Issues facing today's students

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- Balancing work and family as a counselor
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Cover Story

Beyond the books
By Lynne Shallcross
Beginning in elementary school and continuing through college, today's students are faced with an ever-expanding list of pressures and worries, many of which are not directly related to academic performance.

Features

A day that changed a nation and a profession
By Lynne Shallcross
Counselors who stepped in and tried to help support a grieving nation in the aftermath of 9/11 believe lessons that emerged from that tragic day have gone a long way toward shaping the counseling profession's direction over the past decade.

Playgroup as peer group
By Stacy Notaras Murphy
Counselors who are also parents often find themselves struggling to navigate the many challenges of balancing family life and work life, particularly when trying to start or maintain a private practice.

Opinion
Three paradoxes of the counseling social justice movement
By Jason H. King
An LPC and clinical supervisor looks at what he believes to be the practical limitations of social justice advocacy, while asserting that such advocacy reinforces institutional privilege and distorts counselors' professional identity.

Guard your heart in San Francisco
Compiled by Jonathan Rollins
ACA members who live and work in the City by the Bay share a few of their favorite things about the host city of the 2012 ACA Annual Conference & Exposition.
Each year, the National Survey of Counseling Center Directors aims to track and reflect the trends facing the nation’s college and university counseling centers. According to the most recent study, students are juggling a growing host of mental health issues and problems.

Over the past five years of the study, the following percentage of counseling center directors have noted increases in these student problems:

- 70.6 percent: crisis issues requiring immediate response
- 68 percent: psychiatric medication issues
- 60 percent: learning disabilities
- 45.7 percent: alcohol abuse
- 45.1 percent: illicit drug use (other than alcohol)
- 39.4 percent: self-injury issues (e.g., cutting to relieve anxiety)
- 25.2 percent: on-campus sexual assault
- 24.3 percent: eating disorders
- 23.2 percent: career planning issues
- 23.1 percent: problems related to earlier sexual abuse

For additional insight into the challenges faced by today’s students at the elementary school, middle school, high school and college levels, read this month’s cover story, “Beyond the books,” beginning on page 26.
FROM THE PRESIDENT

Rookies and veterans

I am writing this column as I return from the annual ACA Institute for Leadership Training. My experiences during the week instilled in me an added enthusiasm and confidence that our professional association is alive and well. There were folks in attendance from 45 states and 16 ACA divisions. There were past leaders, current and future elected leaders, those designated as “emerging leaders” and folks who were simply trying to determine if they had leadership potential.

As I spent time with approximately 140 fellow professional counselors, it was apparent to me that we had a shared passion for trying to make things happen for our individual states, our clients, our causes and our collective future. There were challenges at every turn resulting in multiple stories illustrating a variety of needs, but the desire to participate and enter into dialogue and collaboration with one another was contagious. I would like to share with you some of the experiences that stand out to me as I reflect on the week.

Most good teams have a blend of members ranging from the rookie to the experienced veteran. It was obvious to me that, when viewed as a team, ACA should have a winning combination if the institute participants are indicators of the balance our team possesses. Past leaders such as Sam Gladding and Courtland Lee are veterans and viable mentors, and they came to the institute to share their insights. Sam referred to existential theorist Viktor Frankl and talked about playing to strengths, staying calm during change and making the most of serendipity. Sam also suggested that the group lead by example, stay on task and build relationships. Courtland gave a compelling presentation on the nature of leadership in a culturally diverse society and organization. He shared how past ACA leaders had used specific competencies related to the myriad of cultures that ACA members and leaders encounter daily.

