, this new genre of helping people has created quite a stir and more than a few mixed feelings. There are legitimate concerns about who can call themselves coaches, what training is involved and if these coaches are really just the new promoters of "snake oil." And this doesn't yet take on the substantive differences between counseling and coaching — or which client is appropriate for which option. It was in this vein that I approached Lynn Grodzki and Wendy Allen's book, The Business and Practice of Coaching: Finding Your Niche, Making Money and Attracting Ideal Clients. What I found was that these authors have done a wonderful job of identifying their audience and presenting their concepts with honesty, intelligence and inspiration.

One of the first issues Grodzki and Allen address is certification. They openly discuss the lack of any unifying accrediting body or widely accepted type of education to become a coach. There are credible organizations making headway in this area, and the authors strongly encourage future coaches to align themselves with an organization that has identified a list of competencies, at a minimum. They specifically identify the International Coaching Federation, which delineates core competencies, requires written and oral examinations, and provides ethical guidelines and professional standards. Grodzki and Allen also warn that coaching training often occurs in businesses, not public institutions, and that profit potential is often what drives training. They share their own concern about how this can have a negative impact on coaching's credibility as a profession.

The heart of the matter for many therapists is the question of whether coaching is just "counseling in sheep's clothing." It is perhaps in this area that Grodzki and Allen gain the most credibility. Chapter 2 is devoted to separating out the differences between coaching and counseling. On page 25, the authors say that, for some, the differences are as simple as seeing coaching relating to the present and future, counseling relating to the past. Another possible distinction is that coaching is about achieving goals, while therapy is for developing insight. To my delight, the authors agree that these definitions are "too simplistic and too compressed" to be sufficient.

Grodzki and Allen identify the differences between the two professions in five categories:
- Population (who)
- Purpose (what)
- Setting (where)
- Intent (why)
- Skills (how)

What they have to say about who, what and how are of particular interest. The authors identify the usual therapy client as one who is in significant distress or emotional pain, possibly having reached a low point in life. These experiences are what cause someone to consult with a therapist. The usual coaching client is not in significant distress or pain. This person is someone who has identified a need or goal and hires a coach to help achieve it. The purpose of counseling and coaching is also clarified. In general, they state that counseling is to heal, improve functioning or target specific psychological symptoms. The purpose of coaching is focused on goal setting and accomplishment.

The "how" or the skills that separate coaches and counselors is also essential to describe. For example, on page 37, Grodzki and Allen discuss the use of language blended with coaching's purpose as what delineates the difference: "Coaching involves using definitive language and edge — a type of tough questioning and clear communication to provoke a client into action, not just discussion." The authors are not saying that counseling is not about tough questions or taking action, but the edge and what is focused on tends to be different. They take care to remind readers that coaching is focused on goals and accomplishment rather than on healing or learning why things are the way they are.

Grodzki and Allen have done a fantastic job of answering skeptics' doubts about the coaching field. They have found a way to be thorough and honest, while at the same time being motivating and energizing. This book provides many creative and user-friendly ways therapists can use coaching concepts in therapy and will leave you feeling reassured that this isn't the new "snake oil" of the times.

Reviewed by Char Skovlund, a therapist at Avera McKennan Behavioral Health in Sioux Falls, S.D.

This superb book raises all the questions you want new professionals to consider as they make the transition from graduate school to their first positions: Where is the line between loving your job and living your job? How do I continue to move from therapy to practice? How will I establish good working relationships with those around me? What is the state of my multicultural competence? Will I meet my supervisor's expectations? How will I continue my professional development after graduate school? And how will I manage all this stress?

The unique feature of this volume is that graduate students, themselves negotiating that important job placement, write several chapters. New professionals, one or two years on the job, reflect on the process and look ahead, re-examining the questions listed above (and more) as they consider their next moves. Senior student affairs officers and professional preparation faculty members also weigh in with observations not only on the students and new hires they observe, but also on how seasoned supervisors can improve their vital roles in the screening, hiring and orientation processes. The writers share savvy strategies for surviving the search as well as pragmatic ideas on making career decisions that are personally congruent.

Chapters by a student of color, a dual career couple, a gay man and others entering the field — all dealing with the creation of their professional identities with extraordinary openness, intelligence, values-consciousness and grace — are most impressive. This book is a great asset to the interns I supervise. The levels of reflection and honesty modeled in Job One are inspirational, aspirational and also highly useful.

Ruth Harper, a professor of counseling and human resource development at South Dakota State University, is the column coordinator for Resource Reviews. Submit reviews for consideration to Ruth Harper at sdstate.edu.

Letters to the editor: cb@counseling.org
“Between absolute certainty and absolute unpredictability” lies each of our career paths, in the zone of uncertainty, according to Edwin Trevor-Roberts. He offers a comprehensive review of uncertainty on social, organizational, and, particularly, individual levels in the September 2006 issue of the Journal of Employment Counseling (pages 98-116).

Among other things, Trevor-Roberts explains changes in the nature of careers that have increased uncertainty for workers. First, bonds of trust between employers and employees have been broken because of globalized structures of production, meaning that clear positions with job security no longer prevail.

Second, the increasing importance of knowledge work, with learning being critical to job adaptability, makes workers uncertain about what to learn, where to learn it and when to learn it. For example, deciding whether to leave an adequate job and seek further learning puts workers in situations where they must judge short-term security against long-term adaptability.

Third, alternative employment arrangements, such as contingency work, part-time jobs and contracting, place more self-management duties on each individual and undermine workplace cohesiveness. Trevor-Roberts surveys several relevant theoretical movements, such as identity theory, narrative approaches to career analysis, positive uncertainty, planned happenstance and chaos theory. Most people can expect discontinuous, unpredictable career paths, and career counselors will be interested in the ideas explored in this article as they meet more and more cases fraught with uncertainty at every level.

Comparing job markets for counselor education vs. counseling psychology

Students entering graduate school often wonder whether a counselor education Ph.D. (usually accredited by the Council for Accreditation of Counseling and Related Educational Programs) or a counseling psychology Ph.D. (usually accredited by the American Psychological Association) will serve them better in finding work. Janine M. Bernard has collected thorough information on this question in the September 2006 issue of Counselor Education and Supervision (pages 68-80).

