Success stories with challenging clients

Also inside:
- Confronting self-doubt as a counselor
- Improving students' college, career readiness
- Extending counseling's humanistic vision
- Exploring New Orleans during the ACA Conference
Preparing for the NCE?
No Pass... No Pay...
Guaranteed!

- **Guaranteed Study Package:** only $229.00...
  *Everything you need, Guaranteed!*
- Complete NCE Exam Study Manual - $49.00 and up.
- Unlimited use of over 3,000 questions - $29.00 and up.
- FREE DEMOs of: the Online Testing System, the Study Manual, the Audio Versions, and the Workshop Video.
- See Full Descriptions of all materials and the Terms and Conditions of the
  *Every Penny Back Guarantee!*

Go to www.NCEExam.com/CT for details.
Cover Story

Success stories with challenging clients
By Lynne Shallcross
ACA members share the approaches that have worked for them when clients aren’t initially receptive to help or otherwise appear “stuck” in their problems.

Features

The confidence factor
By Emil Vernarec
Keeping four touchstones in mind can help counselors at any stage of the professional journey to weather periods of self-doubt and emerge stronger.

Improving students’ career and college readiness
Interview by Frank Burtnett
The president of the Southern Regional Education Board discusses the importance of challenging and engaging students and the key role school counselors should play.

Opinion

Extending the humanistic vision
By James T. Hansen
A counselor educator argues that contemporary counseling culture is largely structured by scientific assumptions that have had a detrimental impact on the profession.

Reader Viewpoint

Unlocking the grip of PTSD nightmares
By Wayne A. Hankammer
Motivated by the memory of a former client, a counselor and his colleagues set out to develop an effective protocol to treat veterans tormented by nightmares.

Extras

ACA president-elect candidates share their views

2010/2011 Division and Region goals

Bragging on the Big Easy
Compiled by Jonathan Rollins
ACA members who live and work in New Orleans give recommendations for making the most of the host city for the 2011 ACA Annual Conference & Exposition.

Leading the way
By Lynne Shallcross
Participants reflect on ACA’s Institute for Leadership Training held this past summer.
University counseling services are tasked with assisting more college students with severe mental illness than they were a decade ago, according to a study presented at the American Psychological Association’s annual convention in August. On a positive note, researchers found that student thoughts concerning suicide have declined. The study was drawn from records of more than 3,250 college students who accessed college counseling services between September 1997 and August 2009 at a midsized private university.
I have a question for you to ponder: How do we develop depth with regard to our character, insight and empathy? Is it something that is part of our genetic makeup? Is it based on our life experiences? Or is it a combination of these?

As a parent, this is a question I have contemplated for many years. My husband and I have engaged in discussions about how our six children were developing and what kind of person we believed each would grow up to be. Would they be smart? Would they be insightful and empathic? Would they have depth?

I remember teaching a counseling course and talking about issues of depth. But even figuring out how to define this construct is challenging. Still, at times we find ourselves saying, “Well, that person doesn’t have much depth” or “He/she is really a very shallow person.” What exactly does that mean?

Going back to my ponderings regarding my children for a moment, I used to think, “How could they have much depth or empathic understanding when their lives have been so privileged? They have never had to struggle, wondering about their housing or food. They did not grow up in the South during the fifties, sixties or seventies when we struggled for equal rights. Will they really understand the struggle of African Americans in this country? How can they possibly appreciate these issues, not having had these experiences themselves?” All of these questions floated through my head as I stood there thinking about their development.

This month, our cover story focuses on how we work effectively with challenging clients, and the topic got me to thinking again about how we grow as professionals. How did I develop the skills and comfort level to work with a diverse population as a professional? In answer to my own question, I kept coming back to the challenges I faced in my professional development. What aided in my growth was taking risks, trying something new or working with a client/student/patient who required me to stretch beyond what I had done previously.

Some of you may remember the acronym YAVIS, which, when I was originally trained as a counselor, was used to describe a client who was young, attractive, verbal, intelligent and social. The presumption was that everyone would want to work with YAVIS clients. As I thought about this, however, I concluded that this type of client would provide very limited growth on my part. They were purportedly insightful enough to work through the process very successfully. Of course, that was a major assumption on my part. Nonetheless, they were presented as the ideal. But what about the other clients? The ones supposedly not so desirable?

If you look back on some of your greatest accomplishments as a professional, what do you see? I see the times when I had to struggle and work a little harder for success. Those challenges are what have assured me that I am here for a purpose and really making a difference in people’s lives. Those challenges have caused me to push myself to get better and to take risks.

Continued on page 77
New Releases From ACA!

Counseling and Psychotherapy: Theories and Interventions, Fifth Edition
edited by David Capuzzi and Douglas R. Gross
This student-friendly introductory text provides a thorough overview of 14 widely used theories. Experts examine each theory from the perspective of its historical background, major constructs, goals, cross-cultural considerations, and limitations. Traditional and brief interventions integrate theory with specific counseling strategies, giving students further insight into the counseling process and guidance in developing their personal counseling style. A consistent case study across chapters reinforces the differences between theories and illustrates assessment of client concerns and treatment planning. 2011 • 408 pgs
Order #72902
List Price: $64.95
ACA Member Price: $46.95

A Contemporary Approach to Substance Abuse and Addiction Counseling: A Counselor’s Guide to Application and Understanding
Ford Brooks and Bill McHenry
This book provides a basic understanding of the nature of substance abuse and addiction, its progression, and clinical interventions for college/university, school, and community/mental health agency settings. Topics covered include drug classifications; assessment; working with ethnically diverse clients, the GLBT population, and women; the continuum of nonuse to addiction; developmental approaches in treating addiction; relapse prevention; grief and loss in addiction; group counseling; working with families; spirituality; addictions training and ethical issues; and counselor self-care. 2009 • 280 pgs
Order #72881
List Price: $64.95
ACA Member Price: $45.95

Gerald Corey, Robert Haynes, Patrice Moulton, Michelle Muratori
This straightforward guide emphasizes effective skill development for supervision in a variety of settings. Topics covered include the roles and responsibilities of supervisors, the supervisory relationship, models and methods of supervision, becoming a multiculturally competent supervisor, ethical and legal issues in supervision, managing crisis situations, and evaluation in supervision. User-friendly tips, case examples, sample forms, questions for reflection, and group activities are included throughout the text, as are contributing supervisors’ Voices From the Field and the Authors’ Personal Perspectives—making this an interactive learning tool that is sure to keep readers interested and involved. 2010 • 304 pgs
Order #72898
List Price: $62.95
ACA Member Price: $43.95

The Professional Counselor: Portfolio, Competencies, Performance Guidelines, and Assessment, Fourth Edition
Dennis W. Engels, Casey A. Barrio Minton, Dee C. Ray, and Associates
Student learner outcomes and counselor work behaviors are tied to the 2009 CACREP Standards in this handbook for students, educators, supervisors, researchers, and practitioners seeking to update, refresh, or evaluate their knowledge of and skills in the most important competencies in counseling. Ideal for use as a student portfolio or a supplementary text, this edition continues a 35-year tradition of providing a useful framework for tracking individual professional growth and evaluation. 2010 • 244 pgs
Order #72897
List Price: $49.95
ACA Member Price: $33.95
ISBN 978-1-55620-296-4

Norman C. Gysbers, Mary J. Heppner, and Joseph A. Johnston
Career Counseling incorporates the most widely used career counseling practices with new and emerging career development concepts, making it an exceptional text for both counselors-in-training and seasoned practitioners. Topics discussed include traditional and postmodern career theories and approaches; counseling an increasingly diverse workforce; forming a productive alliance with the client; using assessment inventories and instruments; and developing client action plans. 2009 • 325 pgs
Order #72880
List Price: $64.95
ACA Member Price: $45.95

800-422-2648 x222 • Counseling.org
Executive Director’s Message

Bullying must stop

October is National Bullying Prevention Month. I won’t say that we are “celebrating” anti-bullying because that sounds strange to me. However, if counseling professionals and the public can bring more awareness to the tragedy of kids being bullied, then count me as a supporter of this important month-long event.

A few months back, shortly before our nation’s children returned to school, Assistant Deputy Secretary of Education Kevin Jennings, who heads the Office of Safe and Drug-Free Schools, convened a meeting of advocacy groups and other federal agencies for a national anti-bullying summit. In addition to an address from U.S. Education Secretary Arne Duncan, presentations were given both by policymakers and those who are on the front lines to battle bullying each and every day.

The group representing transportation directors noted that there are 600,000 children eligible to ride a school bus each day in the United States, yet only 400,000 actually take the bus. Although some ride their bikes or walk to school, it seems many are simply afraid of boarding a bus because of the very real risk of being taunted, teased or even physically assaulted. Other professional groups provided equally astounding pieces of information.

The American Counseling Association was invited to participate in this summit, and we were able to network with many other organizations and federal agencies. Also attending was one of our divisions, the American School Counselor Association, as well as our colleagues who represent school psychologists and school social workers.

The good news is that the summit provided a forum for many of us to come together, recommit ourselves to addressing the epidemic of bullying and learn more about what the federal government is doing about the situation. For example, the U.S. Department of Education has launched a pilot program that provides $27 million for a Safe and Supportive Schools (S3) grant program.

I was especially impressed with Jennings’ invitation to a group of teens who represented “their generation” in regard to this topic. Some were students who have been bullied; others were involved in running programs to address bullying at a peer-to-peer level. The students were provided the same forum in which to speak as the federal agencies and professional organizations. This really is something that must be fought at various levels, and the summit was an excellent example of how this can be done.

For those of you who work with youth, I know you must constantly deal with students who are bullied, as well as those who do the bullying. I hope you will consider the resources ACA provides to help you in your work with kids. It seems to me that other professionals in the school community, including teachers, coaches and administrators, are in need of the expertise and support you can provide. Because it is National Bullying Prevention Month, perhaps you can let those in your community know about the expertise you possess.

You may also wish to visit bullyinginfo.org, a website the Department of Education set up to serve as a “one-stop” site for resources on this topic.

I think professional counselors need to help parents and others in the community learn about the effects of bullying, while providing information and support to prevent its spread. What can ACA provide to help you become more effective as an anti-bullying advocate? Feel free to let me know. I really do read all of your e-mails, and I appreciate your comments.

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 ryep@counseling.org or by phone at 800.347.6647 ext. 231.

Thanks and be well. ♦
Challenging counselors’ commitment to self-care

Thank you for including so much in your August issue about issues of self-care for mental health professionals. I have been in the mental health profession for more than 10 years now, and I have worked at a variety of places and with a variety of people. I have also had my fair share of personal tragedy and, at times, struggled to make sense of it all. Through it all, I remain as active as possible. I play ultimate Frisbee, climb, hike, canyoneer, play disc golf, do yoga, swim, travel, go out to eat, talk with friends and so on. Many of my activities involve meeting others in different arenas or areas of life, and I have never met another person in the mental health field out “practicing self-care.”

I even considered all the people I have worked with and gone to school with over the years. What do they do for fun, relaxation or self-care? I cannot come up with anything. Everyone I know works extra shifts. Or eats. Or drinks. Or shops. Or gets massages. All of these things in moderation are fine outlets, of course.

One of the quickest ways I have found to help children or adolescents feel good about themselves is to teach them a skill they can rely on, feel proficient with and use to engage with others, especially if it’s something kinesthetic. But we don’t practice what we preach. We say, “Hey, you need to take care of yourself! You have to take care of yourself. If you don’t take care of yourself, who will?” And then we work 20 extra hours a week. We say we have to take this phone call because no one else will. We say we have to take this phone call because we have to because no one else will. We say we have to take this phone call because it won’t get done. No other profession of hypnosis. Article on hypnosis comes up lacking

Given my personal strong interest in clinical hypnosis and having been an American Counseling Association member for many years, I was initially excited to see the cover of the August issue of Counseling Today with the provocative title “Hypnoanalysis as trauma therapy.” I was hoping there was an ever-increasing awareness of the value of hypnosis, given that this article in our national publication followed my recent article written by Isabel Norcross, and I completely agree with her viewpoint. I think it should be made mandatory for counselors to go through personal counseling before they graduate with a degree in counseling.

My own personal experience in counseling is the single most powerful tool I have when counseling clients. I can’t possibly emphasize enough how counseling has helped me stay on top of my issues and given me an edge in life. Thank you so much for writing this article, Amanda. It’s one I will keep handy on my desk when my phone rings and someone needs my help.

Cynthia L. Marcolina, LPC
Aetna EAP Health Service Consultant

invitation to present for the state of Virginia clinical counselors group.

The excitement quickly paled, however, as the article (“Fast-tracking recovery”), filled with anecdotal material, digressed to a four-page advertisement for a particular hypnosis training facility. The readership would have expected one of our own to have written a scholarly article or, if not written by a clinician with a clinical hypnosis background, for Counseling Today to have obtained such input to either exclude the article or to result in the article being balanced and fair. For example, there are several much better known and scholarly sources of training, such as the Ericksonian Foundation, the American Society of Clinical Hypnosis and the International Society of Clinical Hypnosis.

ACA has a wealth of counselors with specialty interests, credentials, experience or research-based knowledge who could and should be tapped for editorial support or article publication.

Clayton C. Maguire, M.S., LPC, LMFT, CCMHC
Virginia Beach, Va.

Editor’s note: One way Counseling Today encourages ACA members to share their personal knowledge and expertise is by submitting Reader Viewpoint articles. For a copy of the writing guidelines, e-mail ct@counseling.org.

Rethinking codependency

This letter is in response to the article written by Isabel Kirk titled “Codependency: Good, bad or both?” (New Perspectives, July 2010). I was very pleased to see an article questioning the merits of the codependency construct. I agree with Isabel. The term is a nebulous concept, lacking in universal meaning and adequate criteria for diagnostic
GETTING A WEBSITE HAS NEVER BEEN SO SIMPLE.

FAST. EASY. AFFORDABLE.
With TherapySites’ easy-to-use tools, you can launch your website in minutes.

You can build a successful online web presence in just four easy steps. In addition to a website, you also receive unlimited email accounts, online appointment request capability, credit card processing and more! All the necessary online services for your practice are bundled into one all-inclusive package. Get started now!

Only $59/month. 30-day Money-Back Guarantee.

Build your website for FREE at www.TherapySites.com
Or call us at 866.597.2674 to learn how to make your website work for YOU with our online tools.

therapysites.com
WEBSITES FOR THERAPISTS. MADE SIMPLE.
THERAPYSITES.COM | 866.597.2674

STEP 1: Select design
STEP 2: Customize
STEP 3: Preview, Edit
STEP 4: Launch Site
Counselors’ jobs saved through enactment of education jobs aid

On Aug. 10, House Speaker Nancy Pelosi (D-Calif.) interrupted Congress’ summer recess, calling representatives back to Washington for a final vote on a bill providing $26.1 billion in Medicaid and education jobs aid to cash-strapped states before the start of the school year. The legislation passed the House by a 247-161 vote. Soon after, President Obama signed the bill into law.

The emergency funding includes $16.1 billion to help states continue providing Medicaid health services to the most vulnerable populations, as well $10 billion to rehire or avoid laying off as many as 160,000 school counselors, teachers and other school staff across the country. The additional Medicaid funds will also help states avoid the unfortunate practice of cutting education to maintain funding for vital health services. Unlike with the bulk of state education spending, states get federal matching assistance for their Medicaid spending. States had to submit a short online application by Sept. 9 to receive the emergency funds. At press time, 39 states had applied.

The U.S. Department of Education encourages school districts to spend these funds in the 2010-2011 school year, but districts will have until Sept. 30, 2012, to obligate funds. Funds can be used for:

- Compensation and benefits to recruit, retain, hire or recall any school-level personnel, including school counselors, school social workers, school psychologists, physical therapists, speech therapists, occupational therapists or nurses
- Premium pay for hard-to-staff schools or subjects
- Extended school days and/or summer school
- Eliminating furlough days and pay cuts

The funding cannot be used for rainy-day funds, retiring state debts, school district-level personnel (unless they perform school-level functions) or outside contractors, except in cases in which districts contract with other districts for specific services.

The American Counseling Association thanks all the counselors who called on Congress to pass this important bill and who contacted their governors’ offices to ensure their states applied for their fair share of funds. Your advocacy saved counselors’ jobs, supported students’ health and learning, bolstered health care for the most disadvantaged and those with severe disabilities, and helped ensure schools could open their doors to teach another day. Thank you for your advocacy!

To see if your state applied for education jobs aid, visit ed.gov/programs/educationjobsfund/applications/index.html. For more information, contact Dominic Holt at 800.347.6647 ext. 242 or dholt@counseling.org.

ACA attends bullying prevention summit

ACA Executive Director Richard Yep was among the invitation-only attendees at the first Federal Partners in Bullying Prevention Summit, held Aug. 11-12 and led by six federal agencies, including the Education, Health and Human Services, and Justice departments. The summit provided an opportunity for diverse stakeholders to examine the impact and prevalence of bullying, as well as existing initiatives and potential new steps to address the issue.

Education Secretary Arne Duncan, Surgeon General Regina M. Benjamin and Health Resources and Services Administration (HRSA) Administrator Mary Wakefield all spoke at the event, which featured many other presenters, including researchers, administrators, educators, advocates and business leaders.

Officials highlighted counselors as having a key role to play in disseminating information on bullying prevention and response. Wakefield stated that her agency considers bullying a significant health issue and referenced its ongoing “Stop Bullying Now!” campaign. Speakers discussed bullying as a form of youth violence and encouraged peer mentoring in conjunction with adult engagement to stem the problem. Presenters also highlighted two government-supported websites — findyouthinfo.gov and bullyinginfo.org — that provide information on federal youth programs, research findings and programmatic best practices. Russlynn Ali, the Education Department’s assistant secretary for civil rights, talked about efforts within the department to reinvigorate its commitment to enforcing U.S. civil rights laws as they pertain to education, including by investigating complaints of bullying and harassment.

Representatives from organizations such as CNN, Cartoon Network, Facebook and Dairy Queen International described their campaigns and programs regarding bullying. CNN will conduct a series of editorial reports on the issue throughout October, which is National Bullying Prevention Month. Cartoon Network announced that it will launch a new public service campaign on bullying and collaborate on HRSA’s “Stop Bullying Now!” campaign.

ACA is proud to be part of this ongoing discussion, and we invite your input as work progresses. To share your stories or comments, contact Dominic Holt at dholt@counseling.org.

Send ACA your questions on the new health care law

The new health care reform law — officially the Patient Protection and Affordable Care Act — enacted earlier this year has already begun taking effect. Given the scope of the law, it will impact counselors both as consumers and as providers of health care services.

ACA is developing resources for counselors regarding the new law, and we want these resources to be as helpful as possible, so please send us your questions. E-mail ACA’s Scott Barstow at sbarstow@counseling.org if there is anything about the law you would like to know. ACA will use your questions and comments in developing its materials. We may even select your question to answer on the public policy section of ACA’s website at counseling.org/publicpolicy.
We are professionals learning to envision opportunities, think strategically and serve compassionately.

We aspire: to develop your interpersonal effectiveness by helping you apply the knowledgeable skills of a true psychologist to work effectively with diverse individuals and groups.

Argosy University offers advanced degree programs that can help you reach your goals in the field of psychology:

Clinical  •  Counseling  •  Industrial Organizational

Argosy University, aspire to be.
Victoria D’Angelo wrote me a letter recently asking about job search and physical disabilities. She has cerebral palsy, which affects her voice and also causes her to have a slight limp and poor balance. The agency for which she had worked for 12 years was closing, and she wondered whether she should write to prospective employers regarding her disability before the interview.

I called her, and we started a very interesting conversation. Although I had to get used to her voice and her speech tempo, I found that her disability was “gone” within a few minutes. I was speaking with a competent, compassionate counseling professional. Here is Victoria’s story.

Rebecca Daniel-Burke: What is your current counseling position?

Victoria D’Angelo: I have been working as a counselor for almost 12 years in an outpatient clinic in Philadelphia called Children’s Service Inc. I am now considered the senior clinician in the agency, and I have an additional responsibility of supervising our master’s-level interns.

RDB: What led you down the path toward a profession in counseling?

VD: Even though I majored in psychology as an undergraduate, I did not discover the counseling profession right away. I guess I had to encounter some failure first. I started my career as a special education teacher of children with learning and emotional disabilities. As a young adult right out of graduate college, I quickly realized I had difficulties maintaining control of my classroom.

The only time I felt that I made a difference in my students’ lives was when I took them aside individually and helped them talk about the problems that were contributing to their misbehavior in my classroom. After realizing that I had stronger skills in counseling than I did in classroom management, I began to pursue a career in the mental health field and went on to graduate school.

RDB: As you moved through school, was there one theoretical orientation that you gravitated toward more than others?

VD: Throughout my years of course work and internships, I found myself attracted to the behavioral approach to working with clients. Because of my hands-on approach to working with children in any role, I believe I enjoyed the techniques and strategies that the behavioral orientation had to offer. However, as my skills have expanded to working with both children and adults, I have found myself relying just as heavily in approaches based on cognitive behavioral therapy.

RDB: How did you determine what area of counseling you were passionate about?

VD: I have developed a passion for treating both children and adults with post-traumatic stress disorder. I have found with experience that I have a talent for treating victims of all ages and with all types of trauma.

RDB: Please say a bit about your favorite counseling position. How was that job for you?

VD: I have been working for Children’s Service Inc. since I completed my master’s degree in 1998. I have learned so much from the psychologists and psychiatrists there. My role has evolved from novice therapist to senior clinician in the course of these 12 years.

RDB: Where does your predominant theoretical orientation come into your work?

VD: I have found that trauma recovery has so much to do with how victims have conceptualized what has happened to them. I have relied on cognitive behavioral therapy to help my clients alter their perceptions in order to help them move away from a place of self-blame and toward recognizing their own sources of inner strength. Also, I still draw upon behavioral strategies while working with children with oppositional and impulsive behaviors and their parents.

RDB: What about the political side of counseling: agencies, contracts, business strategies? Does all of this have a place in counseling?

VD: Yes, definitely. All of the counselors at our agency have to write our progress notes and treatment plans in ways that meet the requirements of the county office, which is our main funding source. I have found that I have been able to strive toward meeting all of their requirements while maintaining my own style of counseling.

RDB: Is there still a place for caring and compassion in counseling?

VD: I would not know how to conduct a counseling session without caring and compassion. For example, I believe that most clients assess us in the beginning of the therapeutic relationship to see if we are sincere and compassionate enough to earn their trust.

RDB: Was there someone in your life who saw something special in you early on? Who valued you as a unique individual?

VD: Yes, I regarded one particular psychologist, who used to be the clinical director of Children’s Service Inc., as my mentor in the field. Not only did she amaze me with the depth of her clinical skills and knowledge, but she pushed me as a clinician in ways that I had never been challenged before. Instead of telling me, “Look how far you have come,” her underlying message to me was always, “OK, you have come this far. How much further are you willing to go?” She was the one who trained me in supervising master’s-level students. Since she left the agency, our relationship has changed, and we have become good friends and colleagues.

RDB: Has studying counseling and becoming a professional counselor been transformational for you?
VD: Yes, I have always struggled with a lack of assertiveness. Becoming a professional counselor has helped me to be more direct with others. I have learned to be assertive with clients when the need arises. However, I am still working on this on a personal level.

RDB: How has your physical disability helped or hindered your counseling career?

VD: I believe that the presenting problems of many of our clients make them feel somehow removed from others — that they are on the outskirts of society looking in. Even from the initial sessions, many of my clients instinctively know just by looking at me that I can relate on some level with that feeling, without me ever having to make a single self-disclosure. In this respect, I feel having a physical disability can facilitate the processes of joining with clients and establishing rapport.

In terms of hindering my career, I had difficulty getting jobs and internships in my past experiences. Unfortunately, regardless of my level of education or expertise, I still have had prospective employers doubt my level of competency. I feel I have had a sixth sense for knowing when I am being rejected because of my lack of skills or expertise for a particular position and when I am being rejected on the basis of my disability alone, even during the earlier part of my career.

RDB: What mistakes have you made along the way as you became the counselor you are today? And more important, what lessons have you learned from those mistakes?

VD: I consider one of my biggest professional blunders to be earning my doctorate through a program that was not regionally accredited but only accredited through a specific state. I did this because, at the time, I thought I was moving to the West Coast and was planning on working as a psychologist there. When my life took a different turn, I found myself staying in Pennsylvania and not eligible to sit for licensure as a psychologist. I finally admitted to myself in 2007 that there was nothing I could do to change this situation, so I earned my license on a master’s level as an LPC [licensed professional counselor] and have made fun of myself with my colleagues by calling myself an overeducated counselor!

ACA will be hosting the American Red Cross Foundations of Disaster Mental Health training at the 2011 ACA Conference & Exposition because we realize that in a disaster environment, mental health services are in high demand and ACA often helps in the deployment of trained professionals to the disaster site. To take this free course, you must meet these qualifications:

1. You must be licensed for independent practice by a State Counseling Licensure Board. Counselors in a two-tier state must be licensed at the higher, independent practice level; or a school counselor or school psychologist who has successfully completed a master’s or doctoral degree and holds a current state license or state certification.
2. You must have a valid practicing license at the time of training.
3. You must be a current ACA member.
4. You must pre-register. No onsite registrations can be accepted.

Class size is limited, so call today.
To request registration materials, please contact Debbie Beales at dbeales@counseling.org or 800-347-6647, x306.

All registration materials and other required information must be received and approved by the Red Cross before acceptance to the training is granted.

If you will not be attending the ACA Conference, but are still interested in taking this training, you can contact your local chapter Red Cross at www.redcross.org to find out when they will be conducting training in your area.
RDB: I can see your work is intense at times. What ways do you find to take care of yourself and fill yourself back up?

VD: Most of the time, I have been able to leave the emotional impact that doing trauma work has on me at the office. Yet, every once in awhile, I will find my mind thinking about a client’s situation when I am home.

I enjoy spending time being really silly with friends and watching movies that have nothing to do with reality whatsoever. I also have a passion for dogs and have found an outlet by taking my own dog and participating in activities that are canine-oriented.

RDB: What do our readers need to know about counseling and disabilities?

VD: I guess I would like your readers in supervisory positions to realize the assets that professionals with disabilities can bring to an organization and that we want to be either hired or rejected on the basis of our skills and knowledge alone, just like our colleagues without disabilities.

RDB: Our readers are mostly practicing counselors. Is there anything I have left out that you want our readers to know?

VD: Many colleagues have asked me over the years why I never specialized in working with other individuals with disabilities. Perhaps I would have been successful having that specialty … I don’t know. There is a very stubborn side of me — a side of which my mother is very much aware — that does not want to be stereotyped. In both my professional and personal life, I have strived to prove that I can make it in the nondisabled world. This is a personal choice and one that is not shared by all of my friends with disabilities, some of whom have admirably dedicated their lives and careers to running advocacy groups. I just feel this path is right for me!

Rebecca Daniel-Burke is director of the ACA Career Center. Contact her at RDanielBurke@counseling.org if you have questions, feedback or suggestions for future columns.

Letters to the editor: ct@counseling.org

ACA Branch Awards Call for Entries
Electronic Submission Deadline: Friday, January 7, 2011, 5:00 pm Eastern Standard Time

The ACA Branch Awards competition recognizes those branches that significantly advance and enhance the counseling profession through excellent programs, increased membership, quality communications, and community involvement.

Award Categories:
Best Innovative Practice and Best Leadership Development

Branches will compete with other branches within their region. There will be TWO awards given for each region. A branch may only win one award in a given year.

Winning Prizes:

Winners will receive $250, plus one conference registration to the 2012 ACA Annual Conference & Exposition in San Francisco. Housing and transportation are not included. Recognition at the ACA National Awards Ceremony during the 2011 ACA Annual Conference & Exposition in New Orleans, La., held on March 26, 2011, at 7:00 pm. Also, the opportunity to present the winning entry at the 2011 ACA Summer Institute for Leadership Training.

Entry Submission and Deadline:

All award entries must be submitted electronically to counseling.org/awards/index.aspx — no exceptions and no later than 5:00 pm, Eastern Time, Friday, Jan. 7, 2011.

If you have any questions, please contact Bob Schmidt, ACA Branch Awards Project Chair, at counselor.bob@hotmail.com or Denise Brown, Director of Member Programs/Branch Development, at dbrown@counseling.org.

Thank you in advance for your participation.
We look forward to receiving your entries and seeing you at the Awards Ceremony in New Orleans!
“The things that you lose, a lot of time you can never get those back.”

What could someone who survived drugs tell kids?

Your best weapon is drug education that reaches youth with the facts as told by former users who themselves survived the nightmare of addiction. And that is a message that will empower them to resist peer pressure—the major reason kids turn to drugs in the first place.

That’s where we can help with success—proven drug education booklets, award-winning public service messages and the new centerpiece of our educational program—the documentary The Truth About Drugs—Real People, Real Stories.

This hard-hitting, no-holds-barred 13-part film (on DVD) covers each of the most commonly abused substances, as told by users in the same factual, no-hype but powerful approach that is the hallmark of our program.

Find out more about effective drug education materials that enable you to reach kids before drugs do—with a message they will listen to.

“The students were interested in the videos and materials…and loved the information…. I also received e-mails from parents telling me that students came home and talked to them about what they had learned…. This is the best drug education program I have ever seen.”

—Health Teacher

To find out more, order the FREE Truth About Drugs Information Kit TODAY.

drugfreeworld.org/educators

The Truth About Drugs is a program of the Foundation for a Drug-Free World, a nonprofit public benefit corporation. The Foundation’s purpose is to empower youth and adults with the facts they need to make informed decisions about drugs.

Get the facts you need to know. Get the truth about drugs.
Periodically, New Perspectives dedicates space for new professionals and graduate counseling students to share their developmental experiences in their own words.

This month, Ralph Williams Sr., a recent graduate of Mercer University, talks about the winding path he took to become a therapist. It’s a story filled with decades of searching, 16 years of determination and a lifelong lesson for counselors.

Ralph Williams Sr.
A well-known Bible verse says, “Many are called, but few are chosen.” As I reflect on my journey to becoming a counselor, I think the saying for some people, including clients, should be, “Many are called, but few listen.”

Phase 1: The initial calling
My journey in counseling began at about age 10 when my mother took my brother and me to see the movie *The Three Faces of Eve*. If you have not seen this film, it is based on the true story of a woman suffering from dissociative identity disorder. I was so intrigued as she transitioned from one personality to another that the movie became etched in my memory, sparking my fascination of human behavior. However, this fascination could not override my childhood dream to become a commercial artist. I held on to that dream throughout grade school.

In high school, I was a class clown. Nonetheless, classmates told me their personal problems. One question I could not answer then was, “Why would students tell personal stuff to a class clown?” I was not the most popular student or a star athlete, a genius or a guy with many girlfriends. Beneath all of my humor was an insecure boy.

After high school, I enrolled in college as an art major. During this time, classmates told me about their traumas, disappointments, worries, anxieties and depressions. Again, I could never figure out why they did this. People’s apparent trust and confidence in me continued for years with family members, friends, coworkers and even total strangers. I guess I couldn’t see the forest for the trees because I never felt I had a gift, talent or knack for counseling. Now that I am a counselor, I realize this same lesson can apply to clients.

After receiving a bachelor’s degree in art from Florida A&M University, I entered graduate school at Ohio State University to pursue a master’s degree in art. My studies were interrupted by military service. It was there that my interest in human behavior revived.