Current elected leaders were present and focused on the immediate issues facing them in the positions they hold. Region chairs Holly Branthoover, Paul Fornell, Tammy Romines and Chris Roseman gathered branch leaders to focus on the current and specific needs for supporting members in each state. I was impressed with the variety of issues and the accompanying passion that each branch brought to the discussions. Strong branches were ready to support development in other states by sharing successful activities with fellow branches seeking solutions to different types of needs. Sixteen ACA divisions had leaders present to discuss plans for collaboration and partnering with each other. Listening to leaders such as Carrie Wilde from the American Rehabilitation Counseling Association and Trevor Buser from the International Association of Addictions and Offender Counselors talk about missions and connecting with other divisions for joint endeavors seemed to represent the very core of why we have joined together as professional counselors in ACA.

One of the most surprising and empowering experiences that I participated in personally revolved around conversations with those whom I am calling the “rookies.” Several students who were in attendance are already rising to the top in their states and showing strong potential for leadership, including James Drake from Idaho and Earl Lewis from New Jersey. These two emerging leaders were set on go and were like sponges when it came to taking in everything they could learn. If I had any doubts about the future of ACA, they were dispelled by listening to these emerging leaders’ questions and ideas. The summer leadership institute offered evidence of ACAs strong history (the veterans), a solid current plan (the elected leaders) and a vision for the future (the rookies) — each a necessary component for a strong professional organization. ♦
Experiential Activities for Teaching Multicultural Competence in Counseling

This practical resource is for faculty teaching beginning and advanced multicultural counseling courses or other core classes who want to infuse issues of cultural diversity into the classroom. It contains 121 engaging and thought-provoking activities on a wide variety of multicultural topics. All activities are tied to the core content areas of the 2009 CACREP Standards, making this a perfect tool for the clinical training of counseling students. A CD-ROM with exercise handouts in a PDF format accompanies the book for ease of copying and distribution in the classroom. 2011 | 372 pgs

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An introductory text for counselors-in-training and clinicians, this book describes the knowledge base and skills necessary to effectively engage clients in an exploration of their spiritual and religious lives to further the counseling process. Through an examination of the 2009 ASERVIC Competencies and the use of evidence-based tools and techniques, it will guide you in providing ethical services to clients. This edition includes new chapters on mindfulness, ritual, 12-step spirituality, prayer, and feminine spirituality. 2011 | 320 pgs

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Group Work and Outreach Plans for College Counselors

In this book, group work and college counseling leaders offer step-by-step instruction in the effective use and processing of structured group activities on topics such as test anxiety; stress and anxiety management; ADHD; career development; substance abuse; eating disorders; and the unique concerns faced by GLBT students, first-generation students, ethnic minority populations, student athletes, and combat veterans. The descriptions of each activity include tips for successful implementation as well as an overview of relevant theory and research on the topic. Handouts throughout the text enhance the book’s usefulness in the classroom and with faculty and parents. 2011 | 312 pgs

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Counseling and Psychotherapy: Theories and Interventions, Fifth Edition

This student-friendly 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 and treatment planning. A complimentary test manual and PowerPoints for instructors’ use are available by request on university letterhead. 2011 | 408 pgs

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The Creative Arts in Counseling, Fourth Edition

In this detailed examination of the expressive therapies, Dr. Gladding demonstrates how music, dance, imagery, visual arts, literature, drama, and humor can be used effectively in counseling. Combining history, theory, and application, he provides a rationale for using each art form with how-to strategies for working with clients of all ages and diverse cultural backgrounds to promote positive change and growth. This fourth edition includes Creative Reflection sections that give readers an opportunity to ponder their own creativity and, for greater ease of use, a new chapter that briefly describes each of the 117 exercises found in the book. 2011 | 308 pgs

List Price: $48.95  ACA Member Price: $29.95
Honoring a decade of hope, commitment and service

Millions of words will be written as the world acknowledges the 10th anniversary of the Sept. 11, 2001, tragedies that occurred in New York, Pennsylvania and northern Virginia. Many of you will work with clients and students for whom the anniversary of that infamous day will bring back sad and powerful memories. As trite as it may sound, that day was one of those life-changing moments, both here in the United States and around the world. Since that day, the United States has stepped up its “war on terror”; countless numbers of men, women and children have lost their lives; and many aspects of everyday life now fall under the scrutiny of enhanced security measures.