Bernard collated position announcements that specified either a doctorate in counselor education or counseling psychology between Sept. 1, 2003, and Nov. 30, 2004, to illuminate patterns of job availability for these degrees. Of tenure-track academic faculty positions, 40 percent listed counselor education as the degree sought, 10 percent specified counseling psychology as the preferred degree and 19 percent listed counselor education, counseling psychology or counseling as required credentials. As far as clinical positions, out of 166 advertised, only one preferred a doctorate in counselor education, while only three specified a doctorate in counseling psychology. However, 78 percent of the clinical ads included degrees in counseling psychology, clinical psychology or a master’s in social work as acceptable.

Continued on page 50
Medicare Reimbursement of Licensed Professional Counselors

Medicare legislation may be considered during the lame-duck session of Congress in November, and the American Counseling Association strongly encourages counselors to contact their representatives to ask them to support establishing coverage of counselors within any Medicare legislation passed this year. In the last three years, the Senate twice has passed legislation establishing Medicare coverage of counselors; each time a lack of support within the House of Representatives has kept counselor coverage from being enacted.

This time, however, Rep. Barbara Cubin (R-Wyo.) has introduced legislation in the House — H.R. 5324, the Seniors Mental Health Access Improvement Act of 2006 — to establish Medicare coverage of both licensed professional counselors and marriage and family therapists. Representatives should co-sponsor H.R. 5324, and the bill’s language should be included in the next Medicare bill passed by Congress.

Who to Contact

Your Representative

Capitol Switchboard: 202.224.3121

www.house.gov

Message

“I am calling to ask you to co-sponsor H.R. 5324, legislation to establish Medicare coverage for medically necessary mental health services provided by licensed professional counselors and to support including H.R. 5324 as part of any Medicare legislation that Congress considers this year. Language establishing Medicare coverage of LPCs has passed the Senate twice in the past three years, and it is time for the House of Representatives to take action on this important issue for our district’s senior citizens. ‘The lack of an adequate mental health benefit is harming Medicare beneficiaries. According to the National Institute of Mental Health, older Americans are the demographic group most likely to commit suicide. The pool of covered providers needs to be expanded to cover LPCs to allow better access to mental health treatment and more choice of provider. Please contact Rep. Cubin’s office to sign on as a co-sponsor of H.R. 5324. Thank you.”

Appropriations for the Elementary and Secondary School Counseling Program

In July, the Senate Appropriations Committee approved a spending bill for Fiscal Year 2007 that would provide $34.7 million for the Elementary and Secondary School Counseling Program. This is the same amount the program received in FY 2006. Although ACA has been pushing for an increase in funding for ESSCP, the Senate bill’s $34.7 million funding level is $12.7 million more than the House Appropriations Committee approved for the program in June. We are pleased that both the House and Senate Appropriations Committees have once again chosen to ignore President George W. Bush’s request to eliminate all funding for the school counseling program.

The FY 2007 battle to protect ESSCP may be our hardest yet, given the unprecedented spending cuts in domestic nondefense programs that Congress is considering. Counselors are encouraged to take action now, prior to consideration of education spending legislation by Congress after the November elections. Please contact your House and Senate members and ask them to support the Senate-approved funding level of $34.7 million for ESSCP in the final FY 2007 Labor-Health and Human Services-Education appropriations bill.

Who to Contact

Your Representative

Capitol Switchboard: 202.224.3121

www.senate.gov

www.house.gov

Message

“I am contacting you to ask for your support for the Elementary and Secondary School Counseling Program. ESSCP is the only federal program devoted solely to supporting counseling programs in our nation’s schools. I’d like the (senator/representative) to support a final appropriations bill that includes the Senate-approved funding level of $34.7 million for the school counseling program.”

ACA Journal Spotlight

Continued from page 49

Bernard provides much more analysis and discussion of her findings, such as trends over time, research emphases, geographical demands and the roles of accreditation. She has performed a useful service to future counselors and their advisers in this article.

Trying to improve intake screening for college counseling centers

A team of counseling researchers reports on the development of the K-State Problem Identification Rating Scales (K-PIRS) for student counseling centers in the October 2006 issue of Measurement and Evaluation in Counseling and Development (pp. 141-160). The authors review the measures currently used for intake in these centers, pointing out both their advantages and disadvantages, which guided the team’s efforts to improve on the procedure.

The K-PIRS covers seven factors: Mood Difficulties, Learning Problems, Food Concerns, Social Problems, Career Concerns, Career-Related Inquiries, and Uncertainties, Self-Harm Indicators and Substance/Addiction. Issues, with 42 items that are endorsed on a rating scale of 0 (no concern) to 4 (significant concern). This rating scale is more informative than the Yes/No checklists in other measures. Moreover, the factors cover a fuller range of college student problems than other single measures do.

The K-PIRS also asks students to estimate how much the problems are affecting two areas of functioning — academic and social — on a scale of 0 (no interference) to 4 (severe interference). Influenced by literature on stages of change, the authors also included two questions that indicate the student’s readiness to engage in therapy.

Authors of the scale and this article, which details its development and validation, are John M. Robertson, Stephen L. Benton, Fred B. Newton, Ronald G. Downey, Patricia A. Marsh, Sheryl A. Benton, Wen-Chih Tseng and Kang-Hyun Shin.
Do you occasionally wonder what options your counseling degree provides? Are you worried about trying to find supervision on a tight budget? There's no better place for graduate counseling students and new professionals to find answers to these and other important questions than the American Counseling Association Convention in Detroit from March 21-25, 2007.

While graduate students and new professionals have always benefited from attending the annual convention, this year's gathering offers a range of new programs and events that are designed especially for those embarking on their counseling careers. Among other offerings, the 2007 ACA Convention will feature three 60-minute Education Sessions specifically targeting the needs of graduate students and new professionals:

- "What Can I Do With My Counseling Degree? Career Options for Graduate Students and New Professionals" (a panel session featuring Mark Pope, Patricia Arredondo, Sam Gladding, Jeffrey Kotter and Quincy Moore)
- "How to Find Post-Graduate Supervision on a Shoestring Budget" (Pamela Paisley, Jack Culbreth, Cynthia Oldham and Thelma Greaser)
- "Master Teaching Techniques for Rookie Counselor Educators" (Jane Goodman and Phil O'Dwyer)

This year’s convention will also feature the Graduate Student Center (formerly known as the Graduate Student Lounge). In addition to hosting a reception for students on Friday, March 23, from 5-6 p.m., the Graduate Student Center will provide a place for students to network with one another, meet ACA leaders and hear presentations on counseling careers and other topics of interest throughout the convention.