While in Army basic training, I became platoon leader of 54 young, aggressive and immature recruits. Most of us were draftees, some of whom did not want to be in the Army and hated everything about the military. They displaced their anger on me with verbal and physical abuse.

One infuriated guy gave me lots of trouble. He didn’t like the military, and he didn’t like me. Late one night, he came to my room and closed the door. I was nervous. But he sat on my footlocker and disclosed many family and relationship problems. When he had finished, I asked him why he was telling me this. He replied that he felt comfortable talking to me. I was intrigued.

I told him I was glad he had shared his problems and that he could count on me to listen in the future. After he left, I asked myself, “Why in the world would he tell his problems to someone he really didn’t like?”

After being honorably discharged, I completed my degree from Ohio State. Then I began a long career in commercial art. There were rewards and frustrations in my career. One frustration was that my artistic talent did not compare to that of my colleagues. I took the Highlands Ability Battery only to discover that my graphic arts talent was not as strong as my traits for good intuitive understanding of social situations, my enjoyment of interacting with people and my ability to listen well to others and understand what they were feeling. The truth stared me in the face, but insecurity is blinding — again, a personal lesson that also applies to clients.

Phase 2: Calling heard … but deferred
About 20 years ago, I joined a large church in Atlanta that offered Christian counseling services and lay counselor training. I promptly became involved in this and received training. I finally heard the call!

When I finished, I began counseling church members and was so happy I entered a graduate program at Georgia State University (GSU) to pursue a counseling degree. Graduate school and commercial art are a rough combination. Commercial art is very stressful and time consuming. I had neither the energy nor the concentration to succeed, so I withdrew from GSU. Years later, I enrolled at Liberty University only to
This month, Taheera Blount is featured for her multiple roles as a doctoral student, school counselor, community counseling clinician and published author. Taheera is coauthor of the article “The Power of the PAR,” published by the North Carolina School Counseling Association. She also wrote “The Power of Imagination,” a chapter in the 2009 research-based text Inspiring Student Writers: Strategies and Examples for Teachers, edited by Tom Scheft.

Age: 30

Current residence: Durham, N.C.

Education: Current counselor education doctoral student at North Carolina State University; M.A. in school counseling from North Carolina Central University; bachelor's of social work from Barton College; A.A.S. in human services from Pitt Community College

Current workplace: Professional school counselor at Riverside High School in Durham and mental health note auditor for an agency in Durham.

Greatest professional accomplishments: Approaching the end of my supervision hours to become a licensed professional counselor and embracing the field of school counseling as a clinician with a community mental health background. I've always desired to work with students and enjoy being a school counselor.

Biggest challenge as a student: Managing the demands of a doctorate program and working full time.

In 2007, I transferred from Psychological Studies Institute to Mercer University. I graduated from there this past spring with a master of science degree in community counseling, nearly 16 years after starting GSU. I also passed the National Counselor Examination and am preparing for certification as a substance abuse counselor.

Throughout my commercial art career, I listened to coworkers’ problems. Throughout my life, I heard many people's struggles. I graduated from there this past spring with a master of science degree in community counseling, nearly 16 years after starting GSU. I also passed the National Counselor Examination and am preparing for certification as a substance abuse counselor.

My lesson learned, as a person and as a counselor, is that it's never too late for someone — including clients — to heed his or her call in life, even when the situation seems dim.

Not bad for a class clown who finally heard the call.

Words of advice for students and new professionals: Embrace a vision for your life. Envision yourself in five to 10 years. Set realistic and obtainable goals. Have confidence in yourself, and you will be able to accomplish your dreams.

Donjanea L. Fletcher is the column editor for New Perspectives and a student affairs counselor at the University of West Georgia. If you are a student or new counseling professional who would like to submit a question or an article to this column, e-mail dfletche@westga.edu.

Letters to the editor: ct@counseling.org
Shedding some light on LLCs

Q: I am planning to start my practice next month and currently tying up a few loose ends. I am seeking quotes for malpractice insurance, and a few close friends and family members have encouraged me to set up an LLC (limited liability company) to protect my assets in the event of a lawsuit. Is this necessary for a person who is starting out? Please explain. Thank you in advance for your time.

A: We are reminded of the old carpenter adage: “Measure twice, cut once.” Starting out right saves time and aggravation later. Your friends and family are steering you in the right direction, but you will also need the advice of an attorney and tax adviser in your state. Laws that affect business entities vary from state to state, so legal and tax consultation is essential.

When professional counselors consider establishing a business entity, their first thought is usually protection from liability. That is why you must have malpractice insurance. Our understanding is that an LLC is designed to provide the limited liability features of a corporation with the tax advantages of a sole proprietorship.

An LLC is a good idea but will not protect you from a malpractice lawsuit. It will, however, protect you from lawsuits arising from the operation of your practice. Liability (malpractice) insurance will deal with a lawsuit for malpractice or disciplinary defense. The best companies for liability insurance are available through membership in national and/or state counselor professional organizations. I (Norm Dasenbrook) have Health Providers Service Organization (HPSO) liability insurance, available through the ACA Insurance Trust (acait.com). American Counseling Association members get a discount, and I even have coverage as a seminar presenter!

Q: I don’t think I’ve ever seen this addressed in any of your columns, but I’m hoping you can provide some guidance. I have received a request from an insurance company for records for two previous clients (husband and wife) who have applied for a life insurance/disability insurance policy. I guess they were asked about their medical/mental health history. Both husband and wife signed consent forms that call for the “release of entire medical record without restriction.” I contacted both clients, and they confirmed signing the release of information. What exactly do I send? Do I send my written progress notes? I have a pretty extensive file on this couple. Any suggestions you can give would be greatly appreciated.

A: I (Bob Walsh) have had this kind of request before. Usually, I do not send the whole counseling record unless specifically required to do so. Some of my notes have shorthand and abbreviations and, in some cases, they are only legible to me. Instead, I type a summary that includes the start date for counseling, the frequency of visits (with dates), the diagnosis, the prognosis and some remarks on treatment and progress.

I have also talked with the case manager when it was the State Department of Disability and conveyed this information by phone. In two cases, I was told I was in compliance with the request by reporting via telephone; the case manager told me she took notes and put them in the client’s folder. In other cases, I was told to copy and send the whole record as it appeared in the client file.

Regardless, always make sure there is a signed release from all clients. Also, remember that under HIPAA (the Health Insurance Portability and Accountability Act), you need a signed separate release of information for psychotherapy notes.

Q: What do you recommend for accounting software for a small practice?

A: Although a number of accounting packages are available, we both use Quicken by Intuit software. We have used this software for more than a decade, and it makes tax preparation much easier. Go to quicken.intuit.com for more information.

We will be presenting our private practice workshop “Surviving or Thriving?” on the following dates:
- Oct. 15, South Bend, Ind.
- Oct. 16, Detroit
- Oct. 18, Indianapolis
- Oct. 29, Sioux Falls, S.D.
- Dec. 4, Chicago

Go to counseling-privatepractice.com/seminars.php for details and registration.

ACA members can e-mail their questions to Robert J. Walsh and Norman C. Dasenbrook at walshgasp@aol.com and access a series of “Private Practice Pointers” on the ACA website at counseling.org. A podcast on starting a private practice is also available to ACA members for free on the website.

Letters to the editor: ct@counseling.org
End of Life Care: Know More

For those who have participated in the Excelsior College End of Life Care Certificate program, whether to earn a certificate or simply take courses—it has been an eye-opening and life-altering experience.

Knowing more about end of life care can make an important difference in anyone's life—be it your own or your clients'. Delivered entirely online, courses of interest may be taken at any time without a commitment to completing the entire 12-credit program. Topics include therapeutic communication, self-care strategies, the bereavement process, symptom and case management, life transitions, and ethics to name a few.

No matter where you are in your life or your location …

Our Campus is Wherever You Are—Virtually Everywhere.

To learn more about the End of Life Care Certificate program at Excelsior College, email admissions@excelsior.edu or go to excelsior.edu/endoflife.

everywhere.excelsior.edu
**Shoptimism: Why the American Consumer Will Keep on Buying No Matter What**


Why do Americans continue to buy, even when we are acutely aware of the detrimental impact that it will have on our livelihood? And why does the economic “big picture” seem to have such a nominal influence on our personal spending habits?

These questions are at the heart of *Shoptimism: Why the American Consumer Will Keep on Buying No Matter What*, the latest book by Lee Eisenberg, whose previous best sellers include *Breaking Eighty* and *The Number*. Eisenberg argues convincingly that shopping is much more fundamental to defining who we are than is often recognized or acknowledged. Rather than being motivated by mere necessity, he asserts that most Americans buy for status, a fondness for the unique and for the social and emotional benefits that we seem to derive through the simple act of acquiring things.

*Shoptimism* is a wonderful mix of economics and psychology. The book is composed of two main sections. The first consists of eight chapters that deal with the selling side of consumerism. The latter half of the book features an equal number of chapters that address buying behavior.

A fair number of pages are devoted to the issue of needs versus wants. “Yesterday’s wants have a way of turning into things we just have to have,” Eisenberg writes. “[O]ur professed need for a computer zoomed from virtually zero in 1983 to about one in two of us by 2006.”

Along these same lines, Eisenberg offers an intriguing explanation for how we decide something’s worth: “Reference prices become anchored in our heads chiefly because we shop a great deal and over time learn what things are generally worth.” At the same time, he cautions, “Retailers know how to implant reference prices.”

As might be expected, Eisenberg also spends a disproportionate amount of time delving into the still-emerging field of behavioral economics. “Behavioral economics is dedicated to the proposition that irrational decision making is not just human, it’s pretty much the human norm,” he observes. “It’s not surprising that behavioral economics — in demystified form — receives a steady stream of media coverage.”

According to Eisenberg, most consumers can be categorized into one of two basic types: classic buyers and romantic buyers. Classic buyers tend to be very price conscious and practical. They have a definite preference for “tried-and-true” products. Romantic buyers, on the other hand, love to have more choices, are drawn to extra features and possess an affinity for products that are “new and different.”

Although Eisenberg weaves extensive academic research throughout *Shoptimism*, while reading the book, you get the distinct impression that you are having a personal conversation with the author. Entertaining and colorful examples permeate the narrative, seemingly bringing the words on each page to life.

A pervasive point Eisenberg makes is that impulsive buying continues to increase in American society, the recent economic downturn notwithstanding. A primary contributing factor to this trend is the explosive proliferation of credit cards since their initial introduction in 1949. A credit card “erases the barriers that separate self-regulation from self-indulgence,” Eisenberg observes. “There’s irrefutable evidence that packing a card, or four, or a dozen or more, increases personal spending.”

Further, Eisenberg carefully documents how excessive shopping can legitimately be considered an unhealthy addiction. But unlike other self-destructive behaviors, uninhibited spending tends to be sanctioned and even actively promoted by many of our societal institutions. “Compulsive Buying Disorder is currently under consideration for inclusion in the 2011 edition of the American Psychiatric Association’s *Diagnostic and Statistical Manual of Mental Disorders* (DSM-V),” Eisenberg notes. “This would be a big deal.”

In a particularly engaging discussion of the reasons people spend money on nonessentials, he uses model railroading enthusiasts to illustrate an important point. Employing Abraham Maslow’s theory of the hierarchy of needs as a conceptual framework, Eisenberg explains how spending money on this kind of pastime provides a connection to the real world and fulfills the need for love and belonging, self-esteem and, ultimately, self-actualization.

*Shoptimism* also contains an inordinate number of fascinating (and potentially controversial) marketing research findings. For instance, Eisenberg cites studies showing that the Jewish community patronizes nightclubs more than Protestant or Catholic communities, African Americans buy a lower percentage of ground and whole-bean coffee than non-African Americans, and women who work in offices are considerably more likely to wish they had “different faces” than women who live on farms. On the surface, these kinds of examples might appear to be irrelevant factoids, but Eisenberg demonstrates how advertisers use this type of data to effectively target...
In Shoptimism, Eisenberg set out to try to make sense of consumer behavior in America. More precisely, he wanted to explain how we make buying decisions and how we are constantly manipulated by marketers and advertisers. In large measure, he succeeds.

Reviewed by Aaron W. Hughey, Department of Counseling and Student Affairs, Western Kentucky University.

**Bounce: Living the Resilient Life**


Robert Wicks has written a reflective book for counseling professionals seeking personal change and growth. Wicks draws on his significant experience as a caregiver for helping professionals in sharing ideas on preventing burnout, increasing self-awareness and nurturing resilience. Throughout the book’s 200-plus pages, readers are given a glimpse into such assorted topics as chronic and acute stress, maintaining a balanced circle of friends, contemporary positive psychology and mindfulness meditation.

Wicks inspires readers to listen to, reflect on and wake up to their inner life. He maintains a spirit of open exploration, encouraging readers to learn from the inherent stress in life and to work to remain productive and creative. Using lists, self-assessments and questionnaires, Wicks guides readers on a personal journey of self-reflection while encouraging them to develop a personalized self-care protocol and renewal program and to engage in daily debriefings. Whether the reader’s goal is to combat compassion fatigue or to increase self-knowledge, everyone will find something of value in these pages.

Although Bounce has value for anyone wishing to become more conscious and open to life’s experiences, the information provided is particularly relevant for those in the helping professions. Wicks warns that “no matter how prepared we are, we are not immune to the psychological and spiritual dangers that arise in living a full life of involvement with others.” Sharing personal stories of triumph and struggle, he offers a guide for those lost in the darkness, as well as those fearful of being pulled in.

Readers with an orientation toward self-reflection will find this book an important companion in the search for personal growth. For those who are skeptical, the author skillfully addresses objections such as lack of time or perceived difficulty meditating or reflecting. He gently encourages readers to reassess the importance of silence and solitude (pathways to creating a resilient inner life) and offers structured and informal exercises as practice.

Sprinkled throughout the chapters are references to an eclectic array of authors, including Russian playwright Anton Chekhov, American Buddhist nun Pema Chödrön, singer-songwriter Joan Baez and mindfulness expert Jon Kabat-Zinn, delightfully acknowledging wisdom in all its forms. Although primarily written for those seeking personal change, counselor educators may also find this book helpful in mentoring counseling students as they embark on their own journeys of self-reflection. Counseling professionals searching for self-knowledge will find this book instructive, insightful and compelling.

Reviewed by Claudia Lingertat-Putnam, associate professor of counseling, the College of St. Rose, Albany, N.Y.

**Ten More Good Years (DVD)**

Produced and directed by Michael Jacoby, 2007, Lookout Films, $195 (educational institutions); $75 (community and nonprofit groups), color, 71 minutes, ISBN: 646-319-7965

The study of gerontology is expanding rapidly among counselors, in part because the U.S. population is aging, but also because there is a lack of adequate universal social programming for older adults. Yet often forgotten or intentionally ignored in the research and programming for seniors are the needs of lesbian, gay, bisexual and transgender (LGBT) people. Ten More Good Years highlights this neglect by incorporating inspiring and emotional case examples, introducing viewers to community resources in select cities, explaining U.S. political movements and laws, and showcasing successful advocacy projects.

In its 71 minutes, this documentary touches on a range of issues facing
Get Jazzed.

The ACA Conference & Exposition ▪ March 25-27, 2011
March 23-24, 2011 (Pre-conference Learning Institutes*)
New Orleans

Judith S. Beck, PhD
President and co-founder with her father Aaron T. Beck, MD, of the Beck Institute for Cognitive Therapy and Research in Philadelphia—an international training ground for cognitive and cognitive-behavioral therapists.

Soledad O’Brien
CNN’s highly acclaimed special correspondent and host of In America documentaries, Hear why she is committed to being a voice for those in society who are unable to speak for themselves.

Plus….
» 500+ Education Sessions selected by a peer-review process
» More than 150 Advance Level sessions
» 40 intensive Pre-conference Learning Institutes
» Dozens of ACA Division, Branch and Region programs, social gatherings
» Special events such as the Opening Party, International Forum and more
» Networking opportunities galore!
» Largest Exposition in the world dedicated to counseling
» Free consultations on careers, private practice issues

Register by November 30 and Save!
counseling.org/conference

* Separate registration fee applies
the aging LGBT population: historic prejudice, partnership and family relationships, poverty in old age, mental health implications, physical safety, access to health care and residential services, purposeful abandonment of political action by government and professional advocacy needs. In spite of the multifarious problems the documentary addresses, inspiration shines through in the support that the LGBT community as a whole provides to its seniors. As explained in the film, what society fails to create for minority populations, the minority community does for itself. Such programs include an LGBT intergenerational friendship program, LGBT senior housing, mental health support groups and gay-friendly professional workers.

Although the information and statistics presented are striking, the film’s true beauty is its showcase of four unique and diverse individuals who allow viewers to empathize with their daily struggles while simultaneously sharing in their joys and triumphs. Laced into the four case studies are interviews with expert researchers, organization and community leaders, and professional advocates. Perhaps the most impressive aspect of this documentary is its ability to educate and inspire rather than to portray a general sense of victimization. Many of the issues the film presents are not unique to LGBT elders. Some of the issues are faced by a majority of older adults, but it just so happens that these same issues are exacerbated for sexual minorities. Other issues explored in Ten More Good Years are experienced by sexual minorities of all ages. The film delicately sets aside the controversy surrounding sexual and religious morals by maintaining a paradigm built on legality and ethics. It is through these vantage points that viewers can abandon sympathy for empathy and reflect professionally without the limitations of defensiveness.

As the U.S. population ages and the sexual minority community increases its visibility, mental health professionals will gain more awareness of the challenges, needs, strengths and resources of these groups. If we strive to grow in cultural competence, we must be willing to understand and meet the needs of the elderly population, the LGBT population and the elderly LGBT population. Viewing this award-winning documentary is both educational and inspiring, not only for counseling professionals but for anyone who supports the population presented in this film. No longer can ignorance be an excuse for ignoring.

Reviewed by Ryan L. Knigge, intensive treatment services therapist and sex offender therapist, Sioux Falls, S.D.  ●

Ruth Harper is ending her tenure as the column editor for Resource Reviews after having served in that capacity since September 2006. Both Counseling Today and the American Counseling Association thank her for her creativity and the dedication she showed to bringing new resources to the attention of ACA members.

Letters to the editor: ct@counseling.org

Cognitive-Behavioral Certification Home Study Programs

Our outstanding cognitive-behavioral certification home study programs each provide 18 NBCC Contact Hours and CBT certifications. Each training level is only $250.

- **CBT Level-One Certification** -- The complete step-by-step systematic approach, from assessment to termination. Dealing with difficult clients.
- **CBT Level-Three Certification** -- Relationship therapy, substance abuse, child therapy
- **CBT Level-Four Certification** -- (Coming Soon!) Advanced CBT application.

Thousands of professionals have trusted the National Association of Cognitive-Behavioral Therapists (www.nacbt.org) over the past 15 years for their CBT educational and certification needs. Take advantage of our excellent training opportunities. Supervision opportunities are available as well.

**Visit our web site at:**

http://nacbt.americommerce.com
I went through the process that many counselors go through on the way to becoming a counselor — the process of trying out the different theories practiced by my various counseling heroes. I was lucky to live in a community with a rich abundance of practicing professionals and counseling workshops, some presented by my heroes.

I would reenergize with each workshop, temporarily adopting a different theory as each of my professional heroes came through town. I had my Albert Ellis years, focusing on more directive skills; my William Glasser years, focusing on decision-making skills; my family therapy years (Napier, Whitaker, Haley, Gottman), focusing on interactive skills; and my psychomotor years (Al Pesso), focusing on experiential skills. At some point, I realized that no matter which theory I used, everything boiled down to the ability to form a relationship with a client by utilizing different listening and counseling skills.

All counselors should take a few moments to reflect on and review their basic counseling skills. Each year as part of my teaching load, I teach a basic counseling skills course. It always serves as a refresher for me regarding my own counseling skills. Being with students who are new to the process of counseling and communicating with clients forces me to be more intentional in my work. With that as background and inspiration, for this month’s column I’ve assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assembled a collection of links that provide content for this month’s column I've assemble

## Counseling skills

- Basic counseling skills: tinyurl.com/33ng8gy
- “The Top 10 Basic Counseling Skills” (document download): tinyurl.com/2g3j9m3
- “Being a Good Counselor”: tinyurl.com/329qtpx
- Counseling skills training: tinyurl.com/2ah86v
- Nick Heap’s counseling skills: tinyurl.com/29atum5o
- Daniel Keeran’s effective counseling skills: tinyurl.com/2fduyw8
- Substance Abuse and Mental Health Services Administration’s disaster counseling skills: tinyurl.com/32u2pw8
- Introduction to counseling techniques and skills: tinyurl.com/2bzyk7b
- U.N. Office on Drugs and Crime counseling skills and techniques: tinyurl.com/3xcuf62

### Communication skills

Good communication skills are essential for counselors because these skills give us the basics for expressing concern. They are important in gathering good information, giving good information and building trust with others. You might want to pass on some of these links (or the tips found within them) to your clients to further empower them in their relationships.

- List of communications skills: tinyurl.com/2en4ma
- Three components of communication: tinyurl.com/256vg37
- Improve your communication skills: tinyurl.com/erlom
- Developing effective communication skills: tinyurl.com/6nqv35
- Guide to cooperative communication skills at home and at work: tinyurl.com/9qbeq
- Compendium of web resources for communication skills: tinyurl.com/rfe1
- Communication skills self-assessment exercise: tinyurl.com/cv7wyp

### Communication problems

Communication is not always an easy task. Clients (and even extraordinary counselors) can be sucked into the most common communication pitfalls. The problems can result from barriers, background, cultural differences, bias and assumptions.

- Communication problems in relationships: tinyurl.com/cze4u6
- Communication problems with teens: tinyurl.com/2umsoy
- Overcoming communication problems: tinyurl.com/ylpbodo
- Treating communication problems: tinyurl.com/2bb2faj
- Relationship communication problems (video series): tinyurl.com/39zbbcw

### Active listening

Active listening involves using attending skills, questioning, paraphrasing and summarizing to accurately “hear” what the client is saying. It also involves giving feedback to the client during the interaction so the client will know that she or he has been heard. Focusing on what is being said requires us to suspend judgment and diagnosis as we develop a true empathic presence for our clients.

- What is active listening?: tinyurl.com/279fzor
- How to listen effectively: tinyurl.com/28a7aoy
- Ten tips for active listening: tinyurl.com/2aqfdyaf
- Active listening lesson: tinyurl.com/2bec8qm
- Mind Tools active listening booklet: tinyurl.com/bzpbhh

### Assessing your counseling skills

Some of my fondest recollections of graduate training involve the feedback I received when others observed my
Marty Jencius is an associate professor of counseling and human development services at Kent State University.

Letters to the editor: ct@counseling.org

- University of South Florida intern student self-evaluation of session (document download): tinyurl.com/2f9dq6b
- Check your counseling skills: tinyurl.com/2e2er38
- Immediate feedback in counseling: tinyurl.com/275w987
- MTCT-Plus Basic Counseling Skills Checklist: tinyurl.com/28lltqr
- Nursing counselor assessment checklist (document download): tinyurl.com/25huhn8
- University of Wyoming counseling skills evaluation: tinyurl.com/2em5f66

**Specific populations**

Because culture is a shared, learned, symbolic system of values and beliefs, cultural differences also play out in how we use counseling skills. Different clients require that counselors use different skill approaches. It is our ethical obligation as counselors to continue growing in areas in which we are challenged by those who are different from us.

- Skills for multicultural and diverse clients: tinyurl.com/39qdp5z
- Loss and grief counseling skills: tinyurl.com/326lam6
- Tips for communicating with cultural awareness: tinyurl.com/29ccsng
- Cross-cultural communication strategies: tinyurl.com/2ad5k
- Cross-cultural communication skills: tinyurl.com/2vcdvxd
- Drug and alcohol counseling techniques: tinyurl.com/34kzdmm
- Resistant clients: tinyurl.com/2vdvzd

The process of writing this column has reminded me of how complex counseling and communication skills truly are. Take the time to review some of the resources highlighted here, and reflect on ways that you can help improve not only your clients’ communication processes, but your counseling skills as well.

Did we miss some good links? Submit your suggestions to Marty Jencius at mjencius@kent.edu. You can find these and other links on The Digital Psyway companion site at digitalpsyway.net.

---

**REGENT HELPED THIS COUNSELOR CHANGE LIVES ... WITHOUT CHANGING HIS ADDRESS**

Gus Tan wanted world-class advanced training he could use immediately in his established career as a counselor and teacher in Singapore. When he found Regent University’s fully accredited online program in Counselor Education & Supervision, he knew it was the perfect fit. Ready for your opportunity to change lives without changing your address?

Call 800.681.5906
www.regent.edu/psychology

Preview Weekend
November 18-20, 2010

CHRISTIAN LEADERSHIP TO CHANGE THE WORLD

Regent University’s School of Psychology challenges scholars to seek redemptive solutions for the complex challenges facing our world today. Based on the foundation of the Bible, Regent University’s School of Psychology offers master’s and doctoral degrees in counseling, psychology, and marriage and family therapy, as well as a Ph.D. in psychology. The school is under the authority of the Southern Association of Colleges and Schools Commission on Colleges and is accredited by the Commission on Accreditation for Counseling and Related Educational Programs (CACREP), by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and by the Council for Accreditation of Counseling and Related Educational Programs (COA). Regent University is not accredited by the Commission on Accreditation for Counseling and Related Educational Programs (CACREP). It is approved by the Council on Rehabilitation Education. Regent University is accredited by thehigher education commission of Virginia. Regent University is an equal opportunity educator and employer. For more information, please visit www.regent.edu.
Last week when I came home from my work at a community mental health clinic, I was exhausted. I made sure that I took time to soothe myself and [didn’t] make any decisions or have any frank talks that evening. Sure, that helped some, but I could not puzzle out what triggered the exhaustion.

As counselors, we are often the holders of secrets, the receivers of stories filled with emotions and the givers of relief. We receive training in theories, in ethics and pathology, and we are often supervised to make sure we take care of ourselves. So I was thinking — had I somehow neglected myself recently? Was I not feeling well, or did I have my own problem to solve or work through? None of those fit, leaving me a bit chagrined that I could not figure out my own issue.

I contemplated more. I took a break by reading fluff and enjoying every minute of it. But it still bugged me that I could not articulate what had exhausted me. It took a few days, and then I started to see through the fog I had created (my blind spot).

As I reviewed the clients and the work that we had done, I realized that the emotions present were not the “popular” emotions that get a lot of press — e.g., anger, sadness, despair or disappointment. I refer to these as popular because, for me, they are the emotions that I see every day, either with clients or on the news, in movies or other media. We can describe them easily and connect them to rather mundane events. “I was mad at him because he was late for dinner,” or “I felt so alone, as if no one cared about me because they didn’t ask me out.” I think most of us have an easy time providing an empathic response to the popular emotions. We do not have to dig too deep to find our own experiences in order to understand where the client “is.” As I dug even deeper, I found that many of the emotions that surfaced last week were ones not easily described, not easily spoken and often blanketed in secrecy as our bravado steps up to ward off anyone seeing a crack in the façade.

What I discovered was that the emotions of shame, guilt and embarrassment were present last week. They crept out from behind the wall of appearance. They insinuated themselves in conversations and narratives. They leapt onto the table and stamped their feet and shouted, “We’re here! Pay attention! We’ve waited for this moment so long!” Imagine their visit, uninvited surely, us holding the
Kathy Renfree is a counselor in a community mental health setting. She also teaches in a graduate counseling program as needed and is looking forward to building a private practice.

Life is too long to live it in pain

Recovery From Grief Is Possible

The Grief Recovery Certification Training Program

4-Day Training / 30 CEU Hours / Maximum 15 Participants

Partial 2010 Schedule

(OCTOBER)

1-4 Portland, OR 5-8 Phoenix, AZ
1-4 San Antonio, TX 5-8 Chicago, IL
22-25 Pittsburgh, PA 19-22 Oklahoma City, OK
22-25 Richmond, VA 19-22 Denver, CO

(DeCEMBER)

10-13 Elizabeth, NJ

For More Information or To Register
Call 800-334-7606 or Visit The Grief Recovery Institute at WWW.GRIEF.NET

doctor closed as they tried to get in. However, it was time — time to stop avoiding their visit. No more drawing the blinds and not answering the phone. They were here to stay, and they brought along their companions — sexual abuse, neglect, physical abuse and alcohol and drug abuse.

It is never (and I will say never) easy to be with the overwhelming pain, shame, guilt or embarrassment of an adult whose child voice enters the room and recounts unspeakable acts. The world stops for a moment, the lights dim to honor the courage spilling into the office. Words are whispered because saying them softly eases them into reality — into the present. The adult speaks of relief and freedom in sharing the secrets. The child, emboldened, no longer hides behind the adult, but walks beside them.

For me, traumas, experienced vicariously. I understood why I was exhausted now, and I knew I needed to share what I experienced as I listened to my clients. As counselors, we are encouraged to seek supervision and/or seek therapy at times like this, and it is important that we do just that. As time passes, we regain our strength, enough for us to receive and hold again and to give relief not only to the clients but also to ourselves. Especially when shame, guilt and embarrassment come to visit. How do you give relief to yourself? I invite you to share your thoughts.

Visit my.counseling.org to read other blog posts written by ACA members.
“I don’t have to talk with you, and you can’t force me to talk with you.”

Not the ideal way for a counseling session to begin, but John Sommers-Flanagan didn’t let his young client’s rebuff stop him. Instead of fighting back with a clever retort, however, he simply told the client she was 100 percent right.

“I can’t force you to talk about anything,” said Sommers-Flanagan, an associate professor in the University of Montana Department of Counselor Education. “It’s completely your choice. In fact, if I ever try to force you to talk about anything, I hope you tell me, because I’m totally not interested in forcing you to do anything.”

After a short silence, Sommers-Flanagan went on to explain how he likes to work with clients in counseling. “You know, counseling is really weird,” Sommers-Flanagan told the young woman. “We’re total strangers, and yet, somehow, you’re supposed to walk in here, sit down and tell me about important stuff in your life. Well, I really don’t expect that. Instead, what I’d like to do is to begin by telling you what I’ve been told about you. I think that’s fair, because I’ve gotten information from your file and from your intake counselor. So I’m just going to tell you what I’ve heard, and you can tell me if it’s right or not.”

The approach helped Sommers-Flanagan, a mental health consultant with Trapper Creek Job Corps and a member of the American Counseling Association, make headway with the client. “First, when I conceded her power, it seemed to help her let down her defenses a bit,” he says. “Second, when I explained how I like to work with clients and that I didn’t expect her to be able to instantly tell me all her secrets, she seemed relieved. Third, when I told her that her file had said many positive things about her personality and her intelligence and then asked her if she thought that was true, she seemed genuinely and pleasantly surprised. This is probably because so many clients come to counseling expecting criticism and a focus on their personal weaknesses that it’s very reassuring when the counselor recognizes a positive strength.”

This type of start to the counseling relationship isn’t out of the ordinary for Sommers-Flanagan, coauthor with wife Rita Sommers-Flanagan of Tough Kids, Cool Counseling: User-Friendly Approaches With Challenging Youth, published by ACA. “Nearly every week, I meet with youth and young adults ages 16 to 24, and nearly all the students with whom I meet don’t want to meet with me,” he says, “This makes the initiation of the counseling process very difficult.”