As professional counselors, you are proud of your efforts immediately after the 9/11 attacks. The response by the counseling profession to assist at Ground Zero in New York City, as well as throughout the world, is something I found to be both gratifying and amazing. In one of society’s darkest moments, professional counselors were there to guide, advise, listen and support those who were affected so profoundly. ACA was proud to be a professional partner in assisting our members both then and now, whether those members were serving as caregivers to others or in need of help themselves.

Resources and services emerged after 9/11 that continue to help professional counselors working with those who are victimized by trauma. For example, the ACA Foundation book *Terrorism, Trauma and Tragedies*, which went to press only a few months after 9/11, is now in its third edition. And this past month, ACA helped support the Connecticut Counseling Association, which presented a specialized training for counselors in anticipation of the 10th anniversary of the Sept. 11 terrorist attacks.

As I look back on that point in time 10 years ago and also consider what has transpired during the past decade, I am reminded that regardless of the personal pain and sheer shock of world events, counselors continue to care. That is what makes your role in society so special. As a new generation of counselors prepares for full-time work in a post-9/11 world, they can be inspired by those of you who went into high gear 10 years ago to provide the best of what the counseling profession had to offer. (For additional reflections on how the counseling profession responded to and evolved as a result of 9/11, read “A day that changed a nation and a profession” on page 36.)

My goal as your executive director is to work with members and the ACA leadership to facilitate obtaining of the resources you need to succeed in your work as professional counselors and counselor educators. The staff and I want your input and feedback. I think ACA’s growth throughout the past several months, which has taken us beyond 46,000 members, is due in part to our desire to be flexible and to show we are able to meet the needs of members and potential members. We are committed to caring, because all of you deserve that commitment.

As I said in my August column, I know that counselors care. So I wanted to remind you that the ACA Foundation will continue to honor anyone making a donation this month of at least $25 by providing a “Counselors Care” T-shirt as a thank you. I hope you will go to acafoundation.org, make a donation of $25 (or maybe more) and then wear your Counselors Care T-shirt with pride.

Be proud of your profession and the outstanding (and, hopefully, gratifying) work that all of you do.

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

Thanks and be well. ◆

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**American Counseling Association**

**President**
Don W. Locke
800.347.6647 ext. 232
locke@mc.edu

**President-Elect**
Bradley T. Erford
800.347.6647
berford@loyola.edu

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

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Europe, Middle East & Africa: +44 (0)1865 778315
Asia: +65 6511 8000

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**Mission Statement**

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession and using the profession and practice of counseling to promote respect for human dignity and diversity.
Cover illustration sends the wrong message

As a member of the American Counseling Association, I look forward to receiving my copy of Counseling Today in the mail. However, I was astonished upon seeing the cover graphic depicting a male and female figure joining hands on the July 2011 issue (accompanied by the words “Counseling couples”).

Symbols are insidious and powerful things. From a cultural-sociological perspective, symbols are cultural representations of reality. In my and millions of others’ reality, there is not a monotype couple consisting of man and woman. Therefore, I find your cover design to be careless and offensive. Moreover, similar symbols have been used by “anti-gay” entities to communicate their political agenda against human equality.

I am in no way accusing ACA of being anti-gay. The association has made efforts in supporting the rights and dignity of all people regardless of sexual orientation. What I ask is that you take care in developing your work and avoid the use of offensive symbols.

Brandon A. Hartenstein, MS, NCC
New Orleans
baharten@loyno.edu

Questioning of conventional wisdom is appreciated

Just a note to thank both Counseling Today and K. Dayle Jones for her series on the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (Inside the DSM-5).

I’m sure two recent articles by Marcia Angell in The New York Review of Books — “The Epidemic of Mental Illness: Why?” (June 23) and “The Illusions of Psychiatry” (July 14) — have been widely read by ACA members. Having a voice within ACA raising similar concerns is a wonderful example of the organization, or at least the publication, living up to both its ideals and its responsibilities. We need more of this kind of questioning of conventional “wisdom.”