Graduate students and new professionals can also take advantage of the ACA Career Center, an onsite resource that will be available in the exhibit hall. Those interested in participating in the Career Center’s interview program as job candidates can register simply by e-mailing acacareers@counseling.org with their name and contact information. Registration for the program is free.

The Career Center is more than an interview program, however. It’s also a good place to learn about possible career paths, have a resume critiqued or brush up on networking techniques. Workshops focusing on various facets of job searching and career development for counselors will also be featured. Another valuable resource is the annual First-Timers Orientation and Mentoring Luncheon. While networking with other “fresh faces,” you’ll also meet leaders in the counseling profession and learn how to maximize your experience at the convention.

Sign up for the orientation and luncheon when you register for the convention (online at www.counseling.org or by calling 800.347.6647 ext. 222). "Graduate students and new professionals are an important link to the future of counseling," says ACA President Marie Wakefield. She firmly believes that attending and participating at the ACA Convention in Detroit will help counseling’s next generation to start their careers off on the right foot. The convention will offer graduate students and new professionals “a wealth of opportunities,” Wakefield says. “I would encourage them to attend the convention (because they can) build networks with colleagues, gain new perspectives and insights into current knowledge and research in the field, become aware of the plethora of professional resources that support a wide range of areas of interest, observe the skills and dynamics of presentation styles, explore possible mentorship relationships and access possible leads to job placement.”

For more information on the 2007 ACA Convention, visit www.counseling.org. Sign up now to enjoy the Super Saver Student/New Professional rate available through Nov. 30. And keep reading Counseling Today in the months ahead for additional details on how graduate students and new professionals can make the most of their experience in Detroit.
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AmeriCan CounseliNg AssoCiation
The closing prayer will conclude activities from 5:20-7:15 p.m. The African American interest group will carry on its next session (10:45 a.m.-12 noon). From 2-3:15 p.m., the Asian American/Pacific Islander group will continue to lead. The Latino/a American group will continue to lead. The Asian American/Pacific Islander group will continue to lead. The Asian American/Pacific Islander group will continue to lead.

Session topics will range from management of complex clinical themes to issues of multiple identities within the ethnic minority groups. Sample topics include trauma from culture shock and conditions of refugee status; problems related to sexuality, intersections of gender, race and class; invisibility as an ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; ethnic minority; 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The Committee for Education Funding held its 37th Annual Gala and Awards Dinner on Sept. 19 in Washington, D.C. CEF is a coalition of 104 organizations, including the American Counseling Association, which work together to increase support for the federal government's investment in all areas of education. The CEF Gala is the premier event for the education community and brings together hundreds of education professionals, members of Congress, staff and members of the president's administration to celebrate the benefits and accomplishments of federal education investment.

This year's dinner honored retiring Sen. James Jeffords of Vermont with the Richard W. Riley Career Service Award. Throughout his 32 years in Congress, Jeffords has championed legislation to strengthen the U.S. education system and increase opportunities for individuals with disabilities.

Jeffords co-authored what would later become known as the Individuals with Disabilities Education Act and has continued to fight for full federal funding for the law.

In addition, Judy Woodruff, award-winning anchor, broadcast journalist and White House correspondent, delivered the keynote speech.

Among the 500 guests at this year's CEF Gala dinner were ACA President Marie Wakefield, ACA Director of Public Policy and Legislation Scott Barstow and ACA lobbyists Chris Campbell and Brian Altman.

(From left) ACA Director of Public Policy Scott Barstow, ACA President Marie Wakefield and ACA Government Relations Representative Chris Campbell took time out to attend the CEF Gala, which celebrated investment in education.

ACA President Marie Wakefield and School Social Work Association of America President Judith Shine model collaboration at the gala. ACA and SSWAA are among the organizations working to increase support for education investment.

The Challenge of Counseling Teens: Techniques for Engaging and Connecting With Reluctant Youth

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the committee received reports that 3,000-hour difference: “We’re advocating and teaching the students to advocate for themselves in terms of educational employers,” she continues. “In Alabama, you can become an associate licensed counselor without having a job first. That’s the vicious cycle: They can’t get a job until they’re licensed, and they can’t get licensed until they have a job. As a result, they’re taking jobs for which they probably would have been qualified at the bachelor’s level just to get a foot in the door.”

Some veteran counselor educators also are calling on their already-established colleagues to remember back to the days when they were new graduates and to get involved in advocating for counseling’s next generations. Pat Schwallie-Giddiss, a former acting executive director of ACA who is the director of graduate programs in counseling/human organizational studies at George Washington University in Washington, D.C., notes that the benefits of member-level supervision go both ways. As a past president of the D.C. Mental Health Counselors Association, she has seen many of her colleagues offer reduced-rate supervision fees to new graduates.

“It has become a problem where recent graduates are having difficulty finding somebody at their work site — it may not be included in their employment agreements — and it’s costly to pay for somebody to supervise their students,” Schwallie-Giddiss says. “We ought to encourage other potential supervisors to join organizations and get their names out in this manner.” She notes that the networking experience may benefit both supervisors and supervisees.

Patience and preparation
Despite the challenges, counselor educators encourage new graduates to be patient and imaginative when considering their options. Many new graduates report the “ego-blow” of discovering that the available entry-level jobs may not even require a master’s degree. But others suggest that even bachelor’s-level positions can offer good information and experience, as well as prelicensure hours. Many of these jobs include a variety of supervision opportunities at no extra charge as an employment benefit. They also offer the chance to learn more about an organization before applying for a higher position. The organization gets to know how the employee, while the new employee gathers a lot of information that may help secure a better job.

Some counselor educators recommend that current students consider additional course work (particularly, that which is required for licensure) to make themselves more attractive to future employers. Allen Wilcoxon, an ACA member who is a counselor educator at the University of Alabama, notes that his program has witnessed an increase in the number of students based on their licensure eligibility upon graduation.