A different light

Counselors might view particular clients as challenging for a variety of reasons, but it’s important to gain some perspective, Sommers-Flanagan says.
"Historically, psychoanalysts referred to such clients as ‘resistant.’ Clients were viewed as resistant if they talked too much, talked too little, arrived late or arrived early, talked only about intellectual topics or only about other people, or disagreed with the ‘all-knowing’ psychotherapist or counselor. In other words, depending on the individual client and counselor, nearly any behavior can be seen as challenging or difficult."

More recently, applying the resistant label has been frowned upon because it is viewed as blaming the client. Instead, Sommers-Flanagan says, words such as challenging, reluctant or precontemplative are used. “However, even though the intent of using these less pejorative terms with clients is positive, these words still lay some blame on clients for their ambivalence or for not being ready to accept the help the counselor has to offer,” he says.

An important question for counselors to ask themselves is whether clients deserve the blame for being challenging or whether counselors should be held responsible for having the right tools to help, Sommers-Flanagan says. “I think the answer to this is that although clients — including angry and challenging teenagers or substance-abusing clients — may behave defensively, the counselor should always take personal and professional responsibility for having enough competence to connect with and work effectively with even the most defensive clients. In fact, we should try to remember that the whole counseling scene may feel quite weird or uncomfortable to clients who aren’t used to talking with a virtual stranger about their most intimate problems.”

Mark Woodford, an associate professor and chair of the College of New Jersey Department of Counselor Education, agrees that even referring to clients as “challenging” can hinder the counseling process. “My experience is that these labels can get in the way of my clearly seeing and hearing what clients might be saying about why they don’t want to participate in the counseling process at that point in their lives,” says Woodford, a member of ACA. “So if I feel resistance to the process — that is, a client is challenging me about something that I have said or done — then I use that..."

Until we’ve peeked at the past, we can’t fully understand the present and create a vision for the future. With this in mind, renowned voice in school counseling Norman C. Gysbers, Ph.D., takes us back in time to the genesis of school counseling more than a century ago. Decade by decade, Gysbers shines a light on the discoveries and the setbacks – as well as the social, educational and economic forces – that shaped the profession as we know it today. “Remembering the Past, Shaping the Future: A History of School Counseling” is a must-read for school counseling professors and their students, practicing school counselors and school administrators.

Order Your Copy

To order a copy of “Remembering the Past, Shaping the Future: A History of School Counseling,” visit www.schoolcounselor.org and click on “Online Bookstore,” or call (800) 401-2404. ASCA members: $32.95; nonmembers: $41.95; order no.: 289240. Counselor educators teaching school counseling courses may request a desk copy at www.schoolcounselor.org/pubs.
as clinical information about how I am managing the therapeutic relationship. Specifically, I ask myself if I am accurately gauging where my clients are in terms of their readiness to participate in counseling and/or to change whatever it is about themselves that has brought them into counseling.

Some clients are mandated to come to counseling by the judicial system, an employer or even a family member, Woodford says. “If this is the first time they are even thinking about the issue in question, then they may be in the precontemplation stage of change. My work [as a counselor] will involve more empathy and active listening at this stage to help them raise their consciousness about whether or not they even want to contemplate making any changes at that time. If I move too quickly into helping them to actively make a change and they are still ambivalent about doing so, then I will feel the resistance.”

Rita Sommers-Flanagan, professor of counselor education at the University of Montana, concurs that mandated counseling can create a challenging situation, particularly if the client doesn’t perceive the need for it or embrace the potential benefits. “Similarly, youth whose parents are making them come or romantic partners who are only getting counseling because their partner threatened to leave are also examples of the less-than-enthused client,” she says.

Challenging counseling situations can also stem from clients lacking the resources to make the changes they want to make or otherwise facing nearly insurmountable barriers, says Stephen Southern, president of the International Association of Marriage and Family Counselors, a division of ACA. Still other clients are simply unaware of what needs to be changed, he says.

Whatever the situation, each client is unique and will thus have unique reasons for being defensive, John Sommers-Flanagan says. He points to Irvin Yalom, the group therapist who emphasizes that resistance and reluctance generally are associated with pain avoidance. “If we start with the hypothesis that clients are challenging because they’re reluctant to face and deal with their emotional pain and then try to gently explore client strengths as a means for eventually
approaching the pain, the counseling process is likely to proceed more smoothly,” Sommers-Flanagan says.

Making inroads
When confronted with a challenging case, counselors should first focus on their own self-awareness, Sommers-Flanagan says. “In counseling, we emphasize self-awareness as a first step for working effectively with diverse clients, and in some ways, clients who behave defensively are another type of diversity. As a consequence, the first step for counselors is to look at ourselves and see how we might be contributing to an environment that is viewed as threatening or not entirely conducive to counseling.”

Understanding the concept of change can also be a help to counselors, Southern adds, pointing out that James O. Prochaska and John C. Norcross described six stages of change: precontemplation, contemplation, preparation, action, maintenance and termination. “They emphasized that change is a process that evolves over time. At each stage of the behavior change process, different interventions can be matched to client needs to produce progress,” says Southern, professor and chair of the Department of Psychology and Counseling at Mississippi College.

Many addicts and their family members are contemplative or precontemplative, according to Southern, who edits The Family Journal and the Journal of Addictions & Offender Counseling. “These are very challenging clients because they are suffering, but we really cannot help much. Counselors should avoid action-oriented approaches early in the change process. The clients are just not prepared. Counselors can be helpful with these challenging clients by nurturing, encouraging and gently guiding them to examine consequences of remaining the same and promises of genuine changes in small steps.”

Woodford has had numerous experiences counseling mandated clients who did not want to be in counseling and has found the skills required to succeed in those situations include expressing empathy, developing discrepancy, avoiding argumentation, rolling with resistance and supporting self-efficacy. Woodford adds that he first works to align himself with the client as an ally so the client doesn't view him as an extension of the problem. “When they realize that I can help them or that the counseling process can help them to move through whatever challenges they are facing, then a light will turn on, and you can see in their nonverbal behaviors and in their verbal stance with you that a shift has occurred in the therapeutic relationship. That is often a pivotal turning point. At that point, the counseling skills move more toward helping the client to prepare for change and discussing what action steps can be made to make change happen.”

Woodford recommends five strategies based in motivational interviewing to break through barriers with clients and move forward with counseling: Ask open-ended questions, affirm and support, listen reflectively, summarize and elicit self-motivational statements. “I also use a ‘decisional balance’ technique that helps clients to weigh the pros and cons of making changes versus staying with the status quo,” he says. “I find this very helpful to make explicit what their thoughts and feelings might be about the potential for change at that point in their lives.”

Move aside
“With all forms of resistance and challenge, one great strategy is to simply get out of the way,” Rita Sommers-Flanagan advises. “Be understanding, listen carefully, reflect wisely on what you hear, but do not step into the fray. Let the client work out his or her internal resistance by providing a safe, nonjudgmental environment that will allow things to unwind.”

Another strategy she recommends is to ask clients to talk about the idea of counseling or their fears or anger associated with it. The counselor can then agree that the client’s reasons for being angry or cautious are valid, while also commending the person’s commitment to participate. “I’d be upset, too, if my wife said I had come or she would leave,” Sommers-Flanagan might tell a client. “That’s a tough one. Here you are, sitting with a stranger, trying to do something to please her. Wow, you must really care about her to take this kind of risk.”

Among John Sommers-Flanagan’s preferred techniques are sharing or conceding power to the client,
acknowledging the awkwardness and difficulty of counseling sessions, disclosing what he has heard or read about the client and sharing how his counseling approach does not include pressure. He also recommends maintaining a consistent focus on client strengths, engaging in active listening, using humor when appropriate and emphasizing that clients are the real experts on their own lives.

He adds that the person-centered theoretical foundation of congruence, empathy and unconditional positive regard is important in difficult counseling situations, as well as a concept called “radical interest.”

“The essence of radical interest is for the counselor to experience the feeling of being deeply interested in the life and perspective and emotions of this other person in the room,” he says. “In some ways, it’s the indirect communication that, in the moment, the counselor’s No. 1 interest is to listen to and understand whatever’s going on in the client’s world.”

Framing the counseling process as a consultation can be helpful with younger clients, Rita Sommers-Flanagan says.

“With an angry young person, I might say, ‘You really don’t want to get into this counseling stuff, and I don’t blame you. But here’s the deal. You have this problem of needing to be here, so maybe we can just consult together on how to solve some of the situations that got you here — sort of like I’m your hired consultant. What would that be like?’”

When young people say they don’t want to talk about something, she tells them they don’t have to talk about anything they don’t want to. “Then I pause for a second and say, ‘But I am curious. If you did decide to talk about it, what do you think the most important stuff would be?’ Surprisingly, some actually launch into the painful or infuriating or frightening material. Others call my bluff, and I just say, ‘That’s fine. We really can talk about something else.’”

At the end of the day, she says it’s important for counselors to remember one piece of advice: Don’t take it personally when clients don’t automatically embrace the counseling process. “Imagine that you are just stepping in for all the disappointments, indignations, abusive interactions, misunderstandings and failings the client has faced. It isn’t about you — it is about their defensive system kicking in to take care of their pain.”

In the trenches

_Counseling Today_ asked various ACA members to share anecdotes about their experiences with challenging counseling situations or instances in which client progress appeared stalled. Read on for their lessons learned and how they and their clients reached a turning point in the counseling relationship.

**Rick Carroll is a counselor with the Children’s Advocacy Center of Bristol/Washington County, Va.**

“While working with male adolescents in an outpatient counseling setting, I often encounter initial resistance with this population. Most male adolescents are the last ones to think they need ‘counseling,’ and this mind-set was no exception for ‘Billy.’ Billy was a 14-year-old who had experienced years of sexual abuse from his stepfather. Once the abuse was uncovered, Billy was removed from the home and placed in foster care. This young man was a) angry that he had to leave his home, especially when everyone told him he did nothing wrong and the abuse was not his fault; b) confused as to why he needed counseling; and c) embarrassed when confronted with the idea of having to disclose his sexual abuse experiences. Since Billy’s abuser was an adult male, the same as his new therapist, the transference was noticeable from the first session. After three tedious sessions of receiving only one-word answers — when he spoke at all — and minimal eye contact from Billy, the fourth visit proved to be our breakthrough session.

‘Billy arrived at that session in a particularly raw mood. Instead of going upstairs to the office, he was asked if he would like to learn a little about the game of golf. Billy scoffed initially at the idea, stating golf was for ‘pretty boys and snobs.’ However, after challenging him to a long-drive competition, with the prize being a pack of gum, he accepted the invitation. This outing was successful in several ways:

1) After several failed attempts to make contact with the ball, he was able to ask for assistance, surrendering to the help of others.

2) He became frustrated with his lack of ability but stayed in control of his anger.

3) He was able to see another side of this therapist and trust this adult male enough to venture outside the familiar counseling setting, realizing not all adult males take advantage of children.

4) He learned how golf mimics life — you have to play it where it lies, be aware of the hazards and understand that keeping focused and in control always produces better results.

“Using an experiential, hands-on approach to counseling, we were able to redefine the nature of our time together and make the learning and healing process more enjoyable. We were also able to process how the skills learned during our sessions could be used in other settings, such as at home and at school. Billy was noticed to speak more freely about his past experiences when we were playing golf, and he even asked for his sessions to be increased to once per week.”

**Jeffrey Guterman is an associate professor of counseling at Barry University in Miami Shores, Fla., and the author of _Mastering the Art of Solution-Focused Counseling_, published by ACA.**

“In the late 1980s, I had been working with Susan, a 49-year-old woman with a history of bipolar disorder. At the time, I was a licensed mental health counselor in a group private practice and also working toward my doctoral degree. I was only four years out of graduate school and in a...
liminal stage between two diverse orientations: rational emotive behavior therapy (REBT) and solution-focused therapy.

“Susan would have been a difficult client for an experienced counselor. Being relatively new in the field, I found myself working with an especially challenging client. Family crises and suicide threats were the norm for Susan. Change seemed to come slowly, if at all.

“When Susan canceled a scheduled appointment with less than 24-hours’ notice, she went ballistic upon learning that she would be required to pay my fee out-of-pocket. I wasn’t surprised when Susan started our next session with a challenge. ‘You’re asking me to pay your fee because I canceled with less than 24-hours’ notice? Well, let me ask you something! If you ever have to cancel one of our appointments and you don’t give me 24-hours’ notice, will you agree to pay me your fee? I think that should be how it works. It’s only fair! Don’t you think?’

“I thought for a moment and then I quickly agreed. ‘You’re right! It works both ways.’ And we shook on it. An air of cooperation suddenly spread through the room, and we proceeded to have the best session ever.

“Later that week, I shared my experience with several colleagues. One colleague strongly disagreed with how I handled the situation and insisted that the counselor should always be in charge. I thought to myself that such thinking is the stuff that resistance is made of.

“After this event, everything began to change in the counseling: Susan, the counseling relationship, me. Susan felt empowered. She enacted personal agency. The counseling shifted from an emphasis on problems to a focus on solutions. We were now organized around Susan’s strengths and resources rather than her weaknesses and limitations. I also found that I was liking my client more. But nothing had intrinsically changed about Susan. The difference was largely a shift of perception — of hers and mine. The potential for a collaborative counseling relationship was always there, as was Susan’s and my solution focus.

“For me, this case crystallizes a personal shift from an educative, REBT approach to a solution-focused sensibility because it dramatically allowed for new possibilities for what had up until then been a most ‘difficult’ client.”

Valerie Zaffos earned her master’s in mental health counseling and is doing her postgraduate internship at Jewish Family Services in Plantation, Fla.

“I like to describe ‘Joe’ as a ‘salty dog’ — a seaman through and through. Though debilitating physical injuries forced him to forgo his beloved work as a yachtsman and charter boat captain years before he entered therapy at age 53, Joe dressed the part anyway: a baseball cap with a logo for a marlin fishing tournament, jeans and a T-shirt that reeked of marina engine oil, even though it had been freshly laundered. He came for treatment of a major depressive episode triggered by recent stressful events, including loss of disability insurance, which in turn contributed to dire financial straits and the inability to procure narcotic-strength pain medications to manage chronic and debilitating knee, hip and shoulder injuries.

“Our sessions followed a pattern almost from the get-go. Joe would recount a recent stressful event, start to feel the emotional pain and abruptly shift to racist rants on the societal issue of the day. It wore on me to witness them. Eventually, it dawned on me that the rants were Joe’s defense mechanism, allowing him to stay [one step removed] from his own sense of powerlessness and incompetence by projecting those judgments onto easier targets. It also helped that I was able to find other aspects of this client’s colorful personality to like.

“The next time Joe morphed from boat captain to blowhard, I mustered as much empathy as I could and softly interrupted him: ‘Joe, it must be so difficult for you to feel so strongly one way and yet feel like you have to behave exactly the opposite out in public.’ It was as if the wind went right out of his sails. Joe quieted, and I had my ‘way in.’

‘I don’t want people to think I’m a bigot,’ he said. This admission led to a powerful discussion of Joe’s motivations, his fear of harsh judgment, his feelings of powerlessness. Ultimately, Joe discovered that he was not at the mercy of the wind. He could move under his own power and trust his decisions.

“It is no coincidence that as Joe developed a sense of self-efficacy, the rants

Sandtray & Play Therapy Toys
Play Sand • Moon Sand
Therapeutic Board & Card Games
Play Therapy & Children’s Books
Mobile Filial & Therapy Kits
Dolls • Houses & Furniture
Sound Screens • Bop Bags
Medical Doctor Sets
My Personal Reminders and much more...
and slurs disappeared. He finally felt safe to explore his pain, to take responsibility for his choices and to approach his life from a perspective of personal power. Ironic that unconditional positive regard for a universally bigoted client is what turned him around.”

Sandra Kakacek is an adjunct professor at Northern Illinois University and works in private practice in Maple Park, Ill.

“The journey of counseling new clients is always paved by eager anticipation and searching my therapeutic skills to provide the best interventions possible as the process of cocreating change unfolds. One client recently has been an excellent example of a challenge. The client and I needed to learn each other’s language to forge an understanding of desired outcomes and construct mechanisms for processing information. Throughout sessions, both the client and I continually checked and rechecked understandings. I learned the uniqueness of his ‘thinking,’ as I believe he did from me.

“Sam is an older male in his 60s diagnosed with Asperger’s. He sought a unique, creative format for counseling to explore his newfound revelation that he emphatically repeated: ‘I think differently than most people.’ Sam sought counseling after a divorce [that followed] marital counseling. He spent four months researching to understand himself and his needs. He entered counseling with the goal of developing coping strategies to construct social relationships.

“We engaged in experiential activities using equine-assisted counseling. Although I have had the pleasure of using equines for nine years for a myriad of mental issues and ages, I was amazed at the insights and awareness Sam gained rather quickly as he methodically worked with horses. He wrote copious notes following each session to chronicle the changes in his world and asked specific questions of me as he began to unravel how to adapt.

“The first exercise was to observe the nonverbal dynamics of a small group of equines. Sam, with his hands tucked in his jeans, walked up to three horses. When the horses each moved away, he declared, ‘They ignore me like everyone else.’ His analytical and linear perceptions became metaphors for the changes he needed.

“The turning point came during the sixth session. Sam was given the exercise of haltering a horse and moving him through an obstacle. Sam halted the horse with some difficulty and, as he was walking the horse over an obstacle, the horse pushed into him. Sam’s reaction was, ‘Wow, I did not notice the horse so close to me. That is what happens to me all the time — at the store, at work and anytime I am around people.’ He began that day to become acutely aware of others’ nonverbal interactions. This eventually resulted in picking up not only people’s nonverbal communications but their verbal communications as well. The creative use of equine-assisted counseling provided a unique opportunity for change utilizing metaphorical properties.

“Sam has used his newfound adaptive skills to enter into new relationships. His rigidity has diminished, and he is keenly aware of what he is reacting to and can take time to process now when needed. I have been a recipient of Sam’s exploration and have been gifted by his continual processing to understand Asperger’s in adults.”

Louise Holzhauer is a member care counselor and registered mental health counselor intern with Orangewood Presbyterian Church in Maitland, Fla.

“Laura was my first long-term client after completing my master’s degree in counseling. I was nearly as frightened as she was when she arrived for her first appointment with the words ‘HELP ME’ carved into her ankle with a box cutter that she carried in her purse. Laura was deeply depressed and suicidal, anxious and dependent on everyone in her life, especially her husband, who was threatening divorce. She had suffered repeated sexual abuse as a child and believed that she was damaged beyond any value.

“Laura began to make progress almost immediately on many fronts. She was on a journey of spiritual renewal, which challenged her with the truth of her own worthiness. She also attended group counseling for her past abuse. However, the biggest immediate change I saw in her came as the result of my impromptu suggestion that she try treating her husband as a stranger for one week. Previously, she
had been unable to detach herself from him, working continuously to anticipate his needs, interpret his nonverbal cues, assume his emotions and stave off his criticism, real or imagined.

“When she came to her next session after treating him like someone she’d ‘just met in the grocery store aisle,’ she was a changed person. She’d spent a happy week of freedom from her emotional prison, and her husband had enjoyed it, too! While she has had her ups and downs since then, Laura and I both had our eyes opened that day to the profound ramifications of a simple change in perspective. Attachment theory informed this intervention, which might be classed as rational emotive behavior therapy.”

Barbara LoFrisco works in private practice in Tampa, Fla., where she offers individual, couples and sexual counseling

“At this point, I turned off my brain and stopped thinking about techniques and theories. I turned on my empathetic self and just listened. I heard fear, desperation and hurt. I connected with their pain. I helped them communicate their pain and fear to their partner. Inadvertently, I was using emotionally focused therapy, although at the time I did not make a conscious decision to do so. It just came naturally and from the gut. The previously uncommunicative partner started opening up. I began to understand what had been happening. That was a breakthrough moment for this couple. Although my work with them is ongoing, now that I have a better understanding of the dynamics, I have increased hope and confidence of helping this couple restore their relationship.”

Teri Echtenkamp is a child/adolescent program therapist with Alegent Health Systems in Omaha, Neb.

“Recently, I worked with a very challenging couple. As with many couples, the intimacy in their relationship had deteriorated to the point where they were constantly arguing. Resentments were piling up. Sessions were heated, with one of the partners very angry because her intimacy needs had not been met for a very long time. The other partner seemed detached and unwilling to participate, although he reported that he still loved his partner and wanted to save the relationship.

“I started out trying to conceptualize the etiology of the problem. I got a lot of ‘I don’t know’ and ‘I don’t remember’ responses. I tried externalizing the problem. That didn’t work either. I tried a listening exercise. Again, no. I tried nonphysical intimacy building — conversation starters, date night. Nope. At this point, one of the partners suddenly announced she wanted to leave. Laura and I both had our eyes opened that day to the profound ramifications of a simple change in perspective. Attachment theory informed this intervention, which might be classed as rational emotive behavior therapy.”

Rita Sommers-Flanagan

“I once saw a man who was coming in because his partner said she would leave him if he did not. He was very closed and angry at first. He worked as a car mechanic and was very good at it. After empathizing with him about how bad it feels to be forced to do something, I asked him about how he had become a mechanic and how he had gotten such a great reputation. This allowed him to share some history that had nothing to do with the relationship problems.

“After a couple of sessions of getting to know him, I offered him the notion that people and relationships, just like cars, need maintenance, and that in some ways, that’s what his counseling was like. We were simply ‘changing the oil’ and ‘checking the belts and fluid levels.’ We did this with some level of humor, and he was able to relax and talk about how his oil had gotten both a bit dirty and quite low and how that made the engine of the relationship run hot. … You get the drift.”

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

Letters to the editor:
ct@counseling.org
The confidence factor
Touchstones that can help counselors move beyond common self-doubts at any stage of the professional journey

By Emil Vernarec

What should I do now with this client who is perpetually stuck? Am I coming across as capable? Am I helping this person at all?

For students and new professionals, this line of internal questioning might be particularly unsettling. But even the most seasoned counselors admit to episodes of nagging doubt. Self-questioning can lead to deeper insight into one’s self and the counseling process, or it can undermine one’s confidence and thwart one’s best efforts.

Counseling Today asked several counselors and counselor educators for their take on the “confidence factor.” Their insights suggest four touchstones counselors can use to sustain their confidence and maintain their focus, even as they navigate diverse challenges along their professional paths.

Accepting the journey
Perhaps the most fundamental touchstone for upholding confidence is a steady reminder that being a counselor is a lifelong journey. That concept might sound like a cliché, but it carries numerous implications — a crucial one being that “experience” alone doesn’t deliver knowledge, skill and confidence to a counselor’s doorstep. Acquiring these assets entails an active search.

“We are always becoming as counselors,” explains Samuel Gladding, chair of the Wake Forest University Department of Counseling. “The journey is to be with clients and get better in helping them understand their lives and take action that is helpful. But it’s a journey we never fully complete.”

Gladding characterizes that journey as a process in which counselors integrate their knowledge and experiences by means of self-reflection and dialogue with colleagues and mentors. To engage fully in this process, he says, “we need to see ourselves as being counselors and understand that the profession of counseling is not something you should have simply in your head but something that should be in the marrow of your bones.” Gladding, a past president of the American Counseling Association, recounts stories and lessons from his own journey in the second edition of his book Becoming a Counselor: The Light, the Bright and the Serious (see box on page 41).

Viewing your development as a counselor as a lifelong journey also means embracing the fact that you will always have something new to learn and being humble enough to accept that many different sources have knowledge from which you can benefit.

John Muldoon, assistant professor of counselor education at Kean University and a board member of the New Jersey Counseling Association, a branch of ACA, offers a prime example from his own journey.

A domestic violence treatment center had hired Muldoon soon after he earned his doctorate. Within the first few days, he had the uncomfortable realization that although he held the most advanced academic degree on staff, he possessed...
the least experience. He was given the responsibility of running a program for batterers but, in actuality, he had limited experience with that population.

Muldoon says he handled the challenge by taking “the humble approach” and remaining open to learning anew. “As I began groups for batterers, I admitted my ignorance and asked them what their violent behavior was all about,” he says. “This not only built my knowledge, but I also found it increased my credibility with them.”

“It’s common for counseling students to want to know everything before they even graduate,” Muldoon says, “but they should remind themselves that learning is meant to continue, and confidence will grow as they increase that knowledge and apply it.”

As Irvin Yalom explains, accepting the journey also has an existential dimension that directly affects how counselors engage with clients. A professor emeritus of psychiatry at Stanford University, Yalom is well known to counselors for his work on group therapy and existential psychotherapy. In The Gift of Therapy, a book he wrote as an “open letter” to mental health professionals and those they serve, Yalom says the metaphor of the “fellow traveler” best captures his view of the relationship between counselor and client. Taking on that perspective influences how the relationship plays out, he says, because it erases the distinction between “them” and “us.”

“When you work with people who seek personal intimacy or struggle with issues of meaning in life, you have to know that you face these issues yourself,” Yalom tells Counseling Today. “We all have to work on them. Clients aren’t different [from] you in this regard.”

Seen in that light, the very concept of fellow traveler calls for counselors to examine and accept their own shortcomings and emotional struggles, whether as individuals or as professionals. Acknowledging these facts of life can lessen the unrealistic expectations some counselors place on themselves that, if left unchecked, can ultimately undermine their confidence.

Viewing himself as a fellow traveler means that he and his clients meet on an equal footing, Yalom says, which supports his emphasis on working in the here and now. “I tend to be more personal and open,” he says. “I have no problem answering patients’ questions. And in practically every session, I’ll draw attention to what’s going on between the two of us. If, for example, a person says she has an abiding sense of being bad or unworthy, I will endeavor to bring it into the here and now by asking such questions as, ‘In which way have you been bad or unworthy in your sessions with me?’ or ‘Do you sense that I feel that way about you?’

“I’ll also ask them, ‘What are your questions for me?’ And I tell them I admire their honesty and encourage them to keep asking questions. Being comfortable with this approach came with time, however. It’s hard for students to do until they’re more sure of themselves.”

Attending to the relationship

In concert with accepting the journey, understanding and cultivating the counselor/client relationship also emerged as a foundational touchstone. For Paige Bentley Greason, a senior mental health counselor at the University of North Carolina School of the Arts, attending to the relationship means “really seeing and hearing my clients down at the core. I believe we all crave to be seen and heard in this way, but most of us rarely have that experience. To me, being present and seeing deeply is a way of honoring the unique individual who is sitting with me.”

Greason, a member of ACA, says this perspective helps her smooth a “big rough spot” she has noticed in herself and in counseling students: “Feeling you need to fix clients as opposed to being with them.”

Being preoccupied with “fixing” clients can generate all sorts of doubts for counselors. But by letting go of that urge to fix, Greason says, “something new can come out. It happens as the result of trusting that clients already have resources within them and knowing that your job is to help bring those resources to light. When we can step back and allow the client space to do their own work, amazing things can happen.”

Greason thinks practicing mindfulness has enhanced her ability to step back from being a fixer. As a result, she believes more counseling programs should teach mindfulness, and she recommends that even established counselors take time to learn the skill.

“When I notice myself getting caught in trying to fix or know everything, I remind myself that my full attention is one of the most important things I can give to clients,” Greason says. “I firmly believe it is the relationship that is healing and not some great insight on my part.”

Employing a high level of dedicated attention and a corresponding willingness to let go can strengthen counselors’
It can also make them more effective in assessing and supporting a client’s readiness for change.

Tuning in to a client’s readiness for change is important for building trust between counselor and client, says Elizabeth Conte, who works in private practice and as workforce development and training coordinator for the New Jersey State Division of Addiction Services. She often reminds herself to move at the client’s pace, which can be a special challenge in addictions work, where client relapse rates are high.

Even with self-reminders, however, the path is not free of hurdles. Conte, an ACA member, offers the example of clients who acknowledge their need to change but then feel afraid or powerless to take important next steps. When this brings progress to a halt, the counselor’s instinctual response may be to confront them. But in Conte’s experience, “The client’s motivation is most often improved when both the client and the counselor can honestly access their weaknesses — and that takes confidence.”

This level of collaboration fits well with motivational interviewing and stage of change models, Conte explains. “Both models promote a therapeutic relationship that recognizes the wisdom of the client and encourages partnering, while respecting the client’s freedom and personal control.”

As Gladding notes, “Counselors can err in being too early or too cautious in challenging a client to move forward.” But attending to the counselor/client relationship creates a supportive context for what is said in session and how it is heard, and it can establish a buffer zone for trust. Knowing that the counselor/client relationship is strong and can survive some missteps should provide counselors at all stages of practice with more self-assurance.

**Nurturing the habit of self-reflection**

Counselors use self-reflection to identify strengths and weaknesses in their knowledge and skills and in how well they are adapting to the unique cultural and personal backgrounds of their clients. On the downside, self-reflection can slide into unproductive
rumination or even a form of narcissism in which the counselor takes up residence in his or her own head.

Gladding recommends several questions that will keep the reflection process productive. “We have to critique both our planned interventions and the hunches we act on in the immediacy of counseling,” he says. “I am always asking myself and my students, ‘What am I doing? Why am I doing this? Is it theory-based and research-based? Is this helping the client or possibly hurting? Is it healing? We have to reflect on what we do and bring it to fruition so that the sense of self is always developing — but not at the expense of the client’s care.”

Bruce Palmer, a licensed professional counselor in Wilmington, Del., says confidence also comes with self-reminders that help guide counselors in session. For example, he recommends asking, “Am I fully present to this client, or am I focused on trying to prove I know what I’m doing? If I choose to self-disclose, is it truly in the service of my client?”

Palmer, an ACA member and interim president of the Delaware Professional Counselors Association, also makes a point of repeatedly reflecting on how the counseling theories and techniques he uses are expressed through his personality and creativity as a counselor. He and a colleague are planning to start a peer supervision group that will encourage such reflection and personal integration.

Muldoon says the fishbowl exercise commonly used in group counseling classes is particularly helpful for identifying and processing “what’s going through my head” at the moment of interaction and afterward. Although designed to increase reflection and confidence, Muldoon admits the fishbowl can be intimidating.

In his application of the technique, Muldoon divides students into two groups. On alternating weeks, one group of students observes the other, live and in process. Afterward, the entire class gathers to discuss the process group’s dynamics, cohesiveness, problematic interactions and so on. In this way, students share their perspectives both as participants and as observers. “The discussions are meant to increase student self-awareness and openness to feedback from their peers as well as from me,” Muldoon explains.

The benefit of the fishbowl, Muldoon adds, is that “you learn to build self-confidence by working out your struggles as they emerge in direct personal involvement.” The key, he adds, is to create a climate in which everyone involved can feel comfortable acknowledging “It’s OK to get stuck. It’s OK to be unsure. If you make a mistake, we can talk about it and consider what could have been done.”

This coupling of self-reflection and “accepting where you are at right now” is compelling, says Kara Ieva, an assistant professor of school counseling at Rowan University in Glassboro, N.J. Ieva, an ACA member who was active in student leadership before earning her recent doctorate, recalls a telling moment in a practicum class in which she assisted. “On the first day of class, I could sense heightened anxiety in the students because it would be their first time in a clinical setting,” she says. “The practicum instructor made a powerful statement, saying that an essential part of...
Becoming a Counselor: The Light, the Bright, and the Serious, Second Edition

Samuel T. Gladding

Through the use of memorable and often humorous autobiographical vignettes, Dr. Gladding shares his experiences as one of the field’s most beloved and respected leaders. His personal experiences reflect universal themes in becoming a helping professional, and both novice and seasoned counselors will benefit from his knowledge, skill, and the wisdom drawn from more than 30 years in the profession.