Jonathan P. Levin, LMHC
Northampton, Mass.
sweer-73418@mypacks.net

Are advocacy efforts misguided?

This letter is in response to ACA’s advocacy against the Arizona law that allows student to refuse to counsel clients whose goals “conflict with the student’s sincerely held religious beliefs” (Washington Update, June).

To me, this law seems like a protection not only for the student but for the client as well. Regardless of intentions, counselors are human beings, and I think it is quite difficult to stay objective when there is a great disparity in values. It is my understanding that (for those of us who have the option) it is advisable to refer out a potential client when you realize that you and they are not a good fit. Why would we not grant that same wisdom to students who have less training and experience to balance out these conflicts?

I do not see this as denying clients equal access as long as they are referred to another equally competent counselor and/or resource.

Sue Stroesser MS, LIMHP, NCC
smkirchofer@cox.net

Editorial policy

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

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

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

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

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Deal reached on debt and deficits

Congressional leaders and President Obama reached a deal to raise the debt ceiling mere hours before the United States would have begun defaulting on its financial obligations for the first time in the nation’s history. The agreement, the Budget Control Act of 2011, was approved by the House of Representatives and the Senate with bipartisan support and sent to the president Aug. 2.

The agreement extends the current debt ceiling sufficiently to allow the Treasury Department to operate beyond the 2012 election, while simultaneously setting caps on discretionary spending for the next decade that would reduce the deficit by $917 billion. The first round of cuts is expected to mean roughly $22 billion in spending reductions in Fiscal Year 2012. Medicare, Medicaid and Social Security are not expected to be affected by these immediate spending reductions.

The agreement also includes a second round of cuts, to be achieved in one of two ways. A new bipartisan, bicameral congressional committee will be established and charged with submitting $1.5 trillion in deficit reduction recommendations to Congress by Nov. 23. After the “super committee” submits its recommendations, which can cover everything from entitlement cuts to tax changes, the House and the Senate must vote on those recommendations within a month. If no such spending reduction package is adopted, however, at least $1.2 trillion in automatic spending reductions would take place.

These automatic spending reductions — over and above the nearly $1 trillion in discretionary spending cuts already included in the Budget Control Act — would be divided equally between defense and nondefense programs, but Social Security, Medicaid and other low-income programs would be exempt from cuts. Medicare spending, however, could be targeted for spending reductions under this second round of cuts.

The legislation contains both good news and bad news regarding Pell Grants. On the plus side, the agreement invests a total of $17 billion in the program during the next two years. On the negative side, this investment is being paid for by eliminating the in-school interest subsidy for graduate students and ending repayment incentives for students with federal loans. These cuts save an estimated $21.6 billion, $4.6 billion of which would be allocated to deficit reduction rather than to shoring up the program.

Despite lobbying from physicians’ groups earlier this year, the debt agreement does not designate money to prevent the steep cuts in Medicare payment rates for doctors scheduled to take effect Jan. 1. This might make it more difficult to add benefits and providers, including counselors, to the Medicare program.

Leadership institute lobbying boosts counseling agenda

Approximately 120 counselors attending the American Counseling Association Institute for Leadership Training devoted a day to visiting with their members of Congress on Capitol Hill to lobby on behalf of the counseling profession. These visits have become an integral part of the annual leadership institute and are an invaluable way for ACA to push its legislative agenda. Studies show that in-person visits from constituents are the most effective form of contact with congressional offices.