“In our state, graduation from a CACREP-accredited program ensures the licensure applicant meets the academic requirements for licensure,” he says. “Further, many of our graduating students take the (National Counselor Examination) during their final semester of study. Additionally, we strongly encourage our pending graduates to complete as much of the licensure application as possible to expedite their submission and review. To a prospective employer, a graduate from a CACREP program with a high rate of success on the NCE — sometimes with a passing score in hand — and a submitted application for licensure presents a good situation for employment, though that employment is often with the stipulation of licensure within a very brief period of time.”

Meanwhile, it’s never too soon to get involved with the larger counseling community. Schwallie-Giddiss advises her students to seek out professional and mentoring relationships as soon as possible. “When they join the local mental health association or ACA, they immediately have more access to resources than they would otherwise,” she explains. “I suggest that they do some networking (and) find someone who would be willing to mentor them.”

Reimer agrees that mentoring is an invaluable resource. “School counselors can provide an opportunity for new graduates to expand their network, which hopefully would result in greater job opportunities,” she says. “As employed school counselors get to know (new graduates) and their commitment to the profession, they could share this information with hiring principals (or) possibly even introduce the student to the principal.”

Dyess adds that being upfront about employment aspirations, even with those outside the counseling field, may help graduate students and new professionals build a more effective network for finding the right job. “The best resources you have are the people around you,” she advises. “The really great leads I got were from people who knew people. I found out about this job and interviewed with this woman because she’s a friend of my stepmother’s mother. Talk about six degrees of separation! People are very helpful if you’re willing to ask.”

“If you can somehow connect yourself to someone else, you can advance,” Dyess says. “I have never met the man who recommended me for my job, although I’ve had several phone conversations. Again, these are the contacts you get if you’re willing to tell people that you are looking for a job.”

**Joint Committee on Standards for Educational Evaluation**

*By Patricia J. McDowell*

The Joint Committee on Standards for Educational Evaluation met Sept. 21-23 in Washington, D.C. The American Counseling Association is one of 16 sponsoring organizations for the joint committee, which works to develop standards for student evaluation, educational personnel evaluation and educational program evaluation.

JCSEE’s efforts to revise and publish two major documents took significant steps forward at the most recent meeting. First, the committee received reports from its task force for revising the personnel evaluation standards as well as the validation panel charged with oversight of the revision process. Those reports readied the revised standards for a final stage review by the American National Standards Institute in preparation for final approval of the Personnel Evaluation Standards.

The draft standards are to be submitted immediately to ANSI for initiation of this formal review process. The validation panel strongly urged JCSEE to gather additional input from sponsoring organizations prior to final approval. In response, the committee passed a motion urging each member to gather and report this information during the 45-day period of open review. Persons interested in providing input are encouraged to visit JCSEE’s website at http://jc.wmich.edu and choose the personnel evaluation standards’ “2nd Edition Draft Document” option.

Second, the task force for revising the program evaluation standards provided initial drafts of revised standards from each of the four major attribute sections and reported on planned changes based on the content of case study exemplars for these standards. JCSEE acted to approve the task force request to submit its draft standards for national and international review. Initial distribution of these standards for review by national and international panels is to occur in November. Field trials and national hearings will follow the initial review. All sponsoring organizations are strongly encouraged to identify persons and groups to participate in all three activities.

In other business matters, the National Association of School Psychologists was approved as a sponsoring organization of JCSEE, while it was announced that the Association for Supervision and Curriculum Development has determined to end its sponsorship. Approval was also given for the National School Boards Association to change its status from sponsoring organization to cooperating member. With those changes, JCSEE now includes one cooperating member and 16 sponsoring organizations in the United States and Canada.

The meeting dates for the 2007 annual meeting have been set for Sept. 27-29, 2007, with the meeting location to be determined by the Executive Committee in the immediate future. Minutes from the meeting, the chair’s annual report to the committee and a list of all members and sponsoring organizations are available at the JCSEE website at http://jc.wmich.edu.
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Arizona

Arizona State University Assistant/Associate/Full Professor in Counselor Education and Counseling Psychology. The Counseling and Counseling Psychology program in the College of Education at ASU invites applications for an Assistant/Associate/Full position to have joint appointments in the Counseling Education master’s program (CACREP accredited) and the Counseling Psychology doctoral program (APA accredited). Specific areas of research, teaching and practice are open. Required qualifications include: (a) a doctorate in Counseling Psychology or Counseling Education; (b) an active research program with a record of publication appropriate to rank and professional affiliation; (c) evidence of ability to supervise, as appropriate to rank, include: (a) evidence of multi-cultural interest; (b) evidence of School Counseling interest; and/or (c) record of successful external funding for research and/or training. Application Deadline: Application review will begin November 15, 2006 and additional applications will continue to be reviewed on the 1st and 15th of each month thereafter until the search is closed. Candidates must send 1) a letter of interest outlining their qualifications; 2) vita; 3) reprints of representative publications; 4a) at assistant professor rank please supply 3 letters of reference; 4b) at associate/full professor rank please supply names and contact information for three professional references to: Counselor Education and Counseling Psychology Search Committee, Division of Psychology in Education, P.O. Box 870611, Arizona State University, Tempe, AZ 85287-0611. For further information contact Search Committee Chair: Dr. Sharon Robinson-Kurpis, email: sharon.kurpis@asu.edu Background check required prior to hire. AA/EOE

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cox, Safford, Morenci and Douglass for MA, MSW, & CSAC. Call our job line at (800) 841-6308 or request an application at SEBHS, HR Dept., 489 N. Arroyo Blvd., Nogales, AZ 85621; (520) 287-4713 or fax (520) 287-4717.