Topics addressed include personal growth; finding what works and learning from failure; basic skills and counseling processes; creativity in counseling; multicultural and spiritual considerations; the influences of colleagues, friends, and family; working with groups and families; professional development; leadership; and termination. Each section of the book contains “Points to Ponder” to facilitate classroom discussion and personal reflection.

Published by the ACA Foundation
2009 | 336 pgs
Order #72886 | ISBN 978-1-55620-281-0
List Price: $29.95 | ACA Member Price: $24.95

Please include $8.75 for shipping of the first book and $1.00 for each additional book.

AMERICAN COUNSELING ASSOCIATION
800-422-2648 x222 • counseling.org

being a counselor was using the strengths of one’s personality. The students got the message, ‘It’s OK to be me,’ and I remember seeing everyone’s shoulders relax.”

Whether you are a student or an experienced counselor, accepting where you are in your professional development and then reflecting on that journey can help you to avoid what Gladding terms “a major obstacle” for counselors — fear of finding their own unresolved conflicts. “We may consciously or unconsciously put an issue off-limits because it is painful to look at,” he says. “That can keep us from increasing both our competence and our confidence and keep us from being with a client.”

In such cases, personal therapy can be helpful. In fact, many leaders in the profession believe it should be a requirement for becoming and remaining a counselor. “Becoming a counselor, growing in skill, is developmental for us, too,” Gladding says. “Awareness is key.”

Keeping connected

Connecting with those who remind you of who you are as a counselor can also serve as a significant touchstone for confidence. The helping professionals interviewed for this article underscored the importance of having supervisors, mentors and colleagues who model what it means to be a counselor and support your development.

“I was fortunate to have had supervisors who were willing to share their own vulnerability when they didn’t know what to do,” Greason says. “I think many of us harbor the belief that there is a right answer out there or that someone else probably knows better than we do. In this field, the reality is that, many times, there is no clear answer beyond staying ethical.”

Indeed, maintaining your professional connections is essential for developing the confidence that comes from knowing you are practicing ethically. “You must have the opportunity to discuss your challenges and ask questions and to remember that if you’re ever in doubt or uncomfortable, you need to consult, consult, consult,” Muldoon says. “In fact, you have an ethical obligation to do so.”
For some, formal and informal opportunities to feel part of a larger profession may dwindle after graduation. Professional counseling organizations (at the local, state, regional and national levels), specialized associations and peer supervision groups serve to answer this need, presenting unique opportunities to build personal knowledge-sharing and support networks that can, in turn, provide counselors with a higher degree of confidence.

“Professional collaboration has been my most helpful support factor,” says Mikolaya Nynka, an LPC who works in a group private practice and in the counseling center at Centenary College in Hackettstown, N.J. “Collaboration is a two-way experience. It’s confidence-building to support other colleagues, too.”

Nynka, an ACA member, says the network she built with other professionals provided her with the support she needed to face her most challenging case. The client was a college student with chronic anxiety whose mother accompanied her to the first counseling session because the young woman would not talk. In fact, she continued not to talk — for two semesters.

“How to engage her each week was painful because there was no dialogue,” says Nynka, who had to turn to writing back and forth with the client in session. “Each week, for days before and after each appointment, I’d try to work out what to do. I had no idea what impact I was having. I held onto the fact that she kept coming and that I was her only connection.”

In addition to consulting with her supervisor, Nynka sought feedback from current and former colleagues. “Hearing them say they’d feel the same way in my position was reassuring and reinforced my confidence in what I had tried.”

Surprisingly, later in the school year, the client revealed to Nynka that she had tried out for a college play, got a part and managed to do well on stage. At the end of the academic year, Nynka had to terminate. The mystifying client did not return to school the following year.

“Each client is different,” Nynka reflects, “and we all have at least one very challenging case. But that’s what makes the career interesting and exciting.”

Counselors in every area of practice can surely agree on that note, and most would agree with this as well: When the inevitable challenges loom too large, knowing which touchstones keep you on track can provide perspective and balance. And however you view the confidence factor in your identity and practice as a counselor, there is inestimable value in having fellow professionals who will share their own challenges and vulnerabilities with you and join their journey to yours.

Emil Vernarec is a licensed associate counselor and writer in northern New Jersey. Contact him at vernarece@gmail.com.

Letters to the editor: ct@counseling.org

Join us for an Open Class, where you can meet with faculty and students, get a more in-depth description of our programs, and experience a class firsthand. If you’d like to learn more about ICSW or reserve a seat at an Open Class, visit us online at www.icsw.edu/learnmore or call (312) 726-8480, ext. 29.

ON-SITE OPEN CLASSES
Sat, Nov 20 at 9 am cst
Fri, Dec 10 at 2:30 pm cst

ONLINE OPEN CLASSES
Wed, Nov 3 at 7 pm cst
Wed, Dec 1 at 7 pm cst

Accredited by the Higher Learning Commission

Think PhD

ICSW’s unique doctoral program for practicing clinicians and counseling psychologists will help you attain excellence and expand your career opportunities.

THE INSTITUTE FOR
Clinical Social Work

200 N. Michigan Ave., Suite 407
Chicago, Illinois 60601

October 2010 | Counseling Today | 41
Improving students’ career and college readiness

An ACA interview with Southern Regional Education Board President David Spence

By Frank Burtnett

Editor’s note: Frank Burtnett conducted the following interview for publication in the Summer 2010 edition of ACAeNews for School Counselors, one of four special focus e-newsletters produced by the American Counseling Association.

Headquartered in Atlanta, the Southern Regional Education Board (SREB) is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K-12 and higher education. Founded by the region’s governors and legislators in 1948, SREB was America’s first interstate compact for education, and it remains the nation’s largest school improvement network and largest educational technology collaborative of state K-12 and postsecondary agencies. Today, it is the only regional education compact that works directly with state leaders, schools and educators to improve teaching, learning and student achievement at every level of education. The organization offers various programs and initiatives as part of its stated mission to “help SREB states lead the nation in educational progress.”

David Spence became the president of SREB in 2005. In that role, he has devoted considerable time to speaking with state leaders and encouraging them to develop college and career readiness initiatives. He has written about how states should address the readiness problem as a contributor to the 2007 book Minding the Gap: Why Integrating High School With College Makes Sense and How to Do It and in national publications such as Education Week.

With the increased dialogue in U.S. education regarding the “career and college readiness” of students, ACAeNews for School Counselors approached Spence about these important educational objectives.

SREB held its 24th annual High Schools That Work conference earlier this summer. What are the key elements in the “what works” formula?

Gene Bottoms, who founded SREB’s High Schools That Work school improvement program, often talks about how many middle grades and high school courses aren’t academically rigorous enough and that too many students are not engaged in their own learning. We’re seeing this problem addressed in schools that adopt the SREB program. All students need to take a rigorous academic core of classes that truly prepares them for some type of postsecondary education. Many students also can benefit from an upgraded career/technical (CT) series of courses in a career area that interests them. Today’s best CT courses are challenging, require students to meet high academic standards and are engaging and project-based.

For counselors, it’s essential that students choose an area of emphasis and align their studies with that goal by the time they are starting high school. For most students, it means taking a core curriculum to prepare them for advanced career training or associate or bachelor’s degrees — a “college-ready” core of courses. Students need to see a connection between that core and their interests, goals and aspirations.

More students are enrolling in college than ever before with less than stellar success in their completion rates. What must happen for degree attainment to improve?

States need to clearly define what it means for students to be college-ready. If more students are academically prepared for college, far higher rates of them will earn two- and four-year degrees and career certificates. We’ve never had these expectations for most students because our economy traditionally has not depended on it. Now, it does.
States need to bring pre-K-12 and higher education together to set college-readiness standards that spell out the levels of math, reading, and writing skills students need for college. Most states have not done this, although Texas, Kentucky, and Florida recently began this process through new state laws. The recent development and adoption by many states of the Common Core state college-readiness standards should provide a solid platform for building their readiness efforts. If states develop these standards, they can test students on them, provide help for students who need it, curb the need for college remediation, and graduate more students. My ideas for bridging this gap between high school and college are in a new paper called “Beyond the Rhetoric” that I wrote with Pat Callan of the National Center for Public Policy and Higher Education. It’s available at sreb.org.

Also, Gene Bottoms emphasizes that students must also know why they are going to school. Even some students who are ready for college do not finish degrees or certificates. Gene says that many high schools fail to give students a reason for continuing their studies. They not only need a college-ready core of key courses but also high school experiences that help them foster their interests, helping them start college or career training with a clear purpose in mind.

How do you see professional school counselors and comprehensive school counseling programs contributing to improving the college readiness of future students?

Counselors need to stress the benefits of pursuing some type of postsecondary education. Even students who won’t pursue college still need career training, which sometimes is very rigorous. I’d urge counselors to ensure that all students in their school have specific goals for after high school and then help them set a plan to meet those goals. It’s important that students have the right levels of reading, writing, and math skills to be ready for college, not just the right courses on their transcript. Counselors can play a vital role in pushing for these higher standards to be used in classrooms. In High Schools That Work, we’ve found that students need attention from an adult in the school — someone who will watch out for them and with whom they can identify and turn to for help.

Also, counselors in the middle grades must begin to help students pinpoint their interests; teachers and parents need to be involved. In the middle grades, students need to be thinking about high school and what will lead to success beyond it. We don’t have enough counselors to give students the in-depth, one-on-one time they need, so counselors need to further their outreach into classrooms and connect students with teachers and mentors to help them meet their goals.

Currently, the average student-to-counselor ratio in the nation’s schools is 467:1, almost double the 250:1 recommendations of the counseling community. Many counselors are overstretched and called upon to perform duties outside their counseling roles. Do you envision a time when an appropriate number of counselors will be in place to address such issues as the achievement gap and the dropout crisis and to help students with their career and college readiness?

I would hope so, but it may not be realistic considering how tight many states’ budgets are right now. States need to make more counselors — and improved counseling — a priority. I’d also urge schools, districts, and states to look closely at their spending to make sure it is focused on what matters most. Our nation’s economic competitiveness and social progress really does depend on raising Americans’ education levels. We need good counselors who can direct more students into various types of postsecondary education — which most people need these days to get a decent job — and push pre-K-12 schools to expect more of students academically and provide the additional support many students need.

Frank Burtnett is the editor of ACAeNews and ACA’s four special focus e-newsletters for school counselors; counselor educators; counseling students and new professionals; and mental health, private practice and community agency counselors. Contact him at fburtnett@counseling.org. To opt in to any of the free special focus e-newsletters, contact ACA Member Services at 800.347.6647 ext. 222 or e-mail acamemberservices@counseling.org.

Letters to the editor: ct@counseling.org
Extending the humanistic vision

One of the long-standing debates in the counseling profession is whether the counseling process should be conceptualized scientifically or according to the assumptions of the humanities. At this point in history, most counselors would probably agree that both scientific and humanistic ideologies should inform the practice of counseling.

These scientific and humanities polarities can also be used to conceptualize the entire counseling profession, not just the counseling process. In this regard, I argue that contemporary counseling culture is largely structured by scientific assumptions that have had a detrimental impact on the profession. The purpose of this article, then, is twofold: to explore the consequences of grounding the counseling profession in the humanities such as literature, history and philosophy rather than science; and to demonstrate that this humanities vision is a better fit for the profession than the scientific one.

Arguably, the historical relationship between scientific and humanities influences in the counseling profession can be characterized as a complex dialectical interplay, with each force offsetting and progressively defining the other. A reasonable way to conceptualize the humanities vision, then, is to identify key scientific ideological polarities and their humanities counterparts.

**Human complexity vs. human simplicity**

It is a remarkable irony that contemporary counselor education tends to simplify, rather than complicate, human beings. Students often enter graduate school in awe of the sheer complexity of the human condition. Sadly, by the time they order their caps and gowns, these new professionals have been educationally indoctrinated to think of people in relatively simple terms: as technique-responsive clusters of symptoms. Of course, I am intentionally exaggerating the state of current counselor education to make my point. Remnants of human complexity certainly remain in graduate curricula. Nevertheless, I do not believe I am that far off the mark. Within counselor training programs, there exists a strong, creeping trend toward simplifying the human condition.

I contend this simplification is a direct result of the influence of scientific ideology. To illustrate this point, consider the scholarly goals of a humanist, such as a literary scholar, in contrast to the goals of a biologist, who is a dedicated scientist. The literary scholar might spend the better part of an academic career devoted to a particular author, novel or even a single character. The goal of this humanities professional is to complicate, dimensionalize and enrich the subject matter, not simplify it. The biologist, on the other hand, seeks to whittle down the subject of study to its barest elements by progressively eliminating extraneous perspectives that do not meet the instrumental needs of scientific advancement. Given their respective professional goals, the biologist and the literary scholar have selected the proper ideological tools to advance their disciplines.

Why should the counseling profession adopt a humanities ideology that complicates people rather than a scientific ideology that aims to simplify them? The brief answer (so plainly obvious it is remarkable that it is largely missed in contemporary counseling culture) is that people are, indeed, complex! To thoroughly adopt an ideology aimed at simplifying people is completely counter to everything that is known about the human condition. Specifically, the locus of human complexity resides in the subjective meaning systems that people construct. The undeniable truth that every human being has unique inner subjective experiences makes people extraordinarily complex.

Science, however, is the sworn ideological enemy of subjectivity. Scientists use double-blind procedures and other methodological strategies in an attempt to eliminate the influence of subjective bias within their studies. For scientists, subjectivity is something to be rooted out so that the conclusions of their studies will be objective. This ideological stance is perfectly appropriate for chemists and physicists of course. Indeed, scientific investigation can also be an important tool in the humanities, as when chemical analysis is used to determine the age of historical documents. It is likewise vital for the counseling profession to use science as a tool, particularly in investigating the effectiveness of counseling interventions.

Although the counseling profession absolutely should retain science as a tool, the simplifying, anti-subjectivist ideology that gave rise to this tool should not be allowed to overtake the profession. Reductive diagnostics, symptom-focused treatment planning and defining counselor education goals in terms of lists of competencies, techniques training and manualized counseling models are just a few of the many signs that an emphasis on subjective meaning systems is gradually being lost in the profession. The creeping spread of scientific ideology, and concomitant loss of a humanities perspective, is arguably responsible for this shift. Indeed, it is extraordinarily ironic that professionals who seek to understand the unique experiences of their clients would adopt an ideology aimed at eliminating the variable of subjectivity. How, though, should a humanities vision, which encourages notions of human complexity, be revived within the counseling profession?

First, discussions of clients, in case conferences, classrooms and other
forums, should emphasize subjective client meanings, not symptoms, family history of mental illness, reductive treatment plans or other supposed objective case data. In discussing a client, counselors should bear a closer resemblance to English professors talking about a literary character than to chemists describing the properties of a particular compound. Of course, clients are not fictional characters; they are real people in a state of psychological distress. Alleviating that distress involves a humanities-style immersion into the realm of human complexity, not a simplifying, scientific objectification of the case material.

Second, counselor education programs should regularly teach and adopt qualitative research methodologies. Unlike quantitative research, which is aimed at finding singular, objective truths uncontaminated by subjectivity, qualitative methods are designed to illuminate the multiple strata of meaning that underlie human behavior. Quantitative research will always be a useful tool for counselors. However, a humanities vision for the profession is best served by investigative methods that explore subjectivity, not ones that eschew it.

Third, counselors should take a critical stance toward the medical model of counseling rather than uncritically participating in it. The complexities of human relating, which are integral to the counseling process, have been ideologically marginalized by the medical model of people as collections of symptoms to be eradicated. Despite its gross inconsistencies with the type of help that counselors provide, medical model training has increasingly been integrated into counselor education programs, and counselors have actively sought reimbursement from third parties that require the use of a medical model. Whether a counselor decides to participate in the medical model is a personal, ethical decision. However, counselor education programs should prepare students to think critically about this model so that it is not accepted without question once students become practitioners.

**Multiplicity of perspectives vs. singular truth**

Consider philosophers as representatives of a humanities profession. Critical inquiry, active debates in the literature and the consideration of multiple perspectives all contribute to enriching the philosophical body of knowledge. Philosophers do not expect that their debates will somehow march them forward to singular truth, with all philosophers one day arriving at unified agreement concerning philosophical topics. Instead, an ever-increasing multiplicity of perspectives is itself the end product, not a means to some greater end.

Alternatively, consider a medical researcher as an example of a professional who operates within a scientific ideology. Differences of opinion about the cause of a particular disease may exist among medical researchers. This multiplicity of perspectives is considered an unfortunate means to the greater end of finding the singular truth about what actually causes the disease.

I maintain the current intellectual climate within the counseling profession bears a much closer resemblance to scientific ideological assumptions, which regard multiple perspectives as a problem to be resolved, than it does to the intellectual stance of the humanities, which embraces multiple perspectives as an end in itself. Witness the general lack of public debate over ideological positions among academic counselors (both in the counseling literature and within academic settings). This is in stark contrast to the humanities, wherein active debate, both in literature and academic settings, is prized as a vital part of professional culture. Indeed, counselor educators have accepted oversight from an organization (the Council for Accreditation of Counseling and Related Educational Programs) that dictates the proper topics to teach and suitable perspectives to adopt. Widespread acceptance of this ideological police force is compelling evidence that counseling culture has become increasingly intolerant of multiple perspectives. This intolerance is not limited to academia, though.

Practicing counselors increasingly use standardized treatments for particular constellations of symptoms. One disturbing sign of this trend is the proliferation over of the past decade of treatment planning guides, which detail precise, concrete treatments and goals for particular categories of clients. This unfortunate development, which has been fortified at the academic level by the “empirically supported treatment” and “best practices” movements, is as stifling to counselors as the demand to use only paint-by-numbers kits would be to artists. Furthermore, counselors are being told not only how to practice but who to be. Those who promote a unified identity for the counseling profession have attempted to outline the proper identity

---

**EXAM PREP STUDY GUIDE & WORKSHOP DVDs**

The very popular fifth edition of the *Study Guide for the National Counselor Exam* (2006) has 350 pages and covers the eight content areas of the National Counselor Exam, national comp exams (CPCE) and many similar exams. The Workshop DVDs contain over 6 hours of an actual workshop focusing on: Appraisal, Research, Professional Orientation, and Career. The other four areas are covered lightly as well as test-taking strategies and study tips.

The Study Guide costs $79.95 and the Workshop DVDs are $69.95. Save $20 by purchasing them at the same time for $129.95. Prices include all mailing and handling costs. Order at website: www.counselor-exam-prep.com. Email: ahelwig@sprintmail.com for more information.
for professional counselors to adopt. Counselors who wish to expand their horizons can make use of continuing education, but only if an accrediting body has approved the content of the continuing education experience. To become a counselor nowadays, one must agree to don an ideological straitjacket. How, then, can the culture of counseling be changed so that multiple perspectives will be encouraged?

First, active debate should be promoted in academia and in the counseling literature. One of the best ways to foster an appreciation for multiple perspectives is for professionals who advocate different points of view to engage in civil public debates (both in presentations and in the literature). A public airing of differences clarifies ideas, elucidates the nuances of systems of thought, challenges professionals to think in novel ways, generates new perspectives and, perhaps most important, demonstrates that there are multiple legitimate ways to understand the subject matter of counseling.

Second, and related to the first point, theoretical dogmatism should be discouraged at all levels of the counseling profession. Students should be taught that counseling consists of a variety of useful perspectives. No one perspective should be idealized or used for all purposes. Similarly, practicing counselors should view counseling orientations as problem-solving tools, not representations of ultimate truths about human nature.

Third, continuing education should not be professionally mandated. As an analogy, imagine if authors of fiction were required to read a list of approved works before they were allowed to write. If a humanities atmosphere is to be created in counseling culture, practicing counselors, not bureaucrats, should determine the types of postgraduate educational experiences that best suit their needs. It is a shocking assault on intellectual freedom and growth, for example, when only one article in an issue of a particular journal is officially sanctioned as being eligible for continuing education credit. This implies that all other readings are somehow less intellectually worthy of professional attention. The need for continuing education should be an internalized ethic instilled in counseling students during graduate school, not an external mandate that limits and controls the types of educational experiences that counselors pursue.

Fourth, professional limitations should not be placed on counselor identity. Any proposal for a unified professional identity is, by definition, also a proposal that negates certain types of identity possibilities. Counselors should be encouraged to determine their own professional identities, which may be based on their personal temperament, local demands, orientation to their work or any other considerations they deem relevant to their professional life.

Discussion and conclusions
Science is a vital tool that will always be a necessary component of counseling inquiry. However, the counseling profession should be ideologically grounded in the humanities, not science. The scientific ideals of parsimony, singular truth and objectivity cannot possibly facilitate the evolution of a profession that historically has made its greatest advances by embracing complexity, multiple meaning systems and creative visions of human nature.

I have made the following recommendations for shifting professional counseling culture from a position of simplicity and singular truth to one of complexity and multiple perspectives:

- Discussions of clients should emphasize subjective client meanings, not objective data.
- Qualitative research should become a standard method of inquiry.
- The medical model should be subjected to more intense critical scrutiny.
- Active debate over perspectives should be professionally encouraged.
- Theoretical dogmatism should be discouraged.
- Continuing education requirements should be abolished or radically revised.

Add your voice to the debate
This is an abbreviated version of an article that will be the centerpiece of a future issue of The Journal of Humanistic Counseling, Education, and Development. In that issue, authors will contribute counterpoints to the positions taken in this article, and James T. Hansen will contribute response articles to those counterpoints, thereby creating an active debate in the literature.

Refer to e-ahead.com for links to the complete article and instructions for submitting counterpoint articles.

Professional identity should be self-determined, not professionally mandated.

Of course, there are other ways to encourage the spread of a humanities vision in the counseling profession (abolishing the infantilizing and draconian practice of mandated supervision, for instance). The seven recommendations listed above seem like a reasonable place to start, however. In keeping with a humanities vision, I sincerely hope these recommendations will engender controversy and debate.

James T. Hansen is a professor and coordinator of the Mental Health Specialization in the Oakland University Department of Counseling. Contact him at jthansen@oakland.edu.

Letters to the editor: ct@counseling.org
CALLING MENTAL HEALTH COUNSELING STUDENTS...

AMHCA membership offers unparalleled benefits at a low student rate of

ONLY $69 PER YEAR!

Visit www.amhca.org to learn more and join today!

As you complete your education and begin your career, there are a few resources you shouldn't go without. One of the very best decisions you can make in the early stages of your professional life is to join the American Mental Health Counselors Association (AMHCA).

Why do students join AMHCA?

1. You are the future of the profession. The leaders and most successful mental health counselors belong to AMHCA and use it to form strong professional relationships.
2. We are your lifelong career partner. Think back to when you first decided to become a mental health counselor, and all the things you have learned and done since then.
3. It is the right thing to do for yourself. What can you gain by being a member of AMHCA?
   - Professional development
   - Job search support through our Job Board at www.amhca.org
   - Graduate Student Committee
   - A nationwide network of students and practicing professionals, with unique opportunities to meet and interact with peers
   - AMHCA Annual Conference
   - Online and print resources: research, clinical studies, critical guidance for counseling practice
   - Publications: AMHCA Legislative Alerts, the online Advocate newsletter, and the Journal of Mental Health Counseling

As you begin your career, you will find that your work is challenging. There are so many demands on you. One way to prepare for "the real world" is to join AMHCA. Supplement your curriculum with real-world, applied learning opportunities courtesy of AMHCA!

AMHCA exists to help you address all of your professional challenges. You need the benefits designed exclusively for you and offered only by AMHCA – the one association dedicated exclusively to the needs of professional mental health counselors. AMHCA is a division of the American Counseling Association.

We hope you will accept our special invitation.
Visit www.amhca.org to learn more and join today!

Plan to attend AMHCA’s 2011 Annual Conference in San Francisco!
July 14-16, 2011
Parc 55 Wyndham Hotel on Union Square
Unlocking the grip of PTSD nightmares

Dan sat motionless, riveted to his chair as he recalled his recurrent nightmare. “Every night …” He trailed off and faded back. “It’s the eyes. I see his eyes! Staring at me.”

Dan was recalling a soldier, frozen to death and still at his post. The memory, too, was frozen in time because Dan’s war was at the core of his disorder. It was why he recounted the nightmare to me, his therapist. “Can anything be done?” he asked me. “I’d give anything not to remember those eyes!”

Unfortunately, Dan died not long after I began researching treatments for nightmares and sleep disturbance. Saddened but undaunted, I continued the search, using this veteran’s penetrating cry for help as the galvanizing event to develop an effective approach for other clients who were suffering as Dan had.

Ethically, counselors must practice within their areas of competency. This article describes the process three members of the American Counseling Association followed to gain the skills necessary to ethically treat nightmares associated with combat-related post-traumatic stress disorder. We engaged in research and training and became innovative in combining therapies to develop what we believe is an effective protocol for addressing this issue.

While living with combat-related PTSD, Dan voiced a desperate need to eliminate the nightmare that repeatedly pierced his nights. His tormented cry became a rallying point for the clinic where he was treated. The clinic had many clients similar to Dan, but at that time, no specific treatment was available to address their nightmares directly. The general treatment was to use exposure therapy, based on emotional processing theory developed by Edna Foa and Michael Kozak in the mid-1980s. This consisted of addressing the trauma in detail, keeping the client’s reactions within a therapeutic range to neither underaccess the “fear structures” nor overwhelm the client. The purpose was to help the client develop a mastery of the fear and thus process traumatic events one at a time.

Building a program

Dr. Richard Ross led an investigation into PTSD and sleep in 1994, speculating that PTSD indeed might be considered a REM sleep disorder. While so doing, he and his team declared that nightmares were the “hallmark” of the disorder. In addition, Dr. Thomas Neylan and his team found that in a sample of 1,167 Vietnam veterans with PTSD, nearly 91 percent suffered significant disturbances to sleep.

Armed with this information, I began researching REM sleep and discovered an exceptionally useful book that helped to explain sleep itself — J. Allan Hobson’s Dreaming: An Introduction to the Science of Sleep. This provided me the foundation I needed to delve deeper into the world of dreaming. These lessons would later form the core of the psychoeducational portion of an outpatient treatment program.

Hobson’s book illuminated my understanding of the essence of dreaming and ignited some ideas for eliminating traumatic nightmares. According to Hobson, eliminating the nightmares would improve clients’ mood, concentration, learning and physical repair of the body and even enhance their immune systems. What was needed was a way to attack the nightmares themselves.

Karin Thompson, Michelle Hamilton and Jeffrey West addressed traumatic nightmares themselves. They applied a technique called imagery rehearsal therapy (IRT) developed by Barry Krakow and reported that one-third of their patients eliminated the “target nightmare.” IRT works to eliminate nightmares by first allowing the veteran to address, rather than void, content. IRT helps the veteran to develop a mastery of the event rather than being victimized by the past trauma. “Rehearsal” aspects program a new response, thus allowing restorative sleep. Krakow’s research showed that at a 30-month follow-up, 68 percent of the subjects were able to sustain reductions in frequency of target nightmares. The IRT-based dream approach is essentially consistent with the basic premise of Foa and Kozak in that writing down the nightmare is an exposure to the traumatic content of PTSD. Even so, veterans would find this the most difficult step.

The challenge for what became known as “Dan’s cause” was to translate these inpatient protocols to an outpatient format. I began networking with other licensed professional counselors to obtain additional insight and support. Deb Breazzano, an LPC in the community, suggested a 90-day format to capture a full dream cycle and to quantify to each client not only reductions in nightmares but also the emergence of healing dreams. Veterans respond to group bonding, and trust is the currency exchanged among them. Therefore, a longer program would facilitate these bonds and allow for multiple approaches to address nightmares and dreaming. The content would be based in IRT and Jungian dream concepts, but the search was on for additional methods to beat the nightmares.

According to a study led by Victor Spoomaker in 2003, lucid dreaming was also effective in reducing nightmare frequency and intensity. Lucid dreaming is essentially becoming aware that you are indeed dreaming while asleep and then enabling yourself to guide the dream. Evidence was mounting that a stepwise approach to treating nightmares would work, with one successful application setting the foundation for the next. The program’s goal now had moved beyond just eliminating nightmares to helping clients achieve emotional and developmental growth.

During the course of developing the program, the agency that directed our clinic allowed me to train in Jungian dream analysis and supported a trip to Santa Fe, N.M., to hear Dr. Bessel van der Kolk speak on effective counseling skills for trauma. What he said — that an “effective
trauma treatment must reset one’s limbic system” — became the keystone for my developing program. In effect, trauma is a sensorimotor process; according to Hobson, so is dreaming. So van der Kolk’s advice was simple yet profound: Treatment must provide an “action or escape” not present in the original trauma.

Now self-educated in the process of dreaming, networked with other therapists, supported by my agency, well-versed in current research and professionally trained in the arts of therapy and hypnotherapy, I formed a new premise: All traumatic nightmares are rehearsals of the survival instinct. Van der Kolk affirmed that the only real change for clients would come by resetting their limbic systems with an action or escape, thus eliminating the need for a traumatic rehearsal through nightmare. Therefore, IRT and its follow-ups would author the original nightmare and then reauthor a new outcome. This would result in breaking the repetitive, traumatic cycle. There was finally an answer to Dan’s impassioned plea for help. Rewrite the nightmare with a new ending by providing action or escape.

Application
Laila Alsaffar teamed up with me to colead a men’s PTSD group at the clinic. Although it was too late to help Dan, we were nonetheless spurred on by Dan’s memory to help others. Dan was a big believer in the power of groups to heal, so it was altogether fitting that we were using a group format. We introduced veterans to basic dreaming concepts based on Hobson’s book and taught them how to develop sleep hygiene, practice relaxation, author their nightmare and its change, and apply reinforcing methods to turn the cessation of traumatic nightmares into real growth. At its end, we had developed a 13-week, self-contained program that employed most of the elements from a good anxiety reduction group. During the process, we discovered that nightmares are like a field full of thistles and thorns. IRT is akin to tillling that field. Lucid dreaming, Jungian concepts and relaxation techniques seed and fertilize the dense field, allowing it to transform into a sculpted garden.

In developing the program, we also wrote a manual for clients (as well as a version for therapists) that contained worksheets, report forms, reading material, exercises and illustrations. The first segment of the treatment program is designed to build group trust, strengthen support skills and reduce anxiety by providing basic psycho-education on the sleeping brain. Educating group members on sleep hygiene helped them to gain ownership of the process over the course of the combined treatment. This was achieved, in part, because each person in the program shared what he was learning in group with a significant other, thus reinforcing the process.

Because they needed to overcome their tendency to avoid reminders of their individual traumas, the most critical juncture for the majority of the veterans was writing out their actual targeted nightmares. Most had worked to avoid this step for protracted periods of time before this therapy. The counselors encouraged each of the veterans to tackle his nightmare head-on, using each other and his family for support. Almost every one of the veterans reported how difficult the process of facing his torment was, yet nearly all of them experienced a reduction in nightmare frequency and intensity just before this phase, so they were encouraged to push through the echoes of fear imbedded in their memories. This step, combined with the “action-escape” rewrite of the nightmare, formed the middle or “core” of the combined treatment. The action-escape element restored personal control over what had been a feeling of powerlessness — in some cases, for decades.