THE UNIVERSITY OF ARIZONA
Assistant/Associate Professor
Department of Special Education, Rehabilitation and School Psychology
REHABILITATION COUNSELING
Applications are invited to fill a faculty position at the Assistant/Associate Professor level in the area of Rehabilitation Counseling. The appointment will begin August, 2007. The rehabilitation sequence of study offers an upper division CORE registry undergraduate degree, a CORE Accredited Masters of Arts in Rehabilitation Counseling, and a doctoral level Rehabilitation Education. In addition, the rehabilitation faculty has external funding to provide distance and continuous education for students. QUALIFICATIONS: The successful applicant will have an earned doctorate in rehabilitation or related field of study, national certification as a Rehabilitation Counselor, professional experience as a rehabilitation counselor educator at the Assistant and/or Associate Professor level, and a publication record appropriate for appointment at a research intensive institution. Experience with distance learning and grant development is a plus. DUTIES: The successful applicant will be expected to teach various rehabilitation undergraduate and graduate coursework as assigned. The applicant will be expected to provide leadership while serving as a team member and participating in service and research activities with the rehabilitation faculty. These activities may include advising students, attending meetings, grant writing, clinical supervision, and program development. Work activities may be conducted on or off campus. Preference will be given to applicants who have a strong teaching, service, and research publication record and who are recognized as leaders in the field of rehabilitation education. SALARY: Commensurate with experience and qualifications. CLOSING DATE: Applicant review will begin October 11, 2006 and continue until the position is filled. Applicants must provide a letter of interest, curriculum vitae, one current letter of recommendation, sample of publications and the names of three additional professional references to: Dr. S. Mae Smith, Chair, Search Committee Dept. of SERP, College of Education, P. O. Box 210069, Tucson, AZ 85721-0690. For information, please contact Dr. Smith at: email:ssmith@u.arizona.edu OR phone: 520-621-5170 Fax: 520-621-3827. The University of Arizona is an EEO/AA/M/W/V/ADA Employer. Women and minorities are urged to apply. Position contingent on availability of funding.

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CSU CHANNEL ISLANDS
Psychology: Assistant or Associate Rank, Clinical Specialty
CSU Channel Islands is currently accepting applications for a tenure track faculty position as a clinical psychologist who will teach and oversee courses in support of the Bachelor’s degree in Psychology. The position involves developing and teaching courses for the Master of Arts in Clinical Psychology. The successful candidate will have a doctorate in clinical psychology or a closely related field. Salary: $6,250/mo. DOE. Filing deadline: open until filled. Must include a letter of application detailing teaching and research skills; a statement of short-term and long-term career goals; and, professional service. The successful candidate is expected to develop a systematic line of research as well as participate in service activities within the department, college and university. Applicants should send a letter of application, curriculum vitae, official transcript of highest degree earned and three letters of recommendation to Tenure-track Assistant/Associate Professor – School of Behavioral Sciences, Channel Islands. The University is committed to diversity and encourages applications from individuals who have served in underrepresented minority groups.

FLORIDA

STETSON UNIVERSITY
Assistant Professor, Counselor Education
This full-time tenure-track position centers on teaching courses in the CACREP-accredited master’s degree program in Marital, Couple, Family Counseling/Therapy Program, Mental Health and School Counseling Program. Applicants must hold a doctorate in Counseling Education (preferably CACREP-accredited), Counseling or Counseling Psychology. Experience in teaching and mentoring Master’s level students, as well as supervising practicum and internship experiences, is strongly desired. Additional experience in school and family counseling settings is desirable. Preference will be given to candidates who are dually licensed in mental health counseling and marriage and family counseling, or the equivalent. Application review begins October 1, 2006 and continues until the position is filled. Starting date will be 15 August 2007. Please send a letter of application detailing teaching skills, scholarly interests, curriculum vitae, three letters of reference (with phone numbers), transcripts (copies acceptable for initial screening), and other materials to: Dr. Lynn Long, Chair, Search Committee, Department of Counseling Education, Stetson University, 421 N. Woodland Blvd., Unit 8389 DeLand, FL 32723. For more information on the Department or the School Counseling Program please see our website at www.stetson.edu. Stetson University, an equal opportunity employer, affirms the values and goals of diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

GEORGIA

GEORGIA STATE UNIVERSITY
School Counseling, Tenure-Track, Assistant/Associate Professor
LOG# CPS/ASTP-ASOP (TT)/08-07. The Department of Counseling and Psychological Services at Georgia State University is searching for a tenure-track, assistant/associate professor in the school counseling program. The individual chosen for this position must have an earned doctorate from a CACREP-accredited, Masters-level degree program. Responsibilities include academic advising, student counseling, university-level teaching, work with diverse populations and play therapy and/or expressive arts therapies are preferred. The University emphasizes teaching and expects ongoing scholarly and university service activities. Benefits are competitive. Position begins August 16, 2007.

SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE
Counselor Education, Assistant/Associate Professor
Tenure track position to begin August 15, 2007. Requirements include a doctorate in Counseling Education or related field. ABDs will be considered. Evidence of successful peer-reviewed publication and university teaching experience are desired at the Assistant level and required at the Associate level. Preference will be given to applicants from CACREP-accredited programs with: (a) post-master’s experience in school or group counseling, or off campus. Preference will be given to candidates from historically underrepresented minority groups. For more information and to apply online please go to: www.siuwebcenter.com

ILLINOIS

UNIVERSITY OF ILLINOIS
AT SPRINGFIELD
Counselor Educator (Tenure-Track Position)
Salary: Six position: teach courses in the counseling core such as techniques of group counseling and psychotherapy, developmental counseling, career/lifestyle counseling, developmental school counseling, group counseling, appraisal techniques in counseling, research methods, practicum and internship in CACREP-accredited, Masters-level degree program. Responsibilities include academic advising, student counseling, university-level teaching, work with diverse populations and play therapy and/or expressive arts therapies are preferred. The University emphasizes teaching and expects ongoing scholarly and university service activities. Benefits are competitive. Position begins August 16, 2007.

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ILLINOIS

UNIVERSITY OF ILLINOIS
AT SPRINGFIELD
Counselor Educator (Tenure-Track Position)
Salary: Six position: teach courses in the counseling core such as techniques of group counseling and psychotherapy, developmental counseling, career/lifestyle counseling, developmental school counseling, group counseling, appraisal techniques in counseling, research methods, practicum and internship in CACREP-accredited, Masters-level degree program. Responsibilities include academic advising, student counseling, university-level teaching, work with diverse populations and play therapy and/or expressive arts therapies are preferred. The University emphasizes teaching and expects ongoing scholarly and university service activities. Benefits are competitive. Position begins August 16, 2007.
Counseling or both, (b) awareness of issues affecting diverse populations, and (c) membership in ACA or its affiliated organizations. English oral proficiency is required by Illinois state law. Application deadline is November 15, 2006 and continues until filled. For more position information, and to apply visit: http://www.siu.edu/departments/coe/epse

INDIANA

BALL STATE UNIVERSITY
Assistant/Associate Professor of Counseling Psychology – Counseling

Department of Counseling Psychology and Guidance Services, Muncie, Indiana. Tenure-track position available August 17, 2007. Responsibilities include: instruct and supervise in the CORE accredited rehabilitation counseling program as well as related master’s and doctoral programs; contribute to the department’s scientist-professional training model; serve as a productive scholar and effective teacher and be dedicated to professional/public service. Minimum qualifications: doctorate in counseling psychology, rehabilitation psychology, counselor education or related field and eligible for certification as a CRC no later than October 30, 2007. ABD candidates will be considered only if all degree requirements will be completed by August 17, 2007. Demonstrate professional competence in rehabilitation counseling/psychology. Preferred qualifications: able to provide strength to the doctoral program in counseling psychology and the master’s programs in community counseling, mental health counseling, school counseling, and social psychology. The American Psychological Association of Graduate Students recognized the department as the 2005 outstanding graduate psychology program. In addition, the counseling practicum clinic, physically located within the department, offers services to the community and training/research opportunities for students and faculty. The department offers various degree programs. Visit www.bsu.edu/counselingpsych. Send letter of application that includes evidence of a clearly defined specialty area or areas of expertise, vita, official graduate transcript(s), three letters of recommendation, and sample of publications to: Paul M. Spengler, Ph.D., Chair, Personnel Selection Committee, Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, IN 47306. (Tel: 765.285.8040; Fax: 765.285.2067; Email: pspengle@bsu.edu) Review of applications will begin immediately and will continue until the position is filled. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

KENTUCKY

MURRAY STATE UNIVERSITY
TWO POSITIONS
Community Counseling Assistant/Associate Professor

Department of Educational Studies, School Counseling Assistant/Associate Professor

Tenure-track position available August 17, 2007. Responsibilities include: instruct and advise in the Master of Education degree program in School Counseling: Tenure track position in the Department of Counseling Psychology and Guidance Services. Full time, tenure track positions to begin August 2007. Qualifications: Candidate must have a Doctorate in Counselor Education with a major emphasis in community counseling as it relates to social justice advocacy and the master’s programs in community counseling, mental health counseling, school counseling, and social psychology. The American Psychological Association of Graduate Students recognized the department as the 2005 outstanding graduate psychology program. In addition, the counseling practicum clinic, physically located within the department, offers services to the community and training/research opportunities for students and faculty. The department offers various degree programs. Visit www.bsu.edu/counselingpsych. Send letter of application that includes evidence of a clearly defined specialty area or areas of expertise, vita, official graduate transcript(s), three letters of recommendation, and sample of publications to: Paul M. Spengler, Ph.D., Chair, Personnel Selection Committee, Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, IN 47306. (Tel: 765.285.8040; Fax: 765.285.2067; Email: pspengle@bsu.edu) Review of applications will begin immediately and will continue until the position is filled. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF EDUCATION
Assistant Professor, Counselor Education

The Counselor Education Program is seeking a dynamic individual with strong research, teaching, and interpersonal skills to join the faculty at UCF's College of Education Orlando campus. Duties include teaching a variety of graduate-level counseling courses, supervising practicum and internship students, and serving on doctoral dissertation committees.

Candidates must have an earned doctorate from an accredited institution in Counselor Education or closely related field at the time of employment (ABD applicants will be considered). Preference will be given to candidates graduating from a CACREP accredited program. Candidates must have a specialization in one or more areas appropriate to the program degree offerings. Preference will be given to those with school counseling preparation/experience and/or family counseling. Candidates also must demonstrate evidence of or potential for, research, expertise in graduate-level teaching, and must be active in professional organizations.

The Counselor Education Program offers certificate programs in Marriage and Family Therapy, Play Therapy and Career Development; Master's Degree programs in School Counseling, Mental Health Counseling and Marriage and Family Therapy; the Educational Specialist Degree in School Counseling; and the Ph.D. Degree in Counselor Education and Supervision. The School Counseling, Mental Health Counseling, and Ph.D. Degrees are accredited by CACREP. In 2005, the program won a regional and a national award for excellence in counselor education. For additional Counselor Education Program information visit the program website located at http://www.ucf.counselor.org.

For best consideration apply by December 1, 2006

http://education.ucf.edu/employment/applications/information

NEW YORK

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT
Two Positions
Assistant/Associate Professor, School Counseling

Department of Counselor Education. Tenure track position in the Department of Counselor Education to begin Fall 2007. Requires earned doctorate, professional and personal self-awareness, counseling experience with diverse clients, and commitment to teaching students to work diverse clients, and to experientially based education. Experience in school counseling is required. Evidence of effective teaching, supervision, and appropriate professional memberships required. Prefer individuals with current involvement in school systems, and experience in research and program evaluation, school consultation, and program development. Evidence of scholarly publications, demonstrated professional involvement, and a degree from a CACREP approved doctoral program preferred.

Assistant Professor, Mental Health Counseling

Location: Brockport, New York. Tenure track position in the Department of Counselor Education to begin Fall 2007. Requires earned doctorate, professional and personal self-awareness, counseling experience with diverse clients, and commitment to teaching students to work diverse clients, and to experientially based education. Experience in mental health counseling and eligibility for licensure as a Mental Health Counselor in New York is required. Evidence of effective teaching, supervision, and appropriate professional memberships required. Prefer individuals with experience in research and program evaluation, diagnosis and treatment planning, social justice advocacy, and experience in mental health services management. Evidence of scholarly publications, demonstrated professional involvement, and a degree from a CACREP approved doctoral program preferred. Programs in department are CACREP accredited and experientially based. Departmental responsibilities include teaching, advisement, supervision, scholarship, and service. Positions begin Fall 2007. For more information on the position and the college, please visit the website: www.brockportcounseling.org. Salary competitive. AA/EOE.