Using lucid dreaming and Jungian concepts, the last phase featured action-escape and the use of sculpting dreamed objects as enhancements to the treatment. Participants found this a more joyful task. As though they were now a blank canvas, these war veterans had a new chance to create joyful and healing experiences through their dreams. Some who had suffered even more profoundly from their disorder than Dan experienced a kind of spiritual awakening. Before the treatment, it was as if the war had stolen their souls. But the release of fear through the processing of their nightmares seemed to present them with a new freedom from their pasts.

In the years that I practiced at the clinic, we helped approximately 80 veterans who were struggling with nightmares associated with PTSD. For the astute counselor willing to crack the books and enlist support, the potential is there for adapting workable therapies for many disorders faced by returning veterans.

Wayne A. Hankammer is a licensed professional counselor living in Artesia, N.M. He is a critical incident stress management instructor and specialist for the Federal Law Enforcement Training Center. Contact him at whankammer@hotmail.com.

Letters to the editor: ct@counseling.org
ACA president-elect candidates share their views on the issues

The four candidates vying to become the American Counseling Association’s next president-elect were asked to provide answers to several questions impacting the association and the counseling profession. This month, their answers to the first two questions are featured. Answers to the remaining questions will appear in the November issue.

Editor’s note: The following answers are printed as submitted by the candidates. Counseling Today edited only for spelling and minor style issues.

**As president of ACA, what would be your three top priorities? Why would these be your priorities, and how would you implement them?**

**Michael D’Andrea:** As ACA president, I would build on ACA’s strengths by establishing new initiatives to address three priorities. This includes working with others to:

A) Build a more expansive and diverse membership base in ACA.
B) Develop new organizational mechanisms that foster graduate students’ empowerment in ACA.
C) Institutionalize ongoing national and international initiatives to build greater unity with counselors in other nations and allied organizations in the United States.

Recognizing that our collective strength is grounded in a large and diverse membership base, I would establish a vibrant ACA Membership Campaign to increase ACA’s membership from 43,000 members to 60,000 members by the end of my presidential tenure.

Understanding that our graduate students represent the future of the profession, I would work to institutionalize a new student association in ACA that guarantees full voting rights on the Governing Council.

The future well-being of the counseling profession requires greater collaboration with counselors in other nations and allied professional groups in the United States. Thus, I would convene a series of in-person and electronic conferences as well as host a caucus meeting at the 2012 ACA Conference to develop and implement strategies to build unity with these persons and organizations.

**Bradley T. Erford:** Priority 1. Protect and Expand Practice Rights. I am no stranger to legislative battles against opponents who seek to restrict our rights to practice counseling and serve the public. ACA must fight hard at the federal and state levels to protect and guarantee all counselors’ rights to practice. We also need to introduce legislation that will expand employment opportunities for counselors, increase reimbursement/salaries and help us to better advocate for and serve our clients.

Priority 2. Outstanding Member Services. More low-cost CEUs (via Internet, conference and workshops), expand employment/career services, professional liability insurance, networking opportunities for students and professionals, mentoring and more.

Priority 3. Fiscal Responsibility Through Innovation. ACA can increase revenue through publications,
continuing education, web expansions and conferences, while simultaneously using strategic, efficient and quality technological innovations to realize further cost savings. For example, expanding our web capabilities will allow members electronic access to journals and Counseling Today.

I am a member of ACA’s Strategic Plan Implementation Task Force, charged with constructing and implementing a strategic plan to guide ACA’s future course and resource allocation, and understand how to make ACA even stronger.

Jeffrey Freiden: QWERTY613@AOL.com, my personal e-mail. You will see it whenever you see my name. I serve the membership. There is a great value in ACA dues with a talented staff and multiple benefits. However, as a member, sometimes I have felt lost trying to find the right person to resolve a membership question. The buck stops here.

Improve Technology: ACA has a great website. We could add Twitter to update last-minute conference changes or tweet about a pending vote in Washington. We could archive past conference programs. A smartphone application to access conference information and member benefits. Video-link sessions for members who are unable to attend conference. A webpage, outside of “Career Builder,” where counselors can research jobs, internships and counseling programs.

Unity and Inclusion: The counseling profession is weakened by insurance companies and TRICARE that will not recognize LPCs, with legislation that cuts school counseling positions, the budgets of universities and counseling departments. Unfortunately, we also self-divide ourselves. We have excluded ASCA from committees, and the 56 branches are marginalized because they only have four votes on the governing board. I want to include all counselors and their unique contributions. United we stand, divided we fall.

E. Christine Moll: My priorities stem from the mission of ACA in the 2005 Code of Ethics. In short, they are as follows:

- “Professional development”

ACA’s journals, texts and Counseling Today provide invaluable information for those who choose to access the information. Question #3 (appearing in the November issue) inquires about student membership. The real question is: How can ACA be attractive to day-to-day practitioners/clinicians, in addition to counselors-in-training and their counselor educators?

- “Advance the profession”

Our ACA staff are competent individuals who work daily to advance the profession, lobby for interests on Capitol Hill and promote all of us. Few, except the leaders in ACA, know of the day-to-day efforts of the ACA staff. Perhaps the assistance of a public relations firm to expertly put our “name” and “brand” out to the public could help. I expand on this thought in my answer to the fourth question (appearing in the November issue).

- “Expand the promotion of human dignity and diversity”

ACA took the lead among social service organizations in the promotion of “dignity,” “diversity” and “multicultural awareness.” Leaders emerged from the ranks of AMCD, AGLBIC and CSJ. We are “men and women for others.” The following question/answer delineates a plan to welcome culturally diverse individuals to our profession.

The United States is becoming increasingly diverse, and counseling is becoming more global. It is critical to increase the diversity among counselors. How would you address this issue, and what steps would you take?

Bradley T. Erford: A rich diversity of thought and opinion strengthens our understanding of the human condition and yields insights into how we can best advocate for the diverse clientele we serve. The counseling profession is steeped in the traditions of developmental and intervention approaches, multicultural counseling and advocacy counseling. Each of these traditions has enriched the training of counselors and ethical counseling practices. We are making progress in attracting more diverse counseling practitioners, but can do much more. As ACA President, I would:

1) Use the ACA website, Counseling Today and discussions at conferences as communication forums for strategies and innovations in recruitment of diverse prospective students.

2) Develop communication platforms and materials for dissemination to prospective diverse students to help them think critically about emerging social issues and how they can truly make a difference as a counselor.

3) Create and facilitate mentoring programs to keep diverse counseling students and faculty in the field.

4) Advocate for the recruitment of diverse faculty to serve as models of professional accomplishment in counseling and provide an academic environment that is both stimulating and inviting to students with diverse backgrounds.

5) Advocate for higher reimbursement/salaries for counselors.

Jeffrey Freiden: QWERTY613@AOL.com. The counselors I have met understand diversity. It is more important, as counselors, to model accepting behaviors because we are “role models” for our students and clients.

There is a difference between being accepting of people who are different and standing up to be counted, creating an inviting and inclusive environment. For example, I am a charter member of Tennessee ALGBTC. Creating this Division says that we are more than accepting; we are welcoming. As past Chair and Board member of Southern Region, we continue to work with ACA leadership to include ASCA in the 20/20 discussion and work to revitalize the Georgia branch. ACA is a home for ALL counselors. United we stand, divided we fall.

A proven method to create an inclusive environment has been developed. How does Coke sell so many sodas (or pop)? They market their product globally and embrace all without regard to skin color, gender, politics, wealth, physical ability or age. Coke has “sold” itself to the world, and the world has embraced Coke. I will copy that philosophy as I did at the Branch and Regional levels and market ACA as a home for all counselors.

Build it and they will come.
E. Christine Moll: For well over 20 years, ACA (and its various Divisions) has promoted global awareness, diversity and multicultural competence. A number of individuals who challenged us to “be aware” emerged as ACA leaders. We have achieved much, but new challenges await our attention.

Anecdotal information suggests that we have first- and second-generation immigrants or refugees from around the world enrolled in counselor education programs throughout Florida, New York, Texas, Arizona, California and in various cities across the country as emerging counseling professionals. These budding counseling professionals are potentially perfect mentors to the youth in urban and underserved communities.

Let us partner with AmeriCorps and other “service learning” entities to have our counselors-in-training work with, mentor and inspire undergraduate students in psychology programs and urban youth. Let us invite counselor students in psychology programs and our counselors-in-training work with, other “service learning” entities to have our attention.

Anecdotal information suggests that we have first- and second-generation immigrants or refugees from around the world enrolled in counselor education programs throughout Florida, New York, Texas, Arizona, California and in various cities across the country as emerging counseling professionals. These budding counseling professionals are potentially perfect mentors to the youth in urban and underserved communities.

Let us partner with AmeriCorps and other “service learning” entities to have our counselors-in-training work with, mentor and inspire undergraduate students in psychology programs and urban youth. Let us invite counselor students in psychology programs and mentors in a region to join with our counseling candidates. In so doing, we not only “walk the talk” — but give a living example of the “definition of professional counseling,” while inviting a new, diverse generation of professionals to assume our roles. Secondary by-products of our efforts could be public awareness of our profession and an increase of pride in the profession, thus increasing practitioner membership!

Michael D’Andrea: The following initiatives represent some of the specific ways that I would address the challenge of diversifying the counseling profession. First, I would work with other ACA leaders, members and students to develop a long-term “ACA Diversity Initiative” during my president-elect year and begin implementing this initiative during my presidential year.

Second, I would convene a series of meetings early in my presidential year with leaders in all ACA divisions to seek their support in making the diversification of their associations a major goal. During these meetings, I would work collaboratively with all ACA association leaders to develop a realistic and consensually agreeable strategic plan to address and measure the effectiveness of our collective efforts to diversify our associations.

Third, I would establish an international task force to develop and institutionalize a multiyear action plan to increase the cultural diversification of the counseling profession and ACA from a global perspective.

Fourth, I will outreach with national organizations whose mission is to advocate for the healthy development of persons in diverse groups who operate from multiple dimensions of identity. Having ACA build partnerships with such organizations would be a practical and cost-effective way to help to further diversify ACA. ♦

What stops people from changing?

Learn how to put spirituality into action!

This internationally acclaimed process integrates psychology and spirituality. Soul Drama® is a seven stage process of transformation and growth that is designed to move clients through their rational, emotional and spiritual intelligences so that they can create new roles in life and remove the blocks that stop them from moving forward in their relationships and careers and access their spiritual intelligence.

Through this group experiential method, the soul is spurred into action bringing forth its spontaneity and creativity. This process moves us from our Rational Intelligence (what I think) to our Emotional Intelligence (what I feel) and Spiritual Intelligence (what I am) so that we can integrate all three intelligences in our lives, live in the present and awaken our higher purpose.

SOULDRAMA® Workshops

For personal growth and/or training:

In our present troubled times, new approaches and new initiatives are needed to break through the present impasse to restore health and vibrancy. This is the time to develop our spiritual intelligence.

Lisbon, Portugal
October 29 – November 1, 2010 • 24 Hrs

New Jersey
November 12-14, 2010
Training in Action Methods • 15 Hrs

Los Angeles, CA
January 20 – 23, 2011 • 20 Hrs

Pocono Mountains, PA
February 2 – 6, 2011 • 25 Hrs

San Francisco, CA
March 2-6, 2011
Training and Soul Drama for the 12 Steps • 25 hrs

Puglia, Italy
April 30 – May 7, 2011
Soul Drama • 35 Hrs

This new action method can be applied to all aspects of recovery including:

• Recovery programs’ 12 steps
• Special problems such as grief, divorce, addictions and relationships
• Corporate and money issues

Take home new tools for working with the client using this new model and discover ways in which your own personal spiritual and psychological well being can be enhanced.

The International Institute for Soul Drama® is an NBCC Approved Continuing Education Provider (5971) and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Hours of certification in psychodrama, group psychotherapy and sociometry as approved by the American Board of Psychological Examiners in Sociometry, Group Psychotherapy and Psychodrama. Soul Drama® is an internationally registered trademark US 903

Connie Miller NCC, LPC, TEP
The International Institute of SoulDrama®
800-821-9919 • www.souldrama.com
connie@souldrama.com

0

VOTE in the ACA Elections

What stops people from changing?

Learn how to put spirituality into action!

This internationally acclaimed process integrates psychology and spirituality. Soul Drama® is a seven stage process of transformation and growth that is designed to move clients through their rational, emotional and spiritual intelligences so that they can create new roles in life and remove the blocks that stop them from moving forward in their relationships and careers and access their spiritual intelligence.

Through this group experiential method, the soul is spurred into action bringing forth its spontaneity and creativity. This process moves us from our Rational Intelligence (what I think) to our Emotional Intelligence (what I feel) and Spiritual Intelligence (what I am) so that we can integrate all three intelligences in our lives, live in the present and awaken our higher purpose.

SOULDRAMA® Workshops

For personal growth and/or training:

In our present troubled times, new approaches and new initiatives are needed to break through the present impasse to restore health and vibrancy. This is the time to develop our spiritual intelligence.

Lisbon, Portugal
October 29 – November 1, 2010 • 24 Hrs

New Jersey
November 12-14, 2010
Training in Action Methods • 15 Hrs

Los Angeles, CA
January 20 – 23, 2011 • 20 Hrs

Pocono Mountains, PA
February 2 – 6, 2011 • 25 Hrs

San Francisco, CA
March 2-6, 2011
Training and Soul Drama for the 12 Steps • 25 hrs

Puglia, Italy
April 30 – May 7, 2011
Soul Drama • 35 Hrs

This new action method can be applied to all aspects of recovery including:

• Recovery programs’ 12 steps
• Special problems such as grief, divorce, addictions and relationships
• Corporate and money issues

Take home new tools for working with the client using this new model and discover ways in which your own personal spiritual and psychological well being can be enhanced.

The International Institute for Soul Drama® is an NBCC Approved Continuing Education Provider (5971) and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Hours of certification in psychodrama, group psychotherapy and sociometry as approved by the American Board of Psychological Examiners in Sociometry, Group Psychotherapy and Psychodrama. Soul Drama® is an internationally registered trademark US 903

Connie Miller NCC, LPC, TEP
The International Institute of SoulDrama®
800-821-9919 • www.souldrama.com
connie@souldrama.com

What stops people from changing?

Learn how to put spirituality into action!

This internationally acclaimed process integrates psychology and spirituality. Soul Drama® is a seven stage process of transformation and growth that is designed to move clients through their rational, emotional and spiritual intelligences so that they can create new roles in life and remove the blocks that stop them from moving forward in their relationships and careers and access their spiritual intelligence.

Through this group experiential method, the soul is spurred into action bringing forth its spontaneity and creativity. This process moves us from our Rational Intelligence (what I think) to our Emotional Intelligence (what I feel) and Spiritual Intelligence (what I am) so that we can integrate all three intelligences in our lives, live in the present and awaken our higher purpose.
adherence. It is also controversial among some counseling disciplines and within the greater scientific community.

Yet, the term is often carelessly applied in counseling relationships, without consideration to the attached meaning it denotes about someone. In addition, the concept has raised the ire of feminists because it is more frequently applied to women and adds a negative connotation to the roles that women are socialized to fill within society.

An attempt to develop a psychometric instrument to measure the construct also has met with resistance, primarily due to disagreement about whether it is a diagnosable pathology. I agree with Isabel that caution should be applied in all aspects related to this term. And studies have shown that being dependent on others is an innate drive necessary for human survival.

A more reasonable approach to treating “codependency” would be through the lens of attachment theory founded by John Bowlby. The condition of role reversal between parent and child is known to have similar outcomes, leaving the child to develop unhealthy patterns of lifelong caretaking of others. Counseling approaches believed to be effective at treating the “compulsive caretaking” relationship style already exist, as does treatment for the attachment style known as anxious avoidance, which is similar to the “counterdependency” that Isabel referenced.

Mary Schatz, Ph.D. Student
Department of Rehabilitation Studies
East Carolina University
Greenville, N.C.
schatzm08@ecu.edu

Giving needed recognition to an overlooked population
I greatly appreciated the article “Distress and hope in families raising children with special needs” in the July 2010 Counseling Today magazine. I recently graduated with my master’s in community counseling from Wilmington University, and I am the parent of a child who has a disability.

I can relate to the frustration of raising a child with a “difference” as a single mother, and I valued all the support we received as she was growing up. My daughter is now 18, and I find there are even more challenges because she is transitioning into adulthood. Her future is very uncertain based on her limitations and capabilities.

I think it’s important for families with “special children” to remember to create their own normal, whatever that may be, and to be grateful for the victories, no matter how small. Briana wasn’t capable of graduating with a high school diploma because, academically, she wasn’t able to meet the criteria; however, she did walk across the stage with a certificate of attendance, and we celebrated just the same.

I applaud Susan Smith’s article, and I thank her for writing it. Far too often, this population is overlooked in the counseling field because the issues are not as visible as conditions such as depression, schizophrenia, obsessive-compulsive disorder or bipolar disorder. For example, my daughter has a cognitive disability and is developmentally delayed. You don’t see commercials on television or ads in newspapers soliciting this population to seek counseling, do you?

I appreciated the article Ms. Smith wrote, and I hope she will continue to help these families that would otherwise go unnoticed.

Tia Moore
raquel38@comcast.net

Navigating the close-knit community
I wish to comment (and commiserate) on the article regarding rural counselors and their experiences (“Learning the ropes of rural counseling,” April 2010).

I am a clinician in a community-based agency whose main clientele are Orthodox Jews. Sometimes, I meet my clients in the local kosher food store and in my synagogue. A Sabbath doesn’t go by in which I don’t see at least two to three clients or former clients (children included). Recently, 10 minutes after a client left my office, we were in the same prayer quorum (minyan in Hebrew) in synagogue. Frankly, as we are a community of 1,500 families, our children may even go to the same school.

As I believe that both the client and the therapist rightfully “have a life” outside the therapeutic relationship, it can get tricky at times. If my friends see me talking to someone who they themselves don’t know, their first assumption is that I am talking to a client, especially if it is a child who is not my own children’s age. I have been invited to bar mitzvahs of clients of mine. I generally don’t attend, and we talk about why I cannot attend.

My policy is that I usually react to the body language and cues of the client in these “outside the office” situations. Afterward, we discuss the importance of the “poker face” for his (or her) individual protection. Children are more likely to ignore me, as it’s similar to seeing a teacher outside of the school setting. Another challenge is that I’m not able to talk to my wife about anything because she may be able to figure out whom I am talking about.

For most clinicians in my agency, these are nonissues because, even though they, too, are Orthodox Jews, they do not live locally. The agency prefers not to hire clinicians from the community in order to keep the distance between clinicians and clients; however, many Orthodox Jews (as with many other cultural minorities) like to be seen by one of their own. Male therapists in our community are not a dime a dozen, and I, being an ordained Orthodox rabbi and a male, bring many cards to the table.

The agency thus waived this requirement in order for males to be on its staff. Many clinicians and clients; however, many Orthodox Jews (as with many other cultural minorities) like to be seen by one of their own. Male therapists in our community are not a dime a dozen, and I, being an ordained Orthodox rabbi and a male, bring many cards to the table. The agency thus waived this requirement in order for males to be on its staff. Many of the clients I see requested someone like myself. They recognize the possibility from the outset of therapy that they will see me outside the office. It’s a trade-off.

Rabbi Ariel Schochet, LAC
Passaic, N.J. ♦
2010/2011 Division and Region Goals

Association for Assessment in Counseling and Education

Joshua C. Watson, President

It is with great humility and appreciation for the confidence that my peers have placed in me that I begin my term as president of AACE. For more than 40 years, AACE has served the interests of those professionals involved in testing, assessment, measurement and evaluation. As president, and with the help of a dedicated and hardworking Executive Council, I look forward to the challenge of continuing to advance the mission of AACE.

This year my goal is to actively enhance the reputation and presence of the division through expanded partnerships with other ACA divisions and professional organizations. As the helping professions continue moving toward greater measures of accountability and evidence-based practice, I believe AACE is well-positioned to become a strong advocate and partner for several ACA divisions seeking to establish new standards or to redesign existing standards regarding assessment and evaluation processes. To this end, I intend to follow in the footsteps of my predecessors, Rick Balkin and Marie Shoffner, and look to create working relationships between AACE and its peer divisions.

I also intend to focus my efforts on increasing our membership by actively recruiting new members and promoting the many valuable benefits currently afforded to our members. These include access to our two division journals, Measurement and Evaluation in Counseling and Development and Counseling Outcome Research and Evaluation, our division newsletter and reduced pricing for our annual conference, which was held Sept. 10-11 in Memphis, Tenn., and featured ACA President-Elect Don W. Locke as the keynoter speaker.

In closing, I ask you to remember that this is your association and we are here to serve you. If you have any ideas for programming or activities you would like to see us pursue, I would be happy to speak with you about them.

Association for Adult Development and Aging

Jane E. Rheineck, President

AADA has a history of promoting the lifelong development and well-being of adults across the life span. Not only will I continue to promote this mission, but my presidency will also bring on initiatives that reflect the 21st century.

One of the biggest challenges for AADA is the changing economic times. I see the 2010-2011 year as an opportunity not only to maintain fiscal responsibility but to develop cost-effective ways to strengthen AADA.

AADA was able to jump-start that process in late July when we held our summer conference in New York City. The theme, “Advocacy and the Underserved: Developmental Issues of Sexual Orientation, Race, Gender and Age,” was a wonderful opportunity for attendees to examine adult development through a multicultural lens. The conference was an excellent way to infuse diversity within our organization and a wonderful way to illustrate the unique issues related to diversity in adult development.

Another challenge will be enhancing other services to our membership. I am working with our technology committee to design and implement services that reflect the needs of our members. In addition to updating our website, we will utilize it more as a focal point for information.

The annual conference in New Orleans provides a unique opportunity for outreach and advocacy. AADA is planning activities that will focus on a host city organization in need. This will be AADA’s way of not only providing a service but also bringing visibility to a smaller, vital organization that desperately needs assistance. Look for information on our initiatives and our surprise AADA breakfast speaker!

Finally, AADA has made a strong commitment this year to actively participating in public policy and legislative issues. We believe one of the most important services AADA can provide is being active in the effort to pass Medicare.

Association for Creativity in Counseling

Heather Trepal, President

I am both honored and excited to serve as ACC president for 2010-2011. I am following in the footsteps of Immediate Past President Shane Haberstroh. Under his leadership, a high standard was set for member services and communication.

As the newest division within the American Counseling Association, the Association for Creativity in Counseling has embarked on an amazing journey, one in which the founding leadership has worked steadfastly to establish a strong foundation and structure. We are at an exciting time in our development, and I am committed to the future growth and expansion of ACC. In particular, I am excited about and invested in ACC’s commitment to reaching out to our
ACCA will be hosting annual conferences starting in 2012, with the first being held at the Walt Disney World Contemporary Resort in Orlando, Fla. ACCA members have always been a group of professionals who know how to work hard and also how to relax and have fun. The conferences at Walt Disney World in 2012 and in New Orleans in 2013 will offer quality presentations, engaging keynote addresses and in-depth trainings, along with the opportunity to get wet on Splash Mountain and have some beignets at the Café Du Monde in NOLA.

Another central goal is the involvement of community college counselors and educators in our organization. The addition of an executive council member-at-large for community college counseling is a great step in that direction.

ACCA will expand its online resource forum for members to share syllabi, outreach programs, policy manuals and forms. These resources augment our existing electronic mailing list and give members access to immediate assistance.

Finally (jeez, 300 words goes fast), I’d encourage current ACCA members to check out our “I Have a Friend” program (collegecounseling.org/members/friend). Existing members who bring a new member to the group will receive a $5 Starbucks card and a shiny new pin that will make you the envy of all your friends!

Finally (jeez, 300 words goes fast), I’d encourage current ACCA members to check out our “I Have a Friend” program (collegecounseling.org/members/friend). Existing members who bring a new member to the group will receive a $5 Starbucks card and a shiny new pin that will make you the envy of all your friends!

**Association for Counselor Education and Supervision**

**Deryl Bailey, President**

It is indeed a pleasure to serve the association and the profession as ACES president. I am truly grateful to have past ACES presidents as colleagues and mentors who have been extremely helpful in acclimating me to my new role. Recently, we have experienced several challenges as practicing counselors, counselor educators, supervisors, and counselors and supervisors in training. I am proud to say that ACES has remained strong in its response to these challenges, and this has been in large part due to the dedication of our leaders and members. Our success as an organization has been, and will continue to be, the result of standing together on a set of principles that benefit those we serve. As in the past, ACES will continue to meet the challenges and provide its membership with the best services possible.

**American College Counseling Association**

**Brian Van Brunt, President**

College students are awesome.

Getting to be the president of the group of counselors, psychologists, social workers and faculty who work with these students on a daily basis is like a double awesome rainbow (type that into youtube.com; you’ll see, it’s so intense!).

As ACCA grows as an organization, our next goal is to hire a professional staff member. This will assist with membership growth and help improve our customer service. To reach this goal, we need to increase our membership and continue to develop online seminars and annual conferences.

**Donald Hill, President**

There is a continued need for a voice for government counselors and educators that ACEG can provide. ACEG will be the conduit for the membership to voice their desires and opinions as well as provide developmental training opportunities. As government restructures and goes through dynamic changes, ACEG can be a means for the sharing of ideas and lessons learned, allowing a smoother transition. Members can share their transition experience and offer ideas to members just starting to change.

Additionally, as the government workforce ages and retires, ACEG will give new workers a structure for professional learning and networking to better perform their jobs. Lastly, ACEG is the forum to learn of the outstanding job opportunities available in all levels of government. I look forward to moving ACEG into the next stage as an organization to provide for its membership.

My goals for ACEG include:

- Developing additional ways to serve members’ needs
- Promoting and developing member networking
- Working with ACA to act as the voice for military-related initiatives
- Expanding membership to counselors and educators in all levels of government

**Association for Counselor Education and Supervision**

**Deryl Bailey, President**

It is indeed a pleasure to serve the association and the profession as ACES president. I am truly grateful to have past ACES presidents as colleagues and mentors who have been extremely helpful in acclimating me to my new role.

Recently, we have experienced several challenges as practicing counselors, counselor educators, supervisors, and counselors and supervisors in training. I am proud to say that ACES has remained strong in its response to these challenges, and this has been in large part due to the dedication of our leaders and members. Our success as an organization has been, and will continue to be, the result of standing together on a set of principles that benefit those we serve. As in the past, ACES will continue to meet the challenges and provide its membership with the best services possible.
With that said, my goals for this year (2010-2011) include the following:

- Providing practitioners with a signature product that explains to the public, including administrators, what we do and how what we do benefits those we serve
- Making sure students feel supported, protected and prepared to enter the profession
- Developing meaningful and authentic relationships with other counseling and non-counseling disciplines on the behalf of our constituents
- Moving the association beyond “debate” regarding an ACES executive director
- Updating the ACES strategic plan to reflect the changes and challenges in and to the profession
- Involving students and new professionals in the leadership of the association

**Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling**

Michael P. Chaney, President

I am humbled to be serving in the role of president of ALGBTIC and am keenly aware that the privilege of representing the association today is due to the passion and motivation of past queer and ally leaders who fought and persevered to create and maintain ALGBTIC.

One of my goals for the coming year is to highlight some of the unethical and oppressive counseling practices that take place within our profession, such as sexual orientation change efforts and other anti-queer counseling practices. Additionally, queer-affirmative counseling will be underscored.

A secondary goal is to focus on our membership. Like other associations within ACA, ALGBTIC’s membership has been influenced by the economy. I will be working closely with our Membership Committee to strategize ways to increase membership. It is also imperative that the needs of existing members continue to be met so that current members find value and meaning in ALGBTIC.

To keep our association progressing, emerging leaders with contemporary ideas need to be identified, mentored and utilized. Therefore, a third goal is to make sure that individuals, especially graduate students and new professionals, are targeted and invited to serve in ALGBTIC. Additionally, developing stronger links to our state chapters and connecting individuals who would like to start chapters in their home states to individuals who have been successful in starting up chapters will be a priority.

Lastly, I will be working in conjunction with President-Elect Amney Harper and the ALGBTIC Board to establish networking opportunities and affiliations with ACA and the other associations.

The aforementioned goals support ALGBTIC’s vision of making counseling a safer place for LGBTQQA clients and students so that queer clients’ and students’ identities are appreciated and celebrated throughout the counseling process. I look forward to the successes and challenges this next year will bring.

**Association for Multicultural Counseling and Development**

Edil Torres Rivera, President

Saludos. Let me start by expressing what an honor it is for me to be the AMCD president for the 2010-2011 period and presenting my agenda for the coming year.

AMCD and its members have been at the forefront of social change and social action. They have spoken out against all forms of inequalities and discrimination — racial, ethnic, gender, socioeconomic, age, language, religion, etc. This is a time when global poverty is at an all-time high, gender inequalities continue to grow and global crises abound due to natural catastrophes. AMCD needs to be, and will be, present with the expertise, compassion and professionalism that no other division can provide. We need to respond with action and transformation that goes beyond the borders of the United States to show that AMCD knows culture and healing better than anyone else in the mental health professions. Thus, I hope that this year we can come together to talk about international issues, ALGBTIC issues, poverty and the intersectionality of all these issues as they relate to mental health.

In summary, the goals for AMCD for this year are as follows:

1) To reestablish AMCD as a leader in multicultural issues by redefining multicultural counseling with a strong basis in race and ethnicity without leaving issues of oppression unattended
2) To investigate international issues in relationship to mental health and the globalization of U.S. mental illness and the implications of such globalization in the treatment of mental health issues in international settings
3) To investigate ALGBTIC issues among ethnic minorities in the United States in relationship to mental health issues
4) To revisit poverty among ethnic minorities in the United States and the implications for mental health professionals
5) To study and report the intersectionality of all these issues

**American Mental Health Counselors Association**

Tom J. Ferro, President

We just finished our Annual Conference in Boston, which I am proud to report was a huge success, with attendance up by 10 percent! I am now starting to focus on some of the goals I have for my term as AMHCA president.

I plan to continue the two-year strategic planning process I was part of as president-elect. I want to make sure that we meet the specific goals and objectives that our stra-
American Rehabilitation Counseling Association

Frank Lane, President

My vision for the American Rehabilitation Counseling Association is to strengthen the organization by reinforcing and enhancing its existing relationships with stakeholders in counseling and rehabilitation while continuing to advocate for the profession of rehabilitation counseling as a specialization within the counseling profession. The goals identified for this year were identified from the association’s strategic plan and determined to be important based on the current demands of the profession. The goals that follow are organized by content area.

Public policy and legislation. The goal this year is to further develop ARCA’s lobbying position to increase contact with senators and representatives on matters that affect rehabilitation, including legislation, and to expand the association’s efforts by building working relationships with the Rehabilitation Services Administration and the National Institute on Disability and Rehabilitation Research.

Collaboration. The profession of rehabilitation counseling consists of more than the ARCA division and its members. Rehabilitation counseling has multiple organizations that represent the profession. ARCA has historically worked closely with the National Rehabilitation Counseling Association, and the goal this year is to strengthen the relationship and collaborate on joint strategic goals.

Membership. Like many other professional organizations, ARCA is struggling with the loss of membership in all categories. A long-term goal is to increase the number of student members joining the organization and to work to better understand the path by which student members become new and long-term professional members. Additionally, ARCA plans to focus on the benefits of membership and to enhance those benefits to long-standing professional members.

Research. Feedback from association members, legislative staff and other professionals has caused ARCA to undergo a review of its journal, with the goal of establishing a research agenda for the upcoming decade that is a collaborative effort between researchers, practitioners and other stakeholders.

American School Counselor Association

Michael Brian Law, President

Like ASCA presidents who preceded me, I have a simple role: to be the keeper of the vision. Several years ago, ASCA adopted a governance structure that allows people to do what they do best and what only they can do. In this model, I don’t perform any of the functions necessary to keep ASCA moving. Instead, my primary purpose is to ensure that the association stays on its course of success and, at times, to stay out of the way.

Even though the country is starting to show signs of recovery from a difficult economy, public schools are still suffering from the effects of the recession. Consequently, ASCA realizes that most school counselors have very limited resources, so ASCA is introducing many programs and services to provide resources at no or low charge to ASCA members. ASCA continues to expand its resources though its website, podcasts and social network, the ASCA SCENE, which allows school counseling professionals to share resources with each other. Of course, ASCA continues to provide all professional and student members $1 million of liability insurance coverage as part of membership with no additional cost to members.

As a result of these efforts, ASCA is completing another very successful year. We expect to finish Fiscal Year 2010 with a healthy net income. Our membership exceeded 27,000 for the first time in ASCA’s history, which means ASCA has more than tripled its membership since 2000. We expect these trends to continue.

Therefore, the goal of ASCA is to continue to help all school counselors serve their students, and my goal is to help ASCA continue its great success in achieving this goal. We hope the economy will improve in the coming year, but we’re sure ASCA will keep going strong.

Association for Spiritual, Ethical and Religious Values in Counseling

Jennifer R. Curry, President

I am honored to serve the ASERVIC membership as president this year

October 2010 | Counseling Today | 57
Hello again! My goals this year are ambitious, yet achievable. To put it in baseball terms, it is difficult to score if you never pick up the bat! Here is what's on our agenda this year.

Our board has debated a division name change. The vote on that issue will go out to the membership very soon. This potential change provides us an opportunity to clearly and concisely share our philosophy and our mission with the field. I’m excited to have member feedback on that issue.

As a humanistic educator and clinician, I am a believer in the effective application of these principles in both counseling and education. We are at work on a training program that will bring our members recognition for having completed training in two available tracks: humanistic clinical work and humanistic educational work. The development of these credentials is well under way. I plan to proceed with the appointment of a Blue Ribbon Review Panel that will provide feedback for the development of program content for both tracks.

Finally, as a division, we recognize that humanistic principles are often so widely accepted that they may not be identified in newer and very effective approaches. We are currently at work on a book, to be edited by Mark Scholl, Scott McGowan and Jim Hansen, that will identify the humanistic principles in cutting-edge approaches to both counseling and education. Our goal is to have that book available at the New Orleans conference.

I look forward to working with our members to ensure that our division remains as vibrant and relevant as ever. I welcome any feedback from members or potential members at michael.walsh@uscmed.sc.edu. I’m thrilled to step up to the plate for a division I feel is vital to the past, present and future of our field. Batters up!

Counselors for Social Justice

As a founding member of Counselors for Social Justice, it is an honor to be elected.
president for the 2010-2011 year and to provide a vision for our rapidly growing organization.

The historical roots of the counseling profession are grounded in a tradition of social justice. It is my hope that all counselors will consider how they can promote social justice in the work they do with their clients, their students and within the organizational and community contexts in which they interact. Every day, we are confronted with incidents of injustice including, but not limited to, oppression, racism, sexism, classism, heterosexism and ageism. Our task as counselors is to identify and name these issues and to have the courage to take a risk by initiating change strategies. Please join CSJ in our many projects as we work toward creating a more just and peaceful world.

Some of our initiatives include:

- Providing leadership for and joining with all ACA divisions in a day of service and leadership development on March 24 at the ACA Annual Conference in New Orleans; working with the Louisiana Counseling Association to sustain these service initiatives after the conference
- Collaborating with other divisions to promote an interdivisional ancillary event in New Orleans called “Unity Through Dialogue: The Intersection of Different Identities Into One Mission” on March 26
- Strengthening CSJ as an organization by continuing to increase our membership, providing outreach services to our members, improving our website, providing computer-based board meetings and membership outreach initiatives, collaborating with other divisions, providing outreach to students, providing outreach to CSJ chapters and creating opportunities for kids and young people to join CSJ and become active in social justice service and advocacy
- Completing the CSJ social justice ethics
- Undertaking projects initiated by members

International Association of Addictions and Offender Counselors

Juleen K. Buser, President

IAAOC is an organization made up of committed, passionate members, and I am honored to serve as this division’s president for 2010-2011. I have been consistently impressed by the dedication of IAAOC’s members, and a primary goal I hold for this year is to increase the resources IAAOC makes available to its members. Specifically, I am interested in expanding the resources offered on IAAOC’s scholar website so that members can access and share relevant, useful information to assist them in their practice and/or teaching. Resources such as PowerPoints and podcasts would likely be valuable to members.

An exciting prospect for IAAOC members is the first IAAOC Day of Learning, which will be held at the ACA Conference in New Orleans in March 2011. We have an exciting conference planned for our members, including our annual IAAOC breakfast.

Another goal for this year is to increase focus on process addictions within IAAOC. Our division has done an excellent job of this in the past, and I hope to continue to expand this focus by bringing attention to concerns such as Internet addiction, eating disorders and gambling addiction, among others. Venues for this added focus may include our IAAOC newsletter and scholar website resources, in addition to other possibilities. This emphasis is already beginning with an upcoming ACA Professional Counseling Digest, which is a way for divisions to focus on relevant issues. This digest, which I coauthored with Mark Woodford, is titled Eating Disorders and Religious/Spiritual Beliefs and begins IAAOC’s increasing dialogue on these issues.

Moreover, I hope to maintain and increase collaboration with other divisions in ACA, continuing our tradition of a joint reception at ACA, among other cooperative efforts. The field of addictions and offender counseling intersects with many other division interests and areas of expertise.

International Association of Marriage and Family Counselors

Stephen Southern, President

Our division provides a home for professional counselors committed to working with couples and families. We believe the systems and postmodern perspectives applied in couples, marriage and family counseling afford excellent opportunities for all counselors to identify strengths and resources presented by the persons we serve. We would like to provide membership services, professional development (including our Certified Family Therapist credential) and networking for specialists in the division, while reaching out to colleagues in other divisions and all professional counselors. Therefore, we have a few related goals for the upcoming year.

- Collaborate with other divisions in cosponsoring programs, distributing information and sharing manuscripts for potential publication
- Continue outreach across the nation and abroad to professional counselors who would benefit from training, consultation, credentialing and advocacy for couple, marriage and family counseling/therapy
- Enhance the use of rapidly expanding technologies to reach current and prospective members and involve them in deliberation and decision making

The challenges and opportunities in professional counseling are just ahead. Family life is in the process of being reconstructed. Our collective interests are more important than individual
preferences and concerns. We believe that IAMFC can offer a forum for the exchange of ideas, professional development for current and prospective members, and a sense of community for those committed to helping couples and families.

**National Career Development Association**

**Cheri Butler, President**

The National Career Development Association inspires and empowers people to achieve their career and life goals. As the leading career organization, NCDA accomplishes this by providing quality resources, standards, scientific research and public policy and advocacy.

During my year as president of NCDA, I will serve as the captain of Team NCDA. The team’s goals are to:

1. Implement a new Gallup poll surveying working America to update the previous one commissioned in 1999
2. Strengthen the connections with state career development associations through the regional trustees
3. Extend member benefits through the use of technology, including professional development
4. Continue our connections with other countries to solidify our position as the premier career development organization in the world
5. Collaborate with other like-minded organizations because there is strength in numbers
6. Position NCDA to promote the importance of the delivery of career services across the life span by professionally trained career practitioners

As the oldest counseling organization in the field, we are also beginning to make plans to celebrate our 100-year anniversary in 2013 in Boston, the site of the beginnings of our organization. Team NCDA will continue to promote our motto, which is to “Inspire Careers and Empower Lives.”

**Kimberly Key, President**

Employment is in crisis. Job security is at an all-time low. Jobless claims are rising. Pay cuts are increasing, while benefits are decreasing. The result is insecurity, fear, shuffling to learn new skills, working more than one job and working for oneself. Politics and positioning on the job are also at a peak as people struggle to keep their jobs and defend their turf. The emotional toll can be seen through depression, anxiety, relationship troubles, workplace bullying and overall confusion about what to do. Moreover, roughly 40 percent of the homeless population is made up of families with jobs who are still unable to meet living expenses. In extreme cases, people commit suicide — some in their workplaces.

As president of NECA, my goal is to reach out and share how employment issues (from finding employment to dealing with underemployment and unemployment) impact mental health, families, education and our overall community.

I want to ensure that NECA serves as a resource to everyone, whether one is working in workforce development, serving as an employment counselor, working in a private practice, employed in a school district or teaching in higher education. NECA provides trends, statistics, case studies, research, professional development, networking, resource sharing, education and more to keep its members abreast of important employment issues and their impact on clients.

Finally, I want to pay homage to NECA’s roots and remember the group of people who got together in 1966 with the Department of Labor to provide support to counselors confronting “real-world” issues in employment. We faced difficulties then, and we face new kinds of difficulties now. I ask that all counseling professionals join NECA and help us confront our current employment crisis. We work best when we work together — and together is the best way to heal the employment crisis.

**Midwest Region**

**Thelma Greaser, Chair**

The goals identified for my year as region chair are to promote leadership training, to support branch development and to encourage professional relationships among the counselors in the Midwest.

To work at achieving these goals, I will encourage region leaders who attended the 2010 ACA Institute for Leadership Training to contact individuals with whom they are acquainted in their own states and in other states to increase communication, provide support and begin dialoguing about ways to maximize leadership training opportunities within our region. Branch leaders will be encouraged to invite ACA members from neighboring states to attend their state branch and division conferences. Branches will be challenged to think about planning joint conferences to promote communication, enhance the potential for quality training and decrease costs. This could also be an opportunity to reach out to branches that are inactive or struggling with either leadership or economic concerns.

We also plan to continue our focus on increasing student involvement in state branches. Recruitment of student members will not only enhance the mission of the branches but also the region. Investment in our students today is an investment in our future.

During the past two years, we have been encouraged to think about leadership development in new ways. In the next year, region leadership and ACA staff will be working with President-Elect Don Locke to plan for the 2011 leadership institute. As your Midwest Region chair, I am advocating for two emerging leaders to be identified from each state in our region...
to attend this event. Several state branches have already paid for two registrations for emerging leaders from their branches.

Finally, I challenge each individual who is in leadership in a branch or division in the Midwest Region to identify one student or counselor to mentor as an emerging leader.

**North Atlantic Region**

Pasquale Giordano, Chair

It is my pleasure to be serving as the North Atlantic Region chair. I have been very fortunate the past two years to work with great leaders who have helped me focus on the needs of the branches within our region. I would like to say that I will not be reinventing the wheel during my year as chair. The goals set by the previous leaders need continued attention.

The primary issue affecting our region is the number of inactive state branches. Currently, five out of 10 states within the NAR are inactive. Recent efforts have been made to rebuild some of these branches, and our focus will be to continue helping struggling state branches to develop. Because 50 percent of the region’s branches are inactive, the board felt it necessary to focus additional efforts on this area. Consequently, I appointed Terry Mitchell, past NAR chair, as NAR branch development chair. Terry is well aware of the struggles NAR has had with inactive branches and brings knowledge of both state and national associations. He will lead a small committee designed to help coordinate the efforts of counselors in states with inactive branches. Terry will also sit on the national committee of branch development.

An additional goal will be to increase communication between branches of the NAR. It is my goal to keep branches connected by using an electronic mailing list, e-mail correspondence and social media. Branches in the region are struggling with similar issues, and sharing of ideas can help facilitate the development of solutions. Lastly, I would like to serve as an effective liaison between the NAR branches and ACA and the NAR branches and ACA divisions.

**Southern Region**

Mary L. Libby, Chair

Little did I know when I became state branch president-elect four short years ago that Southern Region chair was in my future as well. Funny how a little arm twisting and a lot of mentoring can create leadership paths. It is truly an honor to serve all professional counselors in Southern Region. Some things I hope to accomplish during my time of service:

1) Grow leaders. Southern Region continues to “grow” leaders who are ready and willing to serve at the national level (go Marcheta!), the division level, the region level and on committees. If there is a place to serve, someone from Southern Region will be ready to step up. My goal is to simply continue this tradition by inviting individuals to serve as opportunities arise. That won’t take much arm twisting in this region.

2) Be available to branch leadership — period. Should it be through mentoring, being a liaison between branches and ACA, encouraging a struggling branch or simply being available by e-mail or telephone, I want to walk with branch leadership through their opportunities and challenges and ultimately celebrate their successes.

3) Facilitate communication, understanding and acceptance between state divisions and the state branch. Whether already separate or currently engaging in difficulties that may lead to separation, there is plenty of opportunity to weather the storm with health, not destruction. This is occurring for a variety of reasons, but these are not as important as the result: a disturbance in a united and unified professional identity.

4) Continue to reinforce the significant role that branches play in strengthening ACA. Branches build members and leaders from the ground up. For many professional counselors, branch membership represents their first exposure to and participation in professional associations. It may be through this opportunity that active and vibrant ACA members are created.

**Western Region**

Rachel Kristianson, Chair

The Western Region will support the branches and address their concerns as well as carry out the tasks assigned to the region by ACA. A continuing goal of our region has been better communication with the branches. The overall goal for the region this year is to improve upon that and to promote regular communication among the branches, between the branches and Western Region, and between the branches and ACA.

To this end, the following is planned: Officers of the region will maintain regular contact with the branch leaders. Branches are encouraged to contact Western Region’s Governing Council representative about their concerns, and the Governing Council representative will inform the branches about Governing Council’s deliberations.

Also, a Western Region Google website and communication link was established last year. The intention is to make greater use of this to communicate with the branches, to highlight branch activities and to share information throughout the region.
Which U.S. city comes to mind most readily in connection with the word *celebration*? New Orleans would be near the top of the list for most people, with Mardi Gras, Jazz Fest and a year-round schedule jam-packed with merrymaking.

Which U.S. city is most associated with the term *resilience*? Again, New Orleans can make a strong case, especially given its ongoing rebirth five years after the devastation of Hurricane Katrina, when many commentators were openly questioning what — if any — future the city might have.

And how about *culture* (and *multiculturalism*)? Admittedly, cities such as New York and San Francisco might spring to mind first, but few places can match New Orleans for its intriguing mishmash of cultures and traditions that find exotic voice in the city’s food, music, arts, architecture and spirit.

What better city then to host the American Counseling Association’s 2011 Annual Conference & Exposition, cosponsored by the Louisiana Counseling Association.

“Our strong connection to our families, our faiths, our neighborhoods, our city, our environment, our culture and traditions and even our sports teams is so appealing that many of those wonderful folks who came from other cities to help us rebuild after Katrina had trouble leaving. Quite a few didn’t!” says Marguerite “Peggy” Villere Demarest, a private practitioner in New Orleans whose family has been in the city for generations. Her ancestor, Jacques Villere, was the second governor (and first Creole governor) of the state of Louisiana.

“We have a joie de vivre that is demonstrated in our music, our festivals, our jazz funerals, our love of good food and, of course, our biggest celebration of Mardi Gras,” she says. “My son-in-law from New York complains that we don’t have seasons down here, and I explained to him that we do. They just happen to be different seasons: crawfish season, Mardi Gras season, Jazz Fest season, oyster season and many more. We love sharing our gifts with others, so we welcome with open arms our visitors, including those who will come for the ACA Conference.”

Beth Christensen’s family’s roots in New Orleans stretch back to the 1700s. A doctoral candidate in counselor education at the University of New Orleans, she grew up watching countless Mardi Gras parades while sitting on her father’s shoulders. “New Orleans is not just a place; it is a state of being,” she declares. “New Orleans carries its emotions and passions very close to the surface and releases them so freely that they become a part of the air. So take in a good long breath while you’re here. Don’t even try to compare New Orleans to anyplace else you have ever been — you can’t. Just let yourself soak up as much of it as you can while you’re here.”

Quo Vadis Maria Webster, another native of the Big Easy and a licensed professional counselor intern, is also excited to show off her city’s sights and strengths to ACA Conference attendees.

“It’s been said time and time again that New Orleans is quite resilient. Despite efforts to write us off, our spirit sustains us,” she says. “The way we talk, what we eat, how we dance, the music we listen to and how we treat others — even complete strangers — is a testament to the rich culture and history upon which the city is built. For those visiting for the first time, I encourage you to step outside of franchise eateries and chain restaurants to experience that which is uniquely ours. For those who have already fallen in love...
with New Orleans — and you soon-to-be converts — welcome home, cher!”

If you’re planning to attend the 2011 ACA Annual Conference & Exposition being held March 23-27, take advantage of the recommendations provided by fellow ACA members who also happen to be proud New Orleanians.

**What do you love about New Orleans?**

**Leslie M. Culver:** We have our own style. It’s an approach to life that involves celebrating and embracing the moment. We have outrageously interesting food and drink, music and art, architecture and streets, history and tradition, religion and spirituality.

The experience of Hurricane Katrina and its aftermath taught us about our community. We are a diverse population with a wide variety of skin colors, accents, attitudes and wardrobes — and that’s just the surface stuff. Our differences are what make us so interesting, and our spirit is what makes the city so special.

**Nancy Webb Olinde:** New Orleans is a city of neighborhoods, and most visitors do not get to experience that wonderful quality. During Katrina, I learned that New Orleans was second only to New York in terms of its “born, live and die” rate, meaning that people tend to stay here rather than move away. As a transplant, I have come to love the family-oriented nature of this community.

**Donald P. Owens Jr.:** New Orleans is one of the most unique cities I have ever known, steeped in history and culture. The culture is a mixture of French, Spanish, Acadian, Creole, English, German, Italian, Vietnamese and others. The food represents all of these and a mixture of each. It is the home of jazz; hence, music plays a large part in the life of the city. Here also is the experience of the African culture and religion known as Voodin, which many know as voodoo. Yes, it is alive and well here in New Orleans.

**Mark D. Thornton:** The first thing about New Orleans is the people. They are kind, friendly and always willing to lend a helping hand. I was here before the storm, and I returned after. Even five years later, people are still willing to offer assistance and compassion to those in need.

The second thing is the food. It is a wonderful mix of cultures that results in some amazing cuisine. You can get a great meal just about any time of the day or evening with a side of fun and ambiance.

The third thing is the party atmosphere. You can find something to do any day, any time, any season. As a culture, our schedules revolve around what special event or holiday is coming and what we need to do to prepare for it. There is very little down time between one party and the next.

The final thing is the music and how it ties the first three things about New Orleans together.

**Jen Morant:** My dad was in the military. Therefore, I have lived many places, and nothing compares to the diversity and heritage of New Orleans. New Orleans has the most down-to-earth and caring people I have ever met. We are a true melting pot of culture, but we all love this city equally. Where else can you go and have never-ending food, music and partying?

**Chantel Gant:** I love New Orleans because it’s a historic city with a spirit and resiliency that is unmatched. This is a place where people remain hopeful...

---

**Nancy Webb Olinde** has lived in New Orleans for almost 30 years and is the president of Career Management Associates LLC, a firm providing management consulting, organizational development and career management services.

**Holly Baudier** grew up in Folsom, La., and moved to New Orleans three years ago. She is finishing her last year of graduate school in counseling at Our Lady of Holy Cross College.

The **Rev. Donald P. Owens Jr.** is a licensed professional counselor and licensed marriage and family therapist who has lived in New Orleans since 2000. He is an associate professor at the Tulane University School of Medicine and an ordained Episcopal priest.

**Brandon Hartenstein** is a native of New Orleans who will graduate from the community counseling master’s program at Loyola University New Orleans this December.

**Mark D. Thornton** has lived in New Orleans for more than a decade. He is an elementary school counselor, supervises counselor interns working toward their license and sees clients in a private practice setting.

**Beverly Barry** is a retired school counselor who has lived in New Orleans for 33 years.

**Quo Vadis Maria Webster** has lived in the Bywater section of New Orleans’ Ninth Ward all of her life. An LPC intern, she received her master’s from Xavier University of Louisiana this past May.

**Marguerite “Peggy” Villere Demarest** is an LPC and LMFT in private practice in New Orleans.

**Jen Morant** recently moved back to New Orleans after graduating from Southeastern Louisiana University with her master’s degree in counselor education. She works at the National Alliance on Mental Illness New Orleans Friendship Club.

**Chantel Gant** is a college counselor in New Orleans who has lived in the city most of her life.

**Henry McCarthy** has lived in New Orleans for more than 25 years. He is a professor in the Louisiana State University Health Sciences Center Rehabilitation Counseling Department.

**Beth Christensen** is a doctoral candidate in counselor education at the University of New Orleans and a native New Orleanian.

**Ronda L. Bonnette,** a doctoral student at the University of New Orleans and a counselor intern, has lived in New Orleans since 2005.
even in the darkest hour. It is a place that represents various cultures and religious traditions. Creativity flows naturally in the blood of its residents through the sweet sounds of jazz, the intricate designs of the Mardi Gras Indians and the energetic charisma of the residents. New Orleans is a canvas of the celebration of life.

What sights should be on visitors’ “must not miss” list?

Henry McCarthy: Two good tourist options are the streetcars up and down the two main drags. The Canal Street line ends at the Museum of Art in City Park and has a second branch that goes to one of our unique aboveground cemeteries. St. Charles Avenue is the most elegant street. This line, which goes past many mansions, two universities and Audubon Park, is a National Historic Landmark. Better value still is the free Algiers ferry that gives a neat view of the skyline of downtown and the French Quarter as you stand 5 feet above the roiling, muddy Mississippi. The quaint Algiers Point community on the west bank of the ferry ride has a few pubs and restaurants that are interesting but don’t draw a typical tourist crowd.

Peggy Villere Demarest: Visitors to our city should take a tour of the French Quarter, including having beignets and coffee at Café Du Monde, pecking in the St. Louis Cathedral, as well as the Presbytere and Cabildo on either side, and possibly touring a cemetery or a home like the Hermann-Grima or Beauregard-Keyes houses. The Garden District is beautiful to drive through, and there are some nice walking tours of that area as well. Near the Garden District is Magazine Street, which is full of fun shops and restaurants. Taking a streetcar ride down St. Charles Avenue will lead you through the edge of the Garden District to Audubon Park, which is across from the beautiful campuses of Loyola and Tulane Universities. If you choose to take a walk through the park, you will not only see the magnificent oaks and the lagoon, but will happen upon the Audubon Zoo, a favorite place for adults and children. Our other large park, City Park, has near its entrance the Museum of Art, as well as the botanical and sculpture gardens.

Brandon Hartenstein: The New Orleans African American Museum of Art, Culture and History. Also, our cemeteries, although I do not recommend tours. You can take the Canal Street streetcar to the end of the line, where there are three cemeteries you can explore on your own. Also, the Ninth Ward — rent a bike and head down St. Claude.

Beverly Barry: My favorite places are Audubon Park, City Park, the French Quarter and the riverfront (wherever it is). I love riding the streetcar, biking the levee path and walking the French Quarter.

Leslie M. Culver: St. Charles Avenue (via streetcar ride, if possible); Audubon Zoo and Park (don’t miss the Swamp Exhibit); the Garden District (take a guided tour of this historical neighborhood); the French Quarter (venture away from Bourbon Street); the Moon Walk (stroll along the muddy Mississippi).

Chantel Gant: Visitors should definitely take the streetcar down St. Charles Avenue to take in the nostalgia of New Orleans. Other great places to visit are the St. Louis Cathedral, the Cabildo, the New Orleans Museum of Art and the National D-Day Museum (now known as the National World War II Museum).

Ronda L. Bonnette: The National World War II Museum (make sure to go across the street to watch the movie after touring the museum); the George Rodrigue Blue Dog Art Studio; a ride on the streetcar down St. Charles Avenue; Blaine Kern’s Mardi Gras World (how they make all of the parade floats); St. Louis Cathedral; the Louisiana Children’s Museum (fabulous!).

Recommend a hidden gem that might not show up in most guidebooks.

Holly Baudier: Plum Street Snoballs are the best in the city. You can’t go through a hot day in New Orleans without one!

Nancy Webb Olinde: Here are a few in the downtown area that are great: The New Orleans Center for Creative Arts. During the school year on Friday afternoons, the students from the voice and music disciplines have their performance class … wonderful.

Beth Christensen: You might be here in time to see the wild irises blooming in Jean Lafitte National Historical Park and Preserve. The park has a boardwalk that takes you through cypress swamps while keeping your feet dry and away from critters like snakes and alligators. If you are more adventurous, there are ranger-led canoe tours as well. The park office is actually in the French Quarter at 419 Decatur Street, and they have ranger-led walking tours of the Quarter as well as a pretty nice indoor exhibit.

Brandon Hartenstein: Yoga at the Cabildo on Jackson Square (Tuesday, Thursday and Saturday mornings).

Quo Vadis Maria Webster: HBO may have put New Orleans’ famed Tremé neighborhood on the map, but the Backstreet Cultural Museum gives you a real sense of its rich culture.

Jen Morant: The best-kept secret of New Orleans is Algiers Point. This is one of the oldest communities in NOLA, second to the French Quarter. This community embodies a balance of city life and small-town living just a five-minute ferry ride away from downtown. After you have enjoyed your walk around the community, take a break at some of the local neighborhood cafés or bars. The Canal Street Ferry is located across from Harrah’s Casino next to the aquarium.

Which restaurants, bars or nightclubs will give visitors a true taste of New Orleans?

Quo Vadis Maria Webster: Acme Oyster House (chargrilled oysters are delectable); Mandina’s (I dare you to try the turtle soup; catch the Canal Street Streetcar and take it up to 3800 Canal Street); collection of bars and restaurants on Frenchmen Street (great food and music minutes away from the French Quarter); Harrah’s Casino New Orleans (live jazz on Thursdays in the Masquerade lounge); Elizabeth’s Restaurant (take a short cab ride downriver from the French Quarter to this Bywater gem).

Nancy Webb Olinde: Here are a few in the downtown area that are great: Mother’s (for po-boys), the Gumbo Shop (for Louisiana-type food), Acme Oyster House, Bayona’s (the salmon is to die for) and Café Maspero (for big sandwiches). These are all medium-priced places. HerbSaint, NOLA, the Palace Café and Red Fish Grill are all wonderful, more-
1. Courtyard by Marriott at the Convention Center
300 Julia Street

2. Hampton Inn and Suites Convention Center Hotel
1201 Convention Center Blvd.

3. Hilton New Orleans Riverside (ACA Headquarters Hotel)
Two Paydrias Street

4. Hotel New Orleans Convention Center
881 Convention Center Blvd.

5. Residence Inn by Marriott Downtown at the Convention Center
345 St. Joseph Street

6. Springhill Suites by Marriott at the Convention Center
301 St. Joseph Street

7. Wyndham Riverfront New Orleans
701 Convention Center Blvd.

8. Ernest N. Morial Convention Center
900 Convention Center Blvd.
Touring New Orleans

Attendees of the ACA Annual Conference & Exposition in New Orleans can get an in-depth look at the Big Easy by taking advantage of the following tours.

**New Orleans City Tour**
*Thursday, March 24, 2-5 p.m. and Saturday, March 26, 1:30-4:30 p.m.*
This guided tour includes Jackson Square, on the edge of the French Quarter, and Esplanade Avenue. You’ll then travel outside the city center to better understand the areas devastated by Hurricane Katrina. Next, the tour will follow the path of the St. Charles Avenue streetcar past stately mansions and the world-famous Garden District. Guests will then pass Tulane and Loyola universities across from Audubon Park.
*Price: $25 per person (includes transportation)*

**Behind the Scenes of Mardi Gras**
*Friday, March 25, 1-5 p.m. and Saturday, March 26, 1-5 p.m.*
Because Mardi Gras will be taking place, it is only fitting for guests to get a behind-the-scenes look at the festivities. Travel to Blaine Kern’s Mardi Gras World, a Carnival showcase, with thousands of sensational sculptured props and breathtaking giant figures on display. Guests are encouraged to bring their cameras.
*Price: $65 per person (includes private guided tour and deluxe transportation)*

**Garden District Gems Walking Tour**
*Thursday, March 24, 2-5 p.m. and Saturday, March 26, 1-4 p.m.*
Visit the “American” section of town that was built to rival the architectural splendor of the Creoles’ French Quarter. Enjoy a walk through New Orleans’ elegant Garden District, known for its marvelous examples of Greek Revival and Italianate architecture. Includes a tour of the Van Benthuyen-Elms Mansion.
*Price: $35 per person*

**Steamboat Natchez Dinner Cruise**
*Friday, March 25, 6-9:30 p.m. and Sunday, March 27, 6-9:30 p.m.*
Enjoy a harbor cruise along the Mississippi River aboard the Steamboat Natchez while being entertained by a traditional New Orleans Dixieland band.
*Price: $98 per person (includes full-course dinner, live entertainment and transportation)*

**Big Easy Venture: French Quarter & Riverboat**
*Sunday, March 25, 10 a.m.-3 p.m.*
Beginning at the St. Louis Cathedral, guests will learn the real history of the people and places that make up the mysterious French Quarter, settled in the early 1700s. Guests will then take a two-hour harbor cruise along the Mississippi River aboard the Steamboat Natchez while enjoying a traditional Creole lunch buffet.
*Price: $88 per person (includes lunch and transportation)*

**National World War II Museum**
*Saturday, March 26, 1-5 p.m. and Sunday, March 27, 1-5 p.m.*
The National World War II Museum (formerly the National D-Day Museum) is the only museum in the United States that addresses all of the amphibious invasions of World War II, paying tribute to the more than 1 million Americans who took part.
*Price: $40 per person (includes admission and a 45-minute presentation)*

For more information or to reserve your tour, visit counseling.org/conference and click on “Tours.”
upscale establishments. You can walk into pretty much any restaurant, including holes in the wall, and find great food. Expect to gain weight.

**Holly Baudier:** You can always count on Mimi’s to have ice cold Abita beer. Coquette restaurant on Magazine Street will rock your socks off. If you are craving a late-night meal or something to snack on while you watch the sun come up, hit up La Peniche in the Marigny. Even if it’s 2 in the morning, they are there to serve you a home-cooked meal!

**Donald P. Owens Jr.:** Ralph’s on the Park (out by City Park), Bacco (in the French Quarter), Coquette (Magazine Street) and Mulate’s (across from the Hilton Riverside, Riverwalk and the convention center).

**Brandon Hartenstein:** Bacchanal Wine (live music and curious environment); Irene’s; Tujagues; Mimi’s (fantastic tapas and DJ Soul Sister on Saturday nights at 2601 Royal St.); Feelings Café (absolutely fine courtyard, authentic Louisiana Creole food and housed on a historic plantation site).

**Mark D. Thornton:** There is not enough space to list all the great places to eat and drink in New Orleans, but here are a few that I recommend: Liuzza’s by the Track at 1518 N. Lopez (great gumbo and po-boys); Juan’s Flying Burrito at 4724 S. Carrollton Ave (great tacos); Magazine Po-Boy Shop at 2368 Magazine St. (great sandwiches); Kjean Seafood at 236 N. Carrollton Ave. (takeout only but really worth it); Cooter Brown’s at 509 S. Carrollton Ave. (great food, and you can take the streetcar there). Most important, these are not tourist spots!