SUNY NEW PALTZ
Tenure-track Assistant/Associate Professor

SUNY New Paltz seeks a tenure-track assistant/associate professor in school/mental health counseling to help expand its MS in mental health counseling and develop a new MS in school counseling. Grad teaching includes school/mental health counseling; undergrad teaching includes general psychology and/or methodology. PhD in counseling psychology, counseling education, guidance counseling or related area; ABD with PhD imminent may apply. Excellent teaching, as well as research promise.
Appalachian State University

Counselor Education

The Reich College of Education at Appalachian State University invites applications for two tenure-track positions at the rank of assistant professor in the CACREP accredited Counseling Counseling program. Applicants must have a doctorate completed by August 15, 2007 in counselor education or a closely related field and the ability to work with diverse populations. Applicants must provide evidence of successful teaching experience, record/potential for scholarship and service; must also have a minimum of two years successful full-time, post-Master’s experience as a community or mental health counselor and have the background needed to teach core courses in community counseling (i.e., introduction, seminar, legal & ethical, testing, career). Possibilities for distance education teaching exist. One position requires a background in additions counseling and eligibility to become a licensed Clinical Addictions Specialist in North Carolina. The second position requires a background in expressive arts therapy.

For further information contact: John D. West, Kent State University, College and Graduate School of Education, Health, and Human Services, Counseling and Human Development Services Program – 310 White Hall, Kent, Ohio 44242-0001 (office telephone 330-672-0713, email jwest@kent.edu). Kent State University is an Equal Opportunity/Affirmative Action Employer.

WALSH UNIVERSITY

Assistant Professor (Tenure-track) in Counseling & Human Development Master’s Program to begin August, 2007. Teach core and clinical courses in Mental Health Counseling; advising, grant development; active scholarship program. Qualifications: earned Ph.D. in Counseling and strong commitment to counselor identity; at least 3 years clinical counseling experience in community mental health; PCC-Supervisor eligibility. Walsh University is a Catholic institution of approximately 2,000 students located in North Canton, Ohio. Founded by the Brothers of Christian Instruction, Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition. Send vita and letter of application; 3 letters of reference; transcripts to: Penny Bove Ph.D., Chair, Social & Behavioral Sciences Division, Walsh University, 2020 East Maple NW, North Canton, OH 44720

Ohio State University

Graduate Assistantships or Teaching Fellowships

A limited number of graduate assistantships or teaching fellowships for full-time students in a CACREP accredited Ph.D. counselor education and supervision program are anticipated for Fall of 2007. Currently it appears that all positions will pay a stipend of at least $10,000 for nine months in addition to a tuition waiver and require 20 hours a week of work. In part, faculty interests include teaching, supervision, and scholarship as well as family, group, and individual counseling along with school and community counseling. For further information contact: John D. West, Kent State University, College and Graduate School of Education, Health, and Human Services, Counseling and Human Development Services Program – 310 White Hall, Kent, Ohio 44242-0001 (office telephone 330-672-0713, email jwest@kent.edu). Kent State University is an Equal Opportunity/Affirmative Action Employer.

Fairfield University

Graduate School of Education and Allied Professions

Counselor Education Chair and Associate/Full Professor of Counselor Education

The Graduate School of Education and Allied Professions at Fairfield University invites applications for a tenured Associate/Full Professor and Chair of the Department of Counselor Education. Successful candidates will hold a doctorate in Counselor Education, have experience in administration, and be CACREP or related program accredited. The position carries the responsibilities of managing and coordinating the Counselor Education programs at the University. The successful candidate is expected to pursue an active research agenda and to contribute to the growth of the Graduate School and the University through published work, presentations, and scholarship. The Chair will also serve as the liaison between the Graduate School of Education and the Admissions Office.

Applicants should have at least five years of relevant experience in counseling, preferably at the graduate level. Full professors will have a strong record of publication, grants, and service, and an established record of successful supervision. Associate professors will be evaluated on the basis of potential for promotion. The Chair will also have a strong record of publication, grants, and service, and an established record of successful supervision. Associate professors will be evaluated on the basis of potential for promotion.

Candidates are encouraged to apply.

Shippensburg University

The Department of Counseling and College Student Personnel seeks candidates to fill two tenure-track, Assistant Professor faculty positions beginning August 2007. The Department is accredited by CACREP in five specialty areas: Elementary and Secondary School Counseling, College Counseling, Mental Health Counseling, College Student Personnel, and Counseling Requirements.

Candidates must possess at the time of application an earned doctorate in Counseling or Counselor Education and Supervision preferred, related fields considered; NCC, counseling license/certification preferred; documented relevant experience and scholarship

Pennsylvania

Oregon

LEWIS & CLARK COLLEGE

Assistant/Associate Professor Marriage and Family Therapy, assistant/associate professor, tenure-track, to begin Fall 2007. The Department of Counseling Psychology in the Graduate School at Lewis & Clark College.

Qualifications include a Ph.D. in MFT or closely related field; Oregon-licensed MFT or license eligible; AAMFT-Approved Supervisor or Supervisor-in-Training; teaching and supervision experience at the graduate level. Full position description is located at www.lclark.edu/hr. Review of applications will begin on January 8, 2007 and will continue until the position is closed.

Oregon

FAIRFIELD UNIVERSITY

Graduate School of Education and Allied Professions

Counselor Education

Chair and Associate/Full Professor of Counselor Education

The Graduate School of Education and Allied Professions at Fairfield University invites applications for a tenured Associate/Full Professor and Chair of the Department of Counselor Education. Successful candidates will hold a doctorate in Counselor Education, have experience in administration, and be CACREP or related program accredited. The position carries the responsibilities of managing and coordinating the Counselor Education programs at the University. The successful candidate is expected to pursue an active research agenda and to contribute to the growth of the Graduate School and the University through published work, presentations, and scholarship. The Chair will also serve as the liaison between the Graduate School of Education and the Admissions Office.

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Oregon

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Facility Position - Counselor Educator
Assistant Professor

Full-time, 9-month academic year tenure-track faculty position in Counseling and Human Services, available August 2007. This faculty position, the Department aims to recruit candidates from diverse backgrounds who share the commitment to high quality teaching and scholarship, dedication to students' ongoing professional development, and a concern for globalization, advocacy, and social justice.