**Beverly Barry:** My favorite places are the Gumbo Shop, Red Fish Grill, and Mat & Naddie’s.

**Peggy Villere Demarest:** My goodness, there’s barely a bad restaurant in the city. For a nice meal in the Quarter, we love Galatoire’s, Palace Café and NOLA. For a casual meal in the Quarter, Johnny’s Po-boys and Fiorella’s are great. For a great atmosphere as well, go to the Napoleon House for a drink and some good food. If you feel like a little red streetcar ride down Canal Street, one of our most favorite neighborhood joints is Mandina’s. You must get some onion rings and a shrimp or oyster po-boy there.

**Jen Morant:** A couple of the best true New Orleanian restaurants are Palace Café, located on Canal Street, and Court of Two Sisters. You will enjoy the unique flavors and traditional ambiance that these restaurants have to offer.

**Beth Christensen:** The famous restaurants in the French Quarter and the Warehouse/Arts districts are great, but I think that many of the neighborhood joints are worthy of the trouble of going off the beaten path. Just be sure to go with someone who knows the way, or get a taxi. As in any city, you need to be aware of what areas are safe.

**Mark D. Thornton:** One thing a visitor can do that will be fun and different is to get out of the French Quarter, head over to Frenchmen and hang out with the locals. You will be happy you did!

**Donald P. Owens Jr.:** If there is a festival going on, go to it. Have a great time in our city: *Laissez les bon temps rouler!*

**Holly Baudier:** Do not miss a night filled with jazz music by Jeremy Davenport at the Ritz Carlton.

**Beverly Barry:** For authenticity, eat some spicy seafood, listen to some cool jazz and ride the streetcar.

**Beth Christensen:** For sheer ambience, go to Napoleon House at 500 Chartres Street in the French Quarter. The bar itself is a work of art and, somehow, when you cross the threshold, you’re a character in an old black-and-white movie. Bring along a like-minded friend and discuss philosophy or physics while sipping your wine. Write a sonnet or two. Order bottles of wine and discuss the meaning of life until you have come up with the definitive answer. Then, please, get a cab.

**Ronda L. Bonnette:** Go and sit at Café Du Monde and have some beignets and café au lait (iced, because it will probably be too hot!). Sit and watch the people around you. Listen to the jazz band playing and relax. This is how we roll! It is all about takin’ it easy in the Big Easy!

To learn more about the 2011 ACA Conference & Exposition in New Orleans or to register, visit counseling.org/conference or call 800.347.6647 ext. 222. Register early to ensure the best rates. ♦

Jonathan Rollins is the editor-in-chief of Counseling Today. Contact him at jrollins@counseling.org.
Members from throughout the American Counseling Association’s ranks gathered this past summer to brainstorm, learn, mingle and lobby for the profession at the second annual ACA Institute for Leadership Training. Held July 21-25 in Alexandria, Va., just outside of Washington, D.C., the institute attracted more than 100 participants from 36 ACA branches and 14 divisions, including presidents, presidents-elect, past presidents, region chairs, region chairs-elect, region past chairs, emerging leaders, executive directors and board members.

Mother Nature introduced a slight glitch to the event’s proceedings, with temperatures in the nation’s capital reaching the triple digits. But that didn’t seem to affect the enthusiasm of the participants, who said the institute’s offerings, from keynote speeches and learning sessions to visits with elected officials on Capitol Hill and networking opportunities with colleagues, made for a worthwhile and memorable experience.

The 25 leadership content sessions included topics such as ACA structure, finances, school counselor issues, ethics, membership, current counseling issues, reducing liability, recruiting diverse volunteers and increasing the involvement of students and new professionals.

ACA Executive Director Richard Yep believes the event’s value is closely tied to the collaborative opportunities it offers for leaders. “The Institute is a relatively intimate gathering of about 115 members who have committed themselves to serving in leadership positions,” Yep said. “This is the one time of the year when leadership at all levels of the organization can come together to explore issues and network together. The fact that we have leaders from all over the country, who work in a myriad of work settings, means that the richness of this event is beyond compare.”

ACA President Marcheta Evans agreed. “This is a wonderful opportunity to network with others already in leadership positions,” she said. “You get the opportunity firsthand to talk to others who may be experiencing some of the same issues you may be encountering in your division or region. Also, as an emerging leader, you have the opportunity to discuss the pros and cons of leadership with people who are actually engaged in leadership.”

Bill Braden, chair of the ACA Public Policy and Legislation Committee and executive director of the Kentucky Counseling Association, said Evans and the ACA staff established a very welcoming tone, and the session that opened the event, “The Leader Within,” proved both helpful and enjoyable. The succeeding topics were timely and the presenters outstanding, said Braden, who found the session “School Counselor Leadership Roundtable” particularly beneficial. “In Kentucky, like many states, school counselor survival is a budgetary struggle,” he said. With retention and recruitment proving challenging during economic tough times, Braden also found the “Membership Round Robin” helpful.

Another highlight for Braden was a session on social media, which he called a “new horizon” both for recruiting and for promoting the profession.

Yep’s session on “Marketing on a Shoestring” was particularly impressive to Christopher Roseman, executive director of the South Dakota Counseling Association. “He provided some of the most practical tips and formats to market the organization that has a nominal budget,” said Roseman, who is also president of the North Central Association for Counselor Education and Supervision, chair-elect of the ACA Midwest Region, cochair of ACA’s Branch Development Committee and an ACA Insurance Trust board member.

For Midwest Region Chair Thelma Greaser, networking with colleagues was one of the high points. “Getting to know ACA staff and other leaders...
personally helped me to develop a support system for myself as I move into region leadership,” said Greaser, a clinical manager and internship coordinator with Child Guidance & Family Solutions in Akron, Ohio. “I now have names and contact information for specific people who can assist me in my role. Connecting with others in leadership helps me to feel that I am not alone in my role. That I have a safety net of very well-qualified role models to turn to when I have questions or when I just need someone to listen attentively as I process my concerns or issues. I became more aware of the fact that leaders in all the regions and divisions and branches have many of the same concerns. Together, we were able to problem solve and be exposed to new ideas.”

The Institute for Leadership Training offered opportunities to learn about ACA’s structure, meet colleagues and attend in-depth sessions, said Ilana Levitt, president of the New Jersey Career Development Association/Employment Counselors Association. “I would encourage others [to attend the Institute] because the experience connected everyone to the global issues that impact our profession,” said Levitt, who is a career consultant in private practice. Visiting Capitol Hill also made a significant impact on many of the leaders. “The day on the Hill is always a highlight,” Greaser said. “The preparation for the experience is very beneficial [because it] helps me feel more confident when I meet with aides for my state legislators to talk about statewide issues of interest to counselors. I believe that I, as one counselor, really do have an impact on legislative decision making.”

“I always knew that counselors were great advocates for their clients and students,” Yep said. “What I found in the visits we did with elected officials in the House of Representatives and Senate is that they are terrific advocates for the counseling profession as well. In a relatively brief three-hour period, the impact that our leaders made on Capitol Hill was phenomenal.”

During their time on the Hill, ACA leaders visited approximately 150 congressional offices. The Institute has a way of reminding counselors what the profession of counseling is all about, Roseman said. “Anytime I have the opportunity to meet other leaders in the field and listen to their vision and ideas to achieve that vision, I am in awe of the commitment to the field of professional counseling,” he said. “I believe it is at the [Institute for Leadership Training] where people become leaders and they learn how to do it in a professional and ethical manner. I feel so connected upon leaving that I always know there is a colleague with whom I can consult and share. The relationships I develop instill in me a sense of responsibility not only to our clients but to our organizations and their members and the profession as a whole.”

The 2011 Institute for Leadership Training will be held July 27-31 in the Washington metropolitan area. Mark the dates on your calendar and make plans to attend with your branch, region or division leaders.

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

Every profession goes through a stage during which it must demonstrate its effectiveness to the public to earn credibility and respect. The medical profession, for example, went through this stage almost 100 years ago and emerged having earned widespread public confidence in the benefits of medicine and widespread public respect for doctors.

The school counseling profession, despite its nearly 100 years of history, has yet to emerge successfully from this stage. A critical factor in establishing public credibility and trust for a profession is the degree to which rigorous research indicates that the profession’s work has value and worth. Evidence of this type related to school counseling is difficult to find for several reasons: The outcomes of school counseling are somewhat less easily defined and measurable than those of other professions; few rigorous, large-scale studies of the benefits of school counseling have been conducted; good research is expensive, and few foundations or federal agencies are interested in supporting research in school counseling.

In early March 2010, Public Agenda released a research report on school counseling effectiveness funded by the Bill & Melinda Gates Foundation. The report, “Can I Get a Little Advice Here? How an Oversretched High School Guidance System Is Undermining Students’ College Aspirations,” should be read by every school counselor and counselor educator. The results are quite startling and disconcerting. The research vividly documents students’ and parents’ widespread dissatisfaction with the availability, quality and comprehensiveness of school counseling services related to successful college placement and transitions.

Although the Public Agenda research report clearly documents a serious problem, it was not designed to shed light on the origins of the problem. Consequently, the report provided little guidance on how to solve the problem.

This past year, the national Center for School Counseling Outcome Research and Evaluation has been partnering with state departments of education and state school counseling associations in Connecticut, Missouri, Nebraska, Rhode Island and Utah to conduct rigorous statewide policy studies on the effectiveness of school counseling. The Nebraska and Utah studies are now complete and are being prepared for widespread dissemination. The results are compelling.

CSCORE used the same research methods in both Nebraska and Utah. Principals and counselors from every high school in the two states were asked to complete an extensive survey that documented the nature of their schools’ counseling programs and the nature of the work and working conditions of school counselors.

We collected data from state department of education databases on a wide range of student educational outcomes such as graduation rates, discipline rates, attendance rates, ACT (American College Test) completion rates, achievement test scores, Perkins program completion and so on. From these databases, we also collected information on school demographic variables known to influence student outcomes (for example, percentage of low-income students in the school and yearly per pupil expenditures by the school). We were therefore able to determine if characteristics of the school counseling program and the nature of the work and working conditions of school counselors were related to improved student outcomes after controlling for differences between schools in demographic factors that influence these outcomes.

The results are intricate and complex, but four important conclusions are clear and consistent:

1) School counseling contributes to important educational student outcomes. Across the two states, school counseling was shown to be related to a range of important student outcomes, including increased math proficiency levels, increased reading proficiency levels, lower suspension rates, lower disciplinary rates, increased attendance rates, higher graduation rates, higher Perkins program completion rates, greater percentages of students taking the ACT and higher average ACT scores. These results show clearly that after schools are equated for differences in student outcomes due to demographic factors, school counseling adds value to the education of students and enhances their engagement and performance.

2) Student-to-counselor ratios matter. In both states, the ratio of students to counselors in a school was strongly related to that school’s student outcomes. In Nebraska, more favorable ratios were associated with improved attendance rates, enhanced technical proficiency in Perkins programs and increased completion rates in Perkins programs. Similarly, in Utah, more favorable ratios were associated with both increased attendance rates and decreased discipline incident rates. For a school counseling program to be effective, there must be a sufficient number of counselors to address student needs.

3) How the program is organized matters. The results from Utah, which has been implementing the Comprehensive Developmental guidance model for more than 25 years, indicated that the longer a school had been implementing this model, the better were its educational outcomes. Results from both states indicated that organizing the school counseling program according to American School Counselor Association National Model principles had positive effects on student outcomes. In Utah, ASCA National Model management practices seemed somewhat more important, while in Nebraska, delivery system practices were more important. In sum,
these results suggest that better organized programs are also better able to produce positive outcomes with students.

4) What counselors choose to do matters. Finally, these studies produced some very intriguing results that need to be replicated across the other states. Both the Nebraska and Utah results indicate that career development-focused interventions seem to be particularly important in producing positive academic outcomes with students. In the near future, CSCORE hopes to be able to provide some additional research-based guidance on the things that school counselors do which are most effective.

In the next few months, CSCORE will complete the analyses with the remaining three states and disseminate all the results. We see these results both as clearly establishing the effectiveness of school counseling and providing guidance for how school counseling can be made even more effective in the future. We hope these studies will pave the way for a comprehensive national policy study of school counseling effectiveness, which is needed to guide and support effective practice.

Meanwhile, we can conclude that if a school wants to improve its educational outcomes, school leaders should:

- Hire enough counselors to satisfy the needs of students and parents
- Support the counselors as they establish a well-organized program that serves all students
- Support the counselors as they focus on implementing more effective interventions and discontinuing ineffective interventions

John C. Carey is director of the national Center for School Counseling Outcome Research and Evaluation. Contact him at jcarey@educ.umass.edu.

Letters to the editor: ct@counseling.org

Cyberbullying: What Counselors Need to Know

“Dr. Bauman does a great job of providing readers with a comprehensive and illuminating overview of this disturbing issue. The ton of resources and research she presents makes this book a valuable, ready reference.”

—Russell A. Sabella, PhD
Florida Gulf Coast University

This informative book offers complete, up-to-date coverage of the growing problem of cyberbullying. Written for counselors, teachers, school leaders, and others who work with children and teens, Cyberbullying addresses the real-life dangers students’ face on the Internet. 2011 • 215 pgs

Benefits and Features

- Discussion of the different types of cyberbullying and cyberbullying environments
- Overview of prominent theories of aggressive behavior
- Examination of the developmental differences in cyberbullying and victimization across the life span
- Practical tips to identify and follow cyberfootprints
- Proactive responses to cyberbullying
- Effective, nonpunitive strategies for responding to cyberbullying
- Useful information for parents on current technology and popular websites
- Guidance on the role of counselors in prevention, intervention, and advocacy
- Chapter on adult cyberbullying
- List of helpful websites, books, and media
- Appendix with review of the latest cyberbullying research

Order #72900 ISBN 978-1-55620-294-0
List Price: $29.95 ACA Member Price: $24.95

Please include $8.75 for shipping of the first book and $1.00 for each additional book.

American Counseling Association
800-422-2648 x222 • counseling.org
Apply for the ASGW Peg Carroll Scholarship
Submitted by Lorraine Guth lguth@iup.edu

The Association for Specialists in Group Work Awards Committee invites applicants for the $2,000 annual scholarship honoring Marguerite “Peg” Carroll, former ASGW president and pioneer in group work. The purpose of the award is to support the study of group work and further the understanding of group dynamics. Any student interested in the field is eligible.

Applicants should answer the following questions:

1) There are many types of group experiences, such as therapeutic and/or counseling, decision-making, task-oriented, psychoanalysis, etc. What area interests you most and why?

2) Where would you obtain training in your area of interest? Be specific about trainers, institutions, workshop sponsors, etc. Also describe your intended degree program, if it applies.

3) In what setting(s) and population do you hope to use your expertise?

4) How do you plan to assess if you and your groups are making progress? Have you had any experience with these evaluation tools? Explain.

5) List the types of groups in which you have participated. Describe their duration, positive and negative aspects of each experience, and your role.

6) Describe your participation in professional organizations related to group work.

The application should have a cover sheet with name, address, home and work phone numbers, e-mail, Social Security number and names and contact information for those writing letters of recommendation. Letters of recommendation should be solicited from three professionals in the field familiar with the applicant’s work, whether supervisors, mentors, major professors or other individuals knowledgeable about the applicant’s work. Recommendation sources should forward letters directly to the address below by Jan. 31. Letters should address topics such as group counseling skills of the applicant and evidence of ethical behavior and professional commitment/potential.

Electronic submissions are preferred; submit as e-mail attachment to kelly.mcdonnell@umich.edu. Submissions via regular mail should include three typed, double-spaced copies of the application and be sent to: Kelly McDonnell, Western Michigan University, CECP-5226, 1903 W. Michigan Ave., Kalamazoo, MI 49008. The deadline is Jan. 31. The scholarship recipient will be announced at the ASGW Luncheon at the American Counseling Association Annual Conference in New Orleans. Recipients must be (or become) members of ASGW.

C-AHEAD seeks award nominees
Submitted by Michelle Perepiczka and Jeff Cochran michelle.perepiczka@waldenu.edu jcochr11@utk.edu

The Counseling Association for Humanistic Education and Development Awards Committee is seeking nominations for the 2011 C-AHEAD national awards, which will be presented at the ACA Annual Conference & Exposition in New Orleans in March. The following awards are available for nomination: Humanistic Leadership Award, Past President’s Award, Humanistic Clinician Award, Distinguished Journal Reviewer Award, Humanistic Educator/Supervisor Award, Humanistic Impact Award, Humanistic Advocacy and Social Justice Award, Humanistic Dissertation Award and Make a Difference Grant recognition. Full information for awards, such as descriptions, instructions for nominations and deadlines for submission, can be found at c-ahead.com. We look forward to receiving nominations and recognizing humanistic work in our profession.

If you are a graduate student preparing to conduct or currently conducting research or a graduate student with an interest in humanistic approaches or a desire to make a difference, C-AHEAD may be able to help through the Make a Difference Grant. The grant supports research with a humanistic philosophy that will make a difference in the lives of people in need. The grant includes $500 for research expenses, in addition to C-AHEAD-supported opportunities to promote the research. Visit c-ahead.com for details or e-mail Jeff L. Cochran, committee chair, at jcochr11@utk.edu with questions.

ACCA invites Executive Council nominations, new members
Submitted by Sylvia Shortt sshortt@westga.edu

The American College Counseling Association is seeking nominations for Executive Council positions. Serving on the ACCA Executive Council is a way to enhance your professional experiences and influence the direction of your profession. It’s an opportunity to network on the national level and get connected with colleagues all over the country while giving back to the profession. ACCA is seeking nominations for several Executive Council positions, including president-elect, secretary and member-at-large, with the term of office beginning July 1, 2012. For nomination forms, visit the ACCA website at collegecounseling.org.

In other news, ACCA is running a membership drive in which any current ACCA member gets a $5 Starbucks card and a super-cool “I have a friend” pin for signing up a new member. It’s like that old Columbia House record deal where you got some free CDs for signing up a friend — but without all that hassle. New
members sign up at collegecounseling.org/pdf/acca_membership_brochure_2010.pdf, and current members can fill out a form to get the gift card and pin at collegecounseling.org/members/friend.

AMCD offers mentoring program to members
Submitted by Kimberly Frazier knfrazier@netzero.net

The Association for Multicultural Counseling and Development is accepting applications for the 2011 Mentoring Program. Graduate counseling students (master’s or doctoral level) and early-career counseling faculty ( untenured) are encouraged to apply. Selected applicants will receive free registration for the upcoming conference and a ticket to the AMCD luncheon. Applicants will also be paired with a mentor throughout the current program year. Graduate students will serve as volunteers for the various AMCD-sponsored events at the upcoming ACA Annual Conference in New Orleans.

For consideration, applicants must be AMCD members by January 2011, forward a letter of support from a current AMCD member and submit a research proposal (two-page limit) regarding an issue that mirrors the current mission and goals of AMCD. Selected research proposals will be presented in a poster presentation at the Mentoring Program Research Symposium held at the annual mentoring program meeting during the ACA Annual Conference. Applications should include a cover sheet with full name, institutional affiliation and applicant status (either graduate student or early-career faculty member). Graduate students must also submit a letter from their adviser verifying graduate student status.

Application materials must be received by midnight (Pacific Time) Dec. 3. They should be sent to AMCD Mentoring Program Chair Kimberly N. Frazier, either via e-mail at kfrazie@clemson.edu or via ground mail at Eugene T. Moore School of Education, Counselor Education Department, 318 Tillman Hall, Clemson, S.C., 29634. Please visit the AMCD website at amcdaca.org for updates.

NECA hosts employment workshop in Miami
Submitted by Kay Brawley kbrawley@mindspring.com

Miami’s Blue Lagoon hotel will be the setting Oct. 9 for a National Employment Counseling Association workshop offering tools and information to help clients and counselors in the continuing tough economy. Titled “Employment Solutions for Success,” the workshop will run from 1 to 5 p.m. The fee is $45. As many as four CEU recertification contact hours will be offered. The workshop will be held prior to and in conjunction with the annual conference of the Florida Counseling Association.

Employment solutions must be more comprehensive to deal with today’s complex economic issues. Long-term unemployment not only suppresses productivity in the workplace and economy but creates havoc within families, relationships and communities. Solutions need to address all players involved to overcome the consequential dysfunctions within society.

Employment has never been more important, so learn solutions to help your clients in these challenging times. Institute topics will include helping counselors make money in the coming decade, helping graduate students find employment in the next decade, helping retiring counselors transition into their next
career, bridging the workplace generation gap between baby boomers and millennials, and bouncing back from unemployment in the next decade.

Tom Ayala, founder of People Solutions LLC, will introduce one workshop with the question, “Why is emotional intelligence so critical to employability?” Transitioning through life stages requires understanding the realm of career management and acknowledging personal assets and limitations. With these insights, people can leverage who they are to attain what they pursue. While employment is a basic need for survival, personal drives and wishes are critical to success on this journey called life.

A presentation from Carolyn Greer, past president of the Association for Adult Development and Aging and a NECA leader, will analyze older workers and the generation gap between baby boomers and the millennials, focusing on what is happening on the worksite and in the marketplace. NECA leader Seneka Arrington will provide additional research findings on family and relationship issues connected to unemployment. For more information and registration, visit employmentcounseling.org or e-mail NECA Professional Development Director Kay Brawley at kbrawley@mindspring.com.

OCA gears up for Annual Fall Conference
Submitted by Rachel Starck rachel@thehourofplace.com

The Oregon Counseling Association’s Annual Fall Conference continues to provide a format for Oregon counseling professionals to reconnect annually. The Events Planning Committee has put together an enticing lineup for this year’s conference, to be held in Silverton at the Oregon Garden Resort. The theme will be “Counseling Effectively in the New Decade: Reconnect, Rejuvenate and Renew.” The conference is an excellent opportunity to network, reconnect and become reinvigorated and inspired while earning CEUs.

The event will begin Oct. 28 with a full-day preconference workshop on ethics presented by Douglas S. Querin and Charles Hemingsway. The conference will commence Oct. 29 with a keynote by clinical psychologist Thomas Joseph Doherty speaking on environmental psychology. Presentation topics include “Projective Techniques for Assessing and Spiritual Issues,” “Narrative Therapy and Expressive Activities,” “Sexuality Training From a Sexological Perspective,” “Eco-Therapy and Nature-Based Stress Reduction,” “The Interpersonal Neurobiology of Shame,” “Wellness Through the Art of Oriental Dance,” “Ecotopia: Principles and Practices of Eco-Therapy and Nature-Based Strategies for T raumatic Stress” and “‘Greening’ Your Counseling Practice in 10 Steps.” In addition, the schedule includes lunch, poster and brief research presentations, as well as an awards ceremony, banquet dinner and dinner speaker Dave Wenzel following a reception and live music.

The conference will conclude Oct. 30 following breakfast, a keynote by Donna Schuurman (executive director of The Doug Center), lunch and a full day of concurrent breakout sessions. Presentations offered on Saturday will include “Breathwork for Self-Care,” “Bullies, Victims and Mental Health Counselors,” “Managing and Marketing a Thriving Private Practice,” “Renewal: Self-Care for Counselors,” “Wilderness Therapy for Adolescents,” “Losing Our Spark! The Ability to Know Our Limits,” “Counseling Through a Narrative Therapy Lens,” “Expanding the Possibilities of Mindfulness: Recollective Awareness Meditation” and “After a Suicide: Principles and Practices of Postvention.”

Counselors, therapists, and social workers can earn as many as 19 CEUs during this three-day event. For more information, visit or-counseling.org or call 503.722.7119.

ACC opens award nominations process
Submitted by Stella Kerl-McClain sbk@lclark.edu

The Association for Creativity in Counseling is pleased to announce this year’s nomination and selection process for honoring outstanding contributions to the profession. The various categories will be awarded at the ACA Annual Conference in New Orleans. Nominations are due Nov. 15. For more information on the awards criteria and the submission process, visit aca-acc.org or contact Stella Kerl-McClain at sbk@lclark.edu.

The Thelma Duffey Vision and Innovation Award was established at the 2008 ACA Conference in Hawaii. It recognizes an ACC member whose vision and innovation have advanced the practice of counseling and counselor education by fostering creative interventions and resources through practice, publication or leadership.

The Samuel T. Gladding Inspiration and Motivation Award, also established at the ACA Conference in Hawaii, recognizes an individual whose example, encouragement and inclusive practice inspire and motivate others to use creativity in its various forms in counselor education and clinical practice.

The ACC Professional Service Award honors outstanding service to ACC and to the promotion of creativity in counseling practice. Consistent with the mission of ACC, the nominee must promote greater awareness, advocacy and understanding of creativity in counseling and advance creative, diverse and relational approaches to counseling within the profession.

The ACC Research Award recognizes a research project that addresses issues related to creative, diverse and relational approaches to counseling. Attach a summary of research and relevance to the profession related to creativity in counseling. The nominee must be a current ACC member.

The ACC Graduate Student Award recognizes an outstanding ACC graduate student member at the master’s or doctoral level who has participated in promoting creative, diverse and relational approaches to counseling or whose scholarship
promotes creative, diverse and relational expression in counseling.

We have many energetic and invested members in ACC representing a number of countries all over the world. We encourage you to nominate your colleagues, and we look forward to acknowledging deserving members of our association in New Orleans.

ARCA leaders head to the Hill
Submitted by Carrie Wilde
cwilde@argosy.edu

The American Rehabilitation Counseling Association leadership has been busily engaged in legislative activities on behalf of membership. In July, ARCA President Frank Lane and ARCA President-Elect Carrie Wilde attended the ACA Institute for Leadership Training in Washington, D.C. This event provides training and networking opportunities to incoming ACA leaders and culminates in a “Day on the Hill.”

The morning on Capitol Hill was spent meeting with Senate staff on the issue of TRICARE. In the afternoon, we arranged to meet with Lynnae Ruttledge, Rehabilitation Services Administration (RSA) commissioner and acting director of the National Institute on Disability and Rehabilitation Research. Also present were Deputy Commissioner Ed Anthony and Tom Finch, director of the Training and Services Division. Discussion centered on research priorities, grant funding and the importance of continued support for the hiring of graduate-level rehabilitation counselors to work with people with disabilities toward meaningful employment.

Ruttledge shared her vision and priorities for her new role. This was the second meeting between ARCA and RSA in recent months and was a follow-up to several other activities ARCA leadership has conducted on behalf of membership.

In October 2009, ARCA then-president Carolyn Rollins and Lane joined National Rehabilitation Counseling Association leadership in sending a letter of support for Ruttledge’s nomination as RSA commissioner. In January 2010, Lane and Wilde traveled to Washington to lobby on the issue of the Workforce Investment Act and reauthorization of the Rehabilitation Act and to meet with RSA staff. Meetings were held with staff from the House Education and Labor Committee and the Senate Committee on Health, Education, Labor and Pensions before heading to RSA.

Ruttledge had just been appointed and was traveling at that time, so the meeting was held with Anthony and Finch. ARCA presented its research agenda and planned activities for the coming year. The discussion also involved working with RSA to develop mechanisms to identify, support and disseminate critical rehabilitation research. For the full ARCA legislative report on the visit with Ruttledge and RSA staff, refer to the upcoming ARCA newsletter.

---

Become the Healing Professional You’ve Dreamed of Being . . .

Heart-Centered Hypnotherapy®

Certification

Course offers 60 hours of Approved CE

- NBCC provider #5460
- NASW provider #886422919

Certification course in Six Days
- Experiential training with ready-to-use skills
- Begin using the methods with your clients immediately

Dramatically grow your practice
- Be a specialist, receive referrals from other professionals
- Benefit from more word-of-mouth referrals

Help clients make rapid progress with:
- compulsions/addictions
- codependency
- stress-related illness
- sexual abuse

To register or for a catalog call
800-326-4418
425-391-9716

online at
www.wellness-institute.org

Diane Zimberoff, LMFT Founder & Director

2011

<table>
<thead>
<tr>
<th>City</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago</td>
<td>January 13-18</td>
</tr>
<tr>
<td>Seattle</td>
<td>January 19-24</td>
</tr>
<tr>
<td>Honolulu</td>
<td>February 10-15</td>
</tr>
<tr>
<td>Ft Lauderdale</td>
<td>March 17-22</td>
</tr>
<tr>
<td>Wichita</td>
<td>March 17-22</td>
</tr>
<tr>
<td>Boulder</td>
<td>April 28-May 3</td>
</tr>
<tr>
<td>Seattle</td>
<td>May 18-23</td>
</tr>
</tbody>
</table>

Holistic Approach

Heart-Centered Hypnotherapy

1. Humanistic Psychology
2. Developmental Psychology
3. Behavior Modification Techniques
4. Hypnotherapy
5. Behavior Modification Techniques
COMING EVENTS

ACCA Conference
Oct. 6-9
St. Louis

Make your plans now to come to the fifth American College Counseling Association Conference, themed “ACCA: The Gateway to Excellence in College Counseling.” Brett Sokolow, president of the National Center for Higher Education Risk Management, will be the keynote speaker. Preconference sessions will be offered for those who would like more in-depth workshops, including “Best Practices for Behavioral Intervention and Threat Assessment” presented by Sokolow. For more information, visit collegecounseling.org or contact Sylvia Shortt at acca2010@yaho.com.

FCA Annual Convention
Oct. 10-11
Miami

The Florida Counseling Association’s 61st Annual Convention returns 10-10-10 to the excitement, energy and sabor (flavor) of south Florida. Scheduling the conference on a Sunday and Monday allows attendees to make this year’s event a destination vacation. Launching sailboats into Biscayne Bay during the Columbus Day regatta and holding an alligator after experiencing an Everglades airboat ride are part of the conference experience. Preconference is Oct. 9. For more information, e-mail FCAPresident2010@yahoo.com.

ACAM Seminar
Oct. 23
Kansas City, Mo.

The American Counseling Association of Missouri and the Avila University Department of Psychology will present a seminar featuring Harriet Lerner, a leading voice on the psychology of women and family relationships. Lerner, a distinguished lecturer, therapist and workshop leader, will speak about “Shame: A Blueprint for Restoring Voice and Self-Esteem.” For more information, visit counselingmissouri.org.

OCA Annual Fall Conference
Oct. 28-30
Silverton, Ore.

This year’s Oregon Counseling Association Annual Fall Conference will be held at the Oregon Garden Resort. With a theme of “Counseling Effectively in the New Decade: Renew, Rejuvenate, Reconnect,” the conference will provide excellent networking opportunities, pertinent presentations and as many as 19 CEUs. A full-day preconference workshop is offered Oct. 28 on ethics, presented by Douglas S. Querin and Charles Hemingway. Friday’s keynote will be Thomas Joseph Doherty, a clinical psychologist speaking on environmental psychology. Friday evening’s banquet speaker will be Dave Wenzel, professor of pastoral counseling at Western Seminary and counselor with River Ridge Counseling. Saturday’s keynote speaker will be Donna Schuurman, executive director of The Dougry Center. For more information, visit or.counseling.org or call 503.722.7119.

ACAM Day of Continuing Ed
Oct. 30
St. Louis

The American Counseling Association of Missouri, the American Counseling Association of Missouri-St. Louis and Missouri Baptist University will host a day of continuing education seminars at Missouri Baptist. The morning speaker will be Charles E. Stikes, professor of psychology at Missouri Baptist, presenting on the topic of “Assessment and Diagnosis.” The afternoon presenter will be Tricia K. Brown, who teaches and supervises in the Play Therapy Certification Program at MidAmerica Nazarene University. Her presentation will focus on play therapy. Attendees can earn as many as three CEUs. For information, visit counselingmissouri.org.

APCP Conference
Nov. 10-12
San Juan, Puerto Rico

The Asociación Puertorriqueña de Consejería Profesional (Puerto Rico Association of Professional Counselors) invites colleagues to its 33rd Annual Convention at the Sheraton Puerto Rico Hotel & Casino. The theme is “Professional Counseling and Neuroscience: Strategies for Total Development.” With more than 1,200 members in the association, over 800 people are expected at the convention. For more information or to register, e-mail apcpconvention2010@gmail.com.

Expressive Therapies Summit
Nov. 12-15
New York

Attention, Association for Creativity in Counseling members! The first Annual Expressive Therapies Summit will be held in New York City’s Times Square. The event will offer more than 50 distinguished clinicians, researchers and educators offering papers, panels, workshops and classes. This extraordinary gathering of creative arts therapists will feature art, dance, music, drama and poetry therapies, as well as psychodrama, play therapy and sandplay. Behavioral health care professionals and educators are welcome. Daily and package registrations are limited, and CEUs are available. For more information, visit summit.expressivemedia.org.

FYI

Call for submissions

The Journal of Counseling & Development invites submissions for a special section focusing on the prevention and treatment of eating disorders. Interested scholars and practitioners are invited to send proposals of original manuscripts in the following areas: manuscripts that describe and provide support for primary prevention programs in schools and communities or for secondary prevention programs for groups at highest risk for eating disorders, and manuscripts that describe and provide support for best practices in the treatment of eating disorders. Manuscripts that address the unique treatment needs of diverse client groups are strongly encouraged. Submit your proposal to Laura Choate, guest editor, no later than Dec. 15. For more information regarding the preparation of proposals, e-mail Laura Choate at lcchoate@lsu.edu.

Call for proposals

The South Carolina Counseling Association will be hosting its 47th Annual Conference Feb. 3-5 at the Marriott Resort at the Grand Dunes in Myrtle Beach. Themed “South Carolina Counselors: Agents of Change,” the conference will be loaded with great workshops on numerous topics related to mental health. We are still accepting proposals for workshops. CEUs for workshop attendance will be available. For more information, visit sccounselor.org or contact David Scott at dscott2@clemson.edu.

Call for submissions

Contemporary Psychotherapy is a free international e-journal for counselors and psychotherapists of all modalities. With the professional community of psychotherapists and counselors in mind, Contemporary Psychotherapy aims to be progressive, inquiring and creative; to encourage interactive debate with its international readership; and to address, rather than avoid, the possibly contentious. We are seeking authors interested in submitting articles of up to 2,500 words on all therapeutic issues. The spring 2010 issue is available at contemporarypsychotherapy.org. For more information, e-mail Werner Kierski, editor-in-chief, at editor@contemporarypsychotherapy.org. ♦
International students sought for ACA Conference panel

The American Counseling Association International Committee is seeking nominations for the International Student Panel, “Internationalizing Mental Health Counseling,” which will be held during the ACA Annual Conference & Exposition in New Orleans in March 2011.

Five international students will be selected to share with the audience their perspectives pertaining to education, training, services and mental health needs in their respective countries. Students will also be asked to highlight their experiences of studying in the United States. To be considered for selection, the applicant’s home country must be international and the applicant currently must be enrolled in a graduate program that focuses on counseling. Selection will be based on the quality of the nomination packet and a telephone interview. Each student selected will receive a complimentary registration to the 2011 ACA Conference.

Nomination information is available at counseling.org or by contacting Robin Hayes at rhayes@counseling.org. The deadline for nominations is Dec. 15.

Get involved by serving on an ACA Committee

ACA President-Elect Don W. Locke is currently seeking nominations for ACA committee appointments. For each committee, he will be appointing professional members to serve a three-year term and a student representative to serve a one-year term. Positions on the following committees will be available beginning July 1, 2011: Awards, Branch Development, Bylaws and Policies, Ethics, Graduate Student, Human Rights, International, Interprofessional, Professional Standards, Public Awareness and Support, Public Policy and Legislation, Publications, and Research and Knowledge.

ACA members may nominate themselves or be nominated by other ACA members. Information is available on the ACA website at counseling.org. Nominations are due Dec. 1 and must be sent to ACA headquarters, c/o Holly Clubb, 5999 Stevenson Ave., Alexandria, VA 22304. For more information about the nominations process, call 800.347.6647 ext. 212 or e-mail hclubb@counseling.org.

Nominate deserving ACA members for National Awards

The ACA Awards Committee is seeking nominations for the 2011 ACA National Awards, which will be presented at the ACA Conference in March.

ACA members can nominate one or more fellow ACA members who have made noteworthy contributions to the counseling profession at the local, state or national levels. ACA divisions, regions, branches, organizational affiliates, chapters or committees may also submit nominations. All nominations must be submitted by Nov. 8.

Complete information on the nominations process is available on the ACA website at counseling.org under “Resources.” You may also request a 2011 National Awards Packet by calling ACA Leadership Services at 800.347.6647 ext. 212. Contact Holly Clubb at hclubb@counseling.org for additional information.

FROM THE PRESIDENT

Continued from page 5

We must do this as a profession as well. In my very first month as president of the American Counseling Association, I was challenged to do something I had never done before. If you remember, there was a firestorm of e-mails and major network broadcasts, including on CNN, discussing developments at Augusta State University and Eastern Michigan University related to nondiscriminatory practices in the counseling profession. Multiple news outlets asked ACA to respond to these cases in connection with the ACA Code of Ethics. I was also asked to give a radio interview related to this issue.

I immediately understood the gravity of this request and my responsibility to ACA and its members. It was clear that I would not just be representing my views but responding as president of ACA. I admit, I was shaken. I could have asked colleagues who were already used to conducting these types of interviews — who had a certain level of comfort and expertise in doing them — to handle this one. But after conversing with ACA staff, I decided the only way I would become comfortable with this challenge was by doing it. And believe me, it was a challenge. I could hardly get a word in edgewise (as my grandmother would say) with the interviewer, but I did it. I survived the interview, and it actually turned out very well. Now I realize that I need more training on media presentations such as these and will be even better prepared for the next opportunity.

As a profession, we are currently facing the challenge of how to effectively serve all of our members while ensuring that everyone feels valued and that all voices have a place to be heard. We may not always agree, but it is critical that we disagree agreeably. This is where our growth, our depth, occurs as a profession. We have to be engaged in healthy dialogue to identify areas of improvement and not take it as a personal attack when someone disagrees with us.

We are professional counselors, and if we cannot communicate effectively, shame on us. This is who we are. We work through problems. We work through challenges. Rarely do we have individuals coming to us because they are so happy they just don’t know what to do with themselves. Instead, they bring problems or issues they need assistance in solving.

We must do the same professionally as we move to the deeper depths of professionalism and organizational development. It will not be easy, and it is not for the “fair-weather” counselor.
Success Stories With Challenging Clients

1. John Sommers-Flanagan found his client let down her defenses a bit when he:
   - Eased into discussing sensitive matters
   - Conceded power
   - Inserted humor into the counselor/client relationship
   - None of the above

2. The historical view of challenging clients, according to Sommers-Flanagan, is that they were:
   - Resistant
   - Hesitant
   - Angry
   - Frightened

3. Rita Sommers-Flanagan suggests which strategy as helpful with younger clients:
   - Counseling the family as a unit
   - Explaining the counseling process and the techniques to be used
   - Employing group techniques
   - Framing the counseling process as a consultation

The Confidence Factor

6. Irvin Yalom’s “fellow traveler” perspective encourages the counselor to engage in what behavior(s) with the client:
   - Meet on an equal footing
   - Work in the here and now
   - Respond to client questions
   - All of the above

7. The technique counselors use to identify strengths and weaknesses in their knowledge and skills and in how well they are adapting to the unique cultural and personal backgrounds of their clients is:
   - Self-identity
   - Rapport assessment
   - Self-reflection
   - None of the above

Improving Students’ Career and College Readiness

4. The Southern Regional Education Board’s (SREB) school improvement program is known as:
   - No School Left Behind
   - High Schools That Work
   - Education for All
   - Academic Accountability Project

5. To better prepare students for postsecondary education, Dr. Spence believes states must:
   - Bring preK-12 and higher education together to set college-readiness standards
   - Focus on the professional development of educators
   - Develop assessment instruments that effectively predict college success
   - Reduce class size

Extending the Humanistic Vision – Opinion

8. Dr. Hansen believes the counseling profession should be ideologically grounded in the humanities, not science.
   - True
   - False

Unlocking the Grip of PTSD Nightmares – Reader Viewpoint

9. The technique developed by Barry Krakow to eliminate “target nightmares” with PTSD sufferers is called:
   - Adult Relaxation Therapy (ART)
   - Comfortable Sleep Therapy (CST)
   - Image Rehearsal Therapy (IRT)
   - Stress Reduced Sleep Therapy (SRST)

Private Practice in Counseling

10. Under the Health Insurance Portability and Accountability Act (HIPAA), the counselor must obtain what when releasing psychotherapy notes:
    - Oral consent from client
    - Signed release from client
    - Employer consent
    - Written request from insurance provider

Instructions

Online: Complete the test at counseling.org/Resources/OnlineLearning.aspx. You will be able to pay online and download your CE certificate immediately.

Mail: Complete the test and form above and mail (with check or money order made payable to American Counseling Association) to: ACA Accounting Department/CT, American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304. Allow 2–4 weeks for processing. For further assistance, please contact Debbie Beales at dbeales@counseling.org, or by phone at 800-347-6647, x306

Now Available Online. See instructions.
Membership statistics for Fiscal Year 2010

Policy 201.5, Published Membership Figures, of the ACA Policies and Procedures directs that a table of specific membership figures for the American Counseling Association’s divisions, organizational affiliates and regions will only show the ACA members in each entity and may not reflect the total membership of a division or organizational affiliate that does not require membership in ACA.

The table below shows ACA membership in divisions and regions by month for the previous fiscal year as well as the mean total, numerical and percent change in total ACA membership for each entity. The chart presents that information for Fiscal Year 2010. The chart does not reflect information for the American Mental Health Counselors Association or the American School Counselor Association because these divisions maintain and publish their own membership figures.

ACA began the year with 41,791 members and ended the year with 43,247—an increase of 1,456 members. The mean for the year was 42,529. One division (Counselors for Social Justice) and all four regions (Midwest, North Atlantic, Southern and Western) showed an increase in membership during FY 2010.

<table>
<thead>
<tr>
<th>Organization</th>
<th>31-Jul</th>
<th>31-Aug</th>
<th>30-Sep</th>
<th>31-Oct</th>
<th>30-Nov</th>
<th>31-Dec</th>
<th>28-Feb</th>
<th>31-Mar</th>
<th>30-Apr</th>
<th>31-May</th>
<th>30-Jun</th>
<th>7/1/09-6/30/10</th>
<th>Mean vs Mean vs Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACE</td>
<td>468</td>
<td>459</td>
<td>450</td>
<td>430</td>
<td>438</td>
<td>436</td>
<td>441</td>
<td>403</td>
<td>394</td>
<td>385</td>
<td>386</td>
<td>(82)</td>
<td>-17.52% 424 -44 -9.31%</td>
</tr>
<tr>
<td>AADA</td>
<td>540</td>
<td>530</td>
<td>539</td>
<td>539</td>
<td>534</td>
<td>528</td>
<td>522</td>
<td>500</td>
<td>496</td>
<td>481</td>
<td>464</td>
<td>459</td>
<td>(81) -15.00% 511 -29 -5.37%</td>
</tr>
<tr>
<td>ACC</td>
<td>1,012</td>
<td>988</td>
<td>993</td>
<td>959</td>
<td>965</td>
<td>940</td>
<td>904</td>
<td>885</td>
<td>876</td>
<td>863</td>
<td>842</td>
<td>834</td>
<td>(178) -17.59% 922 -90 -8.92%</td>
</tr>
<tr>
<td>ACCA</td>
<td>1,422</td>
<td>1,397</td>
<td>1,395</td>
<td>1,368</td>
<td>1,369</td>
<td>1,343</td>
<td>1,499</td>
<td>1,325</td>
<td>1,323</td>
<td>1,311</td>
<td>1,281</td>
<td>1,266</td>
<td>(156) -10.97% 1,358 -64 -4.48%</td>
</tr>
<tr>
<td>ACEG</td>
<td>248</td>
<td>240</td>
<td>240</td>
<td>237</td>
<td>239</td>
<td>238</td>
<td>230</td>
<td>219</td>
<td>221</td>
<td>217</td>
<td>219</td>
<td>215</td>
<td>(33) -13.31% 230 -18 -7.16%</td>
</tr>
<tr>
<td>ACES</td>
<td>2,482</td>
<td>2,420</td>
<td>2,443</td>
<td>2,463</td>
<td>2,481</td>
<td>2,441</td>
<td>2,411</td>
<td>2,392</td>
<td>2,408</td>
<td>2,436</td>
<td>2,365</td>
<td>2,367</td>
<td>(115) -4.63% 2,426 -56 -2.27%</td>
</tr>
<tr>
<td>ALGBTIC</td>
<td>745</td>
<td>735</td>
<td>728</td>
<td>722</td>
<td>726</td>
<td>715</td>
<td>703</td>
<td>701</td>
<td>687</td>
<td>675</td>
<td>680</td>
<td>672</td>
<td>(73) -9.80% 707 -38 -5.04%</td>
</tr>
<tr>
<td>AMCD</td>
<td>1,190</td>
<td>1,147</td>
<td>1,132</td>
<td>1,106</td>
<td>1,083</td>
<td>1,070</td>
<td>1,029</td>
<td>998</td>
<td>999</td>
<td>985</td>
<td>961</td>
<td>963</td>
<td>(227) -19.08% 1,055 -135 -11.32%</td>
</tr>
<tr>
<td>ARCA</td>
<td>682</td>
<td>670</td>
<td>650</td>
<td>647</td>
<td>655</td>
<td>634</td>
<td>631</td>
<td>634</td>
<td>628</td>
<td>628</td>
<td>619</td>
<td>612</td>
<td>(70) -10.26% 641 -41 -6.04%</td>
</tr>
<tr>
<td>ASERVIC</td>
<td>1,287</td>
<td>1,262</td>
<td>1,253</td>
<td>1,236</td>
<td>1,233</td>
<td>1,216</td>
<td>1,237</td>
<td>1,200</td>
<td>1,189</td>
<td>1,171</td>
<td>1,177</td>
<td>1,177</td>
<td>(110) -8.55% 1,222 -65 -5.05%</td>
</tr>
<tr>
<td>ASGW</td>
<td>877</td>
<td>858</td>
<td>850</td>
<td>827</td>
<td>822</td>
<td>806</td>
<td>806</td>
<td>783</td>
<td>804</td>
<td>781</td>
<td>759</td>
<td>746</td>
<td>(131) -14.94% 810 -67 -7.65%</td>
</tr>
<tr>
<td>CAHEAD</td>
<td>317</td>
<td>314</td>
<td>301</td>
<td>296</td>
<td>301</td>
<td>295</td>
<td>296</td>
<td>300</td>
<td>302</td>
<td>294</td>
<td>288</td>
<td>292</td>
<td>(29) -7.89% 301 -17 -5.21%</td>
</tr>
<tr>
<td>CSJ</td>
<td>511</td>
<td>500</td>
<td>501</td>
<td>510</td>
<td>512</td>
<td>505</td>
<td>489</td>
<td>493</td>
<td>501</td>
<td>535</td>
<td>517</td>
<td>525</td>
<td>14 2.74% 508 -3 -0.54%</td>
</tr>
<tr>
<td>IAAOC</td>
<td>792</td>
<td>779</td>
<td>767</td>
<td>771</td>
<td>766</td>
<td>765</td>
<td>753</td>
<td>746</td>
<td>737</td>
<td>729</td>
<td>716</td>
<td>706</td>
<td>(86) -10.85% 752 -40 -5.02%</td>
</tr>
<tr>
<td>ICMF</td>
<td>1,609</td>
<td>1,576</td>
<td>1,553</td>
<td>1,500</td>
<td>1,482</td>
<td>1,477</td>
<td>1,448</td>
<td>1,402</td>
<td>1,408</td>
<td>1,392</td>
<td>1,369</td>
<td>1,362</td>
<td>(247) -15.35% 1,465 -144 -8.96%</td>
</tr>
<tr>
<td>NCDA</td>
<td>1,308</td>
<td>1,283</td>
<td>1,276</td>
<td>1,254</td>
<td>1,257</td>
<td>1,237</td>
<td>1,218</td>
<td>1,207</td>
<td>1,198</td>
<td>1,123</td>
<td>1,178</td>
<td>1,178</td>
<td>(130) -9.94% 1,233 -75 -5.75%</td>
</tr>
<tr>
<td>NECA</td>
<td>314</td>
<td>297</td>
<td>302</td>
<td>300</td>
<td>300</td>
<td>293</td>
<td>285</td>
<td>278</td>
<td>268</td>
<td>268</td>
<td>256</td>
<td>262</td>
<td>(52) -16.56% 285 -29 -9.16%</td>
</tr>
<tr>
<td>Midwest Region</td>
<td>9,806</td>
<td>9,853</td>
<td>9,903</td>
<td>9,907</td>
<td>10,002</td>
<td>9,925</td>
<td>10,072</td>
<td>9,996</td>
<td>10,084</td>
<td>10,128</td>
<td>10,057</td>
<td>10,177</td>
<td>371 3.78% 9,993 187 1.90%</td>
</tr>
<tr>
<td>No. Atlantic Region</td>
<td>8,792</td>
<td>8,766</td>
<td>8,863</td>
<td>8,875</td>
<td>9,056</td>
<td>9,077</td>
<td>9,159</td>
<td>8,735</td>
<td>9,245</td>
<td>9,251</td>
<td>9,224</td>
<td>9,215</td>
<td>423 4.81% 9,022 230 2.62%</td>
</tr>
<tr>
<td>Southern Region</td>
<td>15,158</td>
<td>15,144</td>
<td>15,354</td>
<td>15,330</td>
<td>15,367</td>
<td>15,184</td>
<td>15,282</td>
<td>15,514</td>
<td>15,432</td>
<td>15,485</td>
<td>15,484</td>
<td>15,591</td>
<td>433 2.86% 15,360 202 1.34%</td>
</tr>
<tr>
<td>Western Region</td>
<td>7,251</td>
<td>7,517</td>
<td>7,572</td>
<td>7,596</td>
<td>7,678</td>
<td>7,643</td>
<td>7,779</td>
<td>7,689</td>
<td>7,768</td>
<td>7,787</td>
<td>7,743</td>
<td>7,805</td>
<td>554 7.64% 7,652 401 5.53%</td>
</tr>
</tbody>
</table>
Classified advertising categories include: Calendar; Merchandise & Services; Consulting; Office Space Available; Business Opportunities; Educational Programs; Call for Programs/Papers. Other categories can be added at no charge.

Rates: Standard in-column format: $10 per line based on 30 characters per line, $60 minimum. $8 per line for advertisers preparing for six months. No cancellations or refunds. Classified ads can be placed online only at a rate of $8 per line, based on 30 characters per line; 30-day posting.

Employment ads are listed under international or national by state.

Rates: $10 per line based on 30 characters per line, $150 minimum. $8 per line for advertisers preparing for three months. No cancellations or refunds. Employment ads can be placed online only at a rate of $8 per line, based on 30 characters per line; 30-day posting.

Display ads in the employment classified section are available and can be designed by ACA’s graphics department. Call for details.

Classified and employment ads are not commissionable and are billed at net rate only.

ACA Members: If you are seeking a position you may place a 45-word ad for $10. This is a one-time insertion only.

Deadlines: Vary per issue. Contact Kathy Maguire at 607.662.4451 or kmaguire@counseling.org for further details.

Direct all copy or inquiries to Kathy Maguire via e-mail at kmaguire@counseling.org.

Phone: 607.662.4451
Fax: 607.662.4415

Ads are subject to Counseling Today approval; however, Counseling Today cannot screen or evaluate all products or services advertised in the classified section and does not guarantee their value or authenticity.

The publication of an advertisement in Counseling Today is in no way an endorsement by ACA of the advertiser or the products or services advertised. Advertisers may not incorporate in subsequent advertising or promotion the fact that a product or service has been advertised in any ACA publication. ACA endorses equal opportunity practices has been advertised in any ACA publication.

Counseling Today reserves the right to edit all copy, request additional documentation where indicated and to refuse ads that are not in consonance with these practices. ACA is not responsible for any claims made in advertisements nor for the specific position title or working of any particular position listed in employment classified ads.

Understand the Abuse of Adults by Catholic Clergy and Religious

NEW BOOK by Kathryn R Byrne, MPM. Fwd by Joseph W. Whitwell, ThD, LMFT www.OpenHeartLifeCoaching.com

To order, click on “Products.”

Experienced LMFT & Certified Supervisor for MH & MFT Interns.

Reasonable Rates. Located in Miami, FL, Between Dade and Broward Counties. (786) 350 6996 or rlo3126@gmail.com

American Academy of Medical Hypnotherapists

Psychotherapy in an Altered State. Hypnosis training for mental health professionals. www.AAMH.com

ATTRACT MORE FULL-FEE CLIENTS

List your practice on Find-a-Therapist.com. Thousands of visitors search our site each month and over half of them are private pay clients! Niche market your practice by listing on 5 of over 50 directories to choose from. 1-866-450-3463

PHD DISSERTATION CONSULTING

Complete thesis support from hypothesis to presentation and defense. Customized assistance including hypothesis generation or critique, literature review, test design, test correlation, statistical analysis, thesis writing, presentation and defense. Brian Bacon, Brian Bacon & Associates, 850-236-8235 or bsbacon@knology.net.

BILLING SERVICE

Need more time? Let us handle your billing needs! We are experienced & committed to you! BC Medical Claims Phone# 724-744-0767, Toll Free Fax # 1-866-713-4569, Email: bcmedclaims@gmail.com

EDITING SERVICE/Writing COACH

Are you working on an article, thesis or a book and need help with writing or editing? Well-qualified consultation on all aspects of craft and/or copy editing offered remotely or by phone. Contact Plyn: Writingwithplynn@gmail.com or (480) 282-3912

CRUISE FOR CREDITS

Want to Travel to Exciting Places on a Relaxing CRUISE and Earn Continuing Education CREDITS?

You Can! Very reasonable pricing and much cheaper than land conferences.

Call Debbie at 918-734-4335 or visit www.CruisingforCredits.com

ADD PSYCHOANALYTIC COACHING TO YOUR COUNSELING SKILLS

Data Psychoanalytic Institute provides excellent training at the Institute and by phone. Free initial consultation offered www.datapsychoanalyticinstitute.com

LET US DO YOUR NEWSLETTER FOR YOU!

Unique, guaranteed service used and loved by other counselors to grow their practice! www.NewslettersForTherapists.com (866) 200-6945.

THE FAMILY & MARRIAGE COUNSELING DIRECTORY


LICENSE EXAM REVIEW

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

CRAZED BY CLIENT BILLING?

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

Position Available: Assistant Professor

Lindsey Wilson College is seeking applicants for an Assistant Professor of Counseling and Human Services to teach in graduate and undergraduate programs. Positions are available in Southeastern Kentucky and in Western Kentucky.

Qualifications include: a terminal degree in Counseling Education and Supervision or related mental health field. Applicants must also be eligible for licensure. Interested individuals should send a cover letter and current vita to Karen Wright, Director of Human Resources; Lindsey Wilson College; 210 Lindsey Wilson Street; Columbia, KY 42728; wrightk@lindsey.edu

KENTUCKY

LINDSEY WILSON COLLEGE, SCHOOL OF PROFESSIONAL COUNSELING

Position Available: Assistant Professor

Lindsey Wilson College is seeking applicants for an Assistant Professor of Counseling and Human Services to teach in graduate and undergraduate programs. Positions are available in Southeastern Kentucky and in Western Kentucky.

Qualifications include: a terminal degree in Counseling Education and Supervision or related mental health field. Applicants must also be eligible for licensure. Interested individuals should send a cover letter and current vita to Karen Wright, Director of Human Resources; Lindsey Wilson College; 210 Lindsey Wilson Street; Columbia, KY 42728; wrightk@lindsey.edu

MISSOURI

UNIVERSITY OF MISSOURI – SAINT LOUIS
Counselor Education / Counseling Psychology

The Division of Counseling and Family Therapy at the University of Missouri-Saint Louis seeks applications for a full-time, tenure track Assistant Professor position in clinical mental health counseling to begin August 15, 2011. Applicants must have an earned doctorate in counselor education or counseling psychology from a regionally accredited university (ABD will be given consideration). Desired qualifications include: the ability to teach a broad spectrum of graduate courses, including psychological testing and career counseling; the ability to provide strong practica and internship supervision; demonstrated potential for scholarly research and publication; strong potential for securing outside grants to provide funding for research; and commitment to cultural diversity and social justice. Teaching experience and licensure eligibility in Missouri are also desired. Salary is commensurate with qualifications and experience. The Division of Counseling and Family Therapy offers both CACREP-
The Department of Counselor Education at The University of Montana, Missoula, is accepting applications for a tenure-track assistant professor, to begin Fall 2011. The Department offers master’s degree options in School and Mental Health Counseling. The Department also has a small doctoral program in Counselor Education and Supervision and an Ed.S. degree. The master’s degree options are CACREP accredited through 2013.

The Department is searching for a practitioner-scholar who seeks to contribute to the training of outstanding professional counselors for the 21st Century. Applicants should demonstrate professional competence in teaching, scholarship, and clinical supervision of graduate student practica and internship experiences. We are a small Department and a closely connected learning community. Strong collaboration and interpersonal skills are expected.

The Doctorate in Counselor Education is required, as is school or mental health license eligibility in Montana. Applicants with expertise in school counseling and/or multicultural counseling are strongly preferred.

The University of Montana is located in Missoula, Montana, a thriving small city in the Northern Rockies. A center of lively artistic, recreational and community activities, Missoula is home to superb scenic beauty, world-class healthcare and excellent public schools.

Screening of applicants will begin September 30, 2010 and continue until the position is filled. Please submit the following materials: Letter of application, vita, and names of three references, including email and telephone number. Additional supporting materials are encouraged.

Contact person:
Professor Cathy Jenni
Search Committee Chair
Department of Counselor Education
32 Campus Drive
The University of Montana
Missoula, MT 59812
Email: cathy.jenni@mso.umt.edu or (406) 243-2608
Email submission of materials is preferred.

CLEVELAND STATE UNIVERSITY
Assistant Professor – Tenure Track
Department: Counseling, Administration, Supervision, Adult Learning
Position: Assistant Professor - Tenure Track
Start Date: August 22, 2011
Duties: Teaching graduate level courses in the counseling program; carrying on an active research program in counseling; usual community and university service.
Qualifications: Minimum Qualifications: Doctoral degree in Education with specialization in Counselor Education from a CACREP Accredited Program. ABD applicants will be considered; the Ph.D. degree must be conferred no later than July 1, 2011. Some teaching experience and evidence of scholarship in the form of either publications or conference presentations is necessary.
Preferred Qualifications: Master’s Degree in School Counseling and experience as a School Counselor are preferred. Background in Chemical Dependency or Early Childhood Education will be preferred. Professional Counselor or School Counselor license eligibility in Ohio also preferred. Ohio Counselor license eligibility criteria can be found at www.cswmft.ohio.gov. Ohio School Counselor license eligibility criteria can be found at www.ode.state.oh.us. Grant writing and funding ability is preferred.
Applications: Letter of application; a current curriculum vitae; graduate transcripts; a sample of written or published philosophical work, if available; and at least three letters of recommendation sent under separate cover. Candidates with teaching experience should include teaching evaluations or reviews. Review begins on October 15, 2010; open until position is filled. Address: Chair of Search Committee, Department of Counseling, Administration, Supervision, and Adult Learning, Cleveland State University, 2121 Euclid Avenue, EB 282, Cleveland, OH 44115. Salary: Commensurate with experience. Hiring is contingent on maintaining existing levels of funding from the State of Ohio. For more info: www.csuohio.edu/CASAL. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

WISCONSIN

LUTHERAN SOCIAL SERVICES
Two Counseling Positions
Lutheran Social Services of Wisconsin and Upper Michigan has 2 counseling positions available; one in Appleton and one in Oshkosh. These positions provide professional counseling services to older adults and family caregivers. It also provides and coordinates related education and groups. This position provides the supervision required toward achieving 3,000 hours for licensure. Graduation from a recognized college or university with a master’s degree in counseling or social work or a closely related field. Prior work experience with older adults and/or family caregivers is preferred. Apply online at www.lsswis.org LSS encourages people of all faiths, races, and ethnic backgrounds to apply. We are an Equal Opportunity Employer

LUTHERAN SOCIAL SERVICES
Therapist
Lutheran Social Services of Wisconsin and Upper Michigan is looking for a Licensed Behavioral Health Specialist. Position is located in Appleton. The position performs work involving the clinical assessment, diagnosis, and treatment of mental health, AODA, or co-occurring treatment needs of clients. Masters or Ph. D. degree in Social Work, Counseling, Psychology or related program. Minimum of 3000 clinical hours, or Ph. D in lieu of those hours. Experience in attachment, working with children, and/or working with trauma preferred. Apply online at www.lsswis.org LSS encourages people of all faiths, races, and ethnic backgrounds to apply. We are an Equal Opportunity Employer.
A counselor’s story...

8:00 a.m. Get to the office early. Start the coffee. Check voice mail. Leave a brief message for my client Brad. *Don’t want his wife over-hearing anything confidential.*

9:00 a.m. First client, Mark. Dealing with depression. Lost his job of 15 years. Body language anxious. *Admits he is contemplating shooting his ex-boss.*

10:00 a.m. Christine has a long-running drug and alcohol problem. Making great progress. *Offers to clean my house in return for counseling sessions.*

11:00 a.m. Mary gave me a big hug, again. She wants me to testify at her son’s child custody hearing. Let’s me know husband is going to subpoena her records. *She invites me to dinner.*

12:00 Grab lunch at desk. Check email. Sign up for CE class on crisis management. Read an article on lawsuits filed over ‘client confidentiality.’ It is important to know when to protect a client’s privacy and when it’s required by law to report certain behavior.

*Just as important as having HPSO!*
Turn Your Degree into a Career

From pre-licensing to enriching your profession, we are with you every step of the way.

Pass Your Licensing Exam

- Comprehensive Study Volumes - Updated for 2010 Exams
- Online Workshops with Live Instruction - Learn Key Concepts
- Expert Consultation - Our Team is Here to Help You Pass
- Over 1000 Practice Questions Online - Full-Length Mock Exams
- Flashcards, Strategy CDs and More

Enrich Your Profession

- Over 300 CE Courses Online - Continuously Updated
- New Certification Courses - Increase Your Value
- Required CE Courses - Law and Ethics and More
- All CE Courses are Self-Paced and Archived Indefinitely
- Talk to a Live Person - Call Today

Tell us you saw this ad in Counseling Today for exclusive discounts!

Visit www.aatbs.com and sign up for a FREE Starter Kit to begin your preparation the right way!

Speak with an exam expert today (800) 472-1931
See our monthly specials online www.aatbs.com

Association for Advanced Training in the Behavioral Sciences
Serving the needs of Counselors since 1976