This position is for the counselor educator who has particular interests and skills in the areas of research, statistics, and testing. The successful candidate will have a desire to teach these topics - and other core topics as needed - in both undergraduate and graduate core courses and elective courses. The successful candidate will have a strong background in counseling and psychological interventions. Teaching and counseling experiences are preferred. Experience in Spanish and a willingness to assist in ongoing departmental initiatives is desired. The salary is commensurate with qualifications and experience. Benefits include a comprehensive benefits package, including health, dental, and life insurance, and participation in a retirement plan. The position is tenure-track at the Assistant Professor level.

Applicants and/or interested parties in Counseling Education or a closely-related field (AED considered) and relevant clinical experience as a professional counselor, graduate student of counseling, or experience with an AED or CACREP accredited program preferred. Applicants should have credentials and experience in professional counseling. NCC, CRC credentials, or state school counselor endorsement and familiarity with training and assessment skills required. Eligibility for Pennsylvania state counselor license is preferred.

The University of Scranton offers an environment of diversity and support, and is an Equal Opportunity Employer. Women and men, persons with disabilities are encouraged to apply.

The University of Scranton is an AA/EEO Employer/Advocate.

The University of Scranton offers a comprehensive benefits package, including health, dental, and life insurance, and participation in a retirement plan. The position is tenure-track at the Assistant Professor level. Applicants must have earned a doctorate from a CACREP accredited Counselor Education Program or a related field.

The University of Scranton is an AA/EEO Employer/Advocate.
The College of William and Mary

Assistant Professor in Counselor Education

School of Education

The College of William and Mary, chartered in 1693, is the nation's second oldest academic institution. It is a highly selective, medium-sized state university committed to excellence in the liberal arts and in graduate and professional education. The School of Education has 37 full-time and 500 part-time graduate students in master's and doctoral programs, close connections with public schools and professional organizations, and active involvement with externally-funded grants and contracts. The School of Education invites applications for a tenure-eligible Assistant Professor position in the School Psychology and Counselor Education Area. This area has 12 tenure-track faculty positions. Faculty members within the Counselor Education program have specialty areas in developmental theory, multicultural counseling, addictions counseling, couples and family counseling, and family-school-community partnerships. The Counselor Education Program is fully CACREP-Accredited. Further information on the College of William and Mary and the School of Education may be accessed through the web at: http://www.wm.edu/education/index.html.

Qualifications: Candidates should possess an earned doctorate in Counseling Education from a CACREP accredited program. Primary responsibilities would include teaching, supervision, knowledge of and/or experience in community counseling, program development and grant writing, and demonstrated leadership, student recruitment, advising, practicum/internship supervision, knowledge of and/or experience with CACREP accreditation, and teaching adult/returning students. Qualified applicants may apply by submitting: 1) a cover letter addressing qualifications and professional experience, 2) vita, 3) letters of recommendation, and 4) grade transcripts for undergraduate and graduate degrees. Interested candidates are encouraged to apply. The College of William and Mary is an equal opportunity educator and employer.

WISCONSIN

Mount Mary College

Assistant Professor

Mount Mary College, Wisconsin’s oldest Catholic college for women, is seeking an individual to contribute to the realization of our mission through the role of a full-time, tenure track Assistant Professor position in the Community Counseling Master’s degree program, beginning August 2007. Qualifications: Ph.D. in Counseling Education or Counseling Psychology preferred. Previous teaching experience at the undergraduate or graduate level and experience in community counseling preferred. Mount Mary College practices equal opportunity employment as part of our ongoing commitment to diversity in our workplace.

For application information go to: www.mtmary.edu/employment.htm.

Winona State University

Assistant/Associate Professor

Winona State University Counseling Education Department seeks applications for a tenure track assistant/associate professor position in a CACREP accredited master’s level community and school counseling program to begin August 2007. Qualified applicants must have an earned doctorate in COUNSELOR EDUCATION or closely related discipline by date of hire for this rank. A full-time, tenure-track position will be based in South Texas, with experience with online course delivery and clinical experience with diverse populations. Responsibilities will include: teaching a variety of Master’s level courses leading to certification or licensure in community mental health, advising and supervising graduate internships, researching and publishing, assisting with program development, and providing service to the program, university and community.

The appointment is a nine-month tenure track appointment with additional opportunities for summer teaching. The successful candidate will begin employment in fall, 2007. The position will be based in South West Houston at our campus site in Sugar Land. To apply: Send a detailed letter of application, curriculum vitae, contact information for three professional references and unofficial transcripts of all graduate work to: Laura L. Smith, Director, Human Resources/Affirmative Action, University of Houston-Victoria, 3007 N. Ben Wilson, Victoria, TX 77901-5733, (361) 570-4801, (361) 570-4809 Fax. Review of applications will begin on or after November 1, 2006 and will continue until the position is filled. The University of Houston-Victoria is an affirmative action/equal opportunity educator and employer committed to cultural diversity.

University of Virginia

Tenure-Track Assistant Professor Position

Seeking a dynamic counseling generalist who is committed to excellence in teaching, supervision, research/publications, and service. Expertise in addictions required. Experience with multicultural competencies and distance/internet course delivery preferred. Faculty expectations will include collegiality, ability to work within teams, and mentoring of master’s and doctoral students. License eligibility in the State of Virginia is preferred. Successful applicants must have an earned doctorate in Counselor Education (CACREP graduate preferred) or closely related field by the start date, August 20, 2007. The CACREP Accredited Counseling Programs at the University of Virginia include Master’s degrees in School Counseling, Mental Health Counseling, and Student Affairs in Higher Education as well as the Ph.D. in Counseling and Supervision. Our in-house Clinic is a state-of-the-art training facility with totally digitized equipment. Visit www.uwyo.edu/cnsled/faculty-search. Send letter of application, vita, three letters of recommendation, official graduate transcript(s), and samples of publications/creative works to: Dr. Mary Alice Bruce, Search Chair, electronically to mabruce@uwyo.edu, or by mail to University of Wyoming, 1000 East University Avenue/Dept. 3374, Laramie, WY 82071-3374. Review of applications begins January 8, 2007, and continues until the position is filled. The College of Education is strongly committed to attracting a diverse pool of faculty where cultural experiences and competencies are valued.

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