Attendees lobbied on behalf of increased support of school counselors, both within the Elementary and Secondary Education Act (ESEA) and in federal education spending as a whole, as well as on behalf of legislation (S. 604) to establish Medicare coverage of licensed professional counselors. The meetings had an immediate impact. ACA Western Region Chair Paul Fornell received word later in the day of his lobbying visit with Sen. Jeff Bingaman’s office that Bingaman (D-N.M.) would sign on as a cosponsor of S. 604. Bingaman had cosponsored previous versions of the legislation but had not yet cosponsored S. 604. Other attendees reported positive responses from congressional offices on both the school counseling and Medicare issues.

Among the visits was a productive discussion with the office of Sen. Tom Harkin (D-Iowa) regarding school counselors and ESEA legislation, including his Successful, Safe and Healthy Students Act of 2011 bill (S. 919). Harkin’s bill would establish a program of grants to state education agencies to develop systems measuring “conditions for learning” in schools, including physical, mental and emotional health promotion. States would also use grants to help local education agencies implement programs in this area. Each of three program areas would have to receive at least 20 percent of total state spending on these “subgrants”: mental health promotion, physical health promotion, and drug and violence prevention.

Institute attendees also lobbied on behalf of other education bills of importance to school counselors, including the Put School Counselors Where They’re Needed Act (H.R. 667) and the Reducing Barriers to Learning Act (H.R. 1995). Although it is likely that ESEA will not get reauthorized until after the 2012 elections, counselors’ efforts over the coming months can increase support for counselor-friendly education policies heading into this debate.

ACA sincerely thanks Institute for Leadership Training attendees for their hard work in lobbying for the profession. These and other advocacy efforts by counselors will ultimately make the difference between success and failure.
All members of Congress can be reached by phone through the U.S. Capitol Switchboard at 202.225.3121. Simply provide the name of the member of Congress you wish to reach. Remember, only representatives can cosponsor House bills (such as H.R. 1995), and only senators can cosponsor Senate bills (such as S. 604). If your members of Congress aren't cosponsors, ask them to sign on, and if they are, tell them thank you!

**Ask representatives to cosponsor Reducing Barriers to Learning Act**

Introduced by Rep. David Loebsack of Iowa, H.R. 1995 would establish an Office of Specialized Instructional Support within the U.S. Department of Education to increase the department's focus on school counselors and similar school personnel. The bill would also create a competitive matching grant program for states to establish or expand school counseling and instructional support services and programs to address barriers to learning.

Current cosponsors include:
- Rep. Henry Waxman (Calif.)
- Rep. Joe Courtney (Conn.)
- Rep. Bruce Braley (Iowa)
- Rep. Leonard Boswell (Iowa)
- Rep. Andre Carson (Ind.)
- Rep. Betty McCollum (Minn.)
- Rep. Donald Payne (N.J.)

**Ask representatives to cosponsor Put School Counselors Where They’re Needed Act**

H.R. 667, introduced by Rep. Linda Sanchez of California, would create a $5 million pilot project to support the hiring of school counselors in at least 10 troubled, low-income high schools to help reduce dropout rates.

We applaud Sanchez for her continued work in support of school counselors for at-risk youth. ACA encourages all counselors to ask their representatives to cosponsor H.R. 667.

Current cosponsors include:
- Rep. Raul Grijalva (Ariz.)
- Rep. Lucille Roybal-Allard (Calif.)
- Rep. Grace Napolitano (Calif.)
- Rep. Loretta Sanchez (Calif.)
- Rep. Bob Filner (Calif.)
- Rep. Jared Polis (Colo.)
- Del. Eleanor Holmes Norton (District of Columbia)

- Rep. Corrine Brown (Fla.)
- Rep. Keith Ellison (Minn.)
- Rep. Edolphus Towns (N.Y.)
- Rep. Tim Ryan (Ohio)
- Del. Donna Christensen (U.S. Virgin Islands)

**Ask senators to cosponsor Seniors Mental Health Access Improvement Act**

Medicare is the single-largest health insurance program in the country, covering more than 47 million Americans. Many Medicare beneficiaries have a hard time finding qualified mental health professionals, and access problems are going to get substantially worse as more and more Americans become eligible for the program even as more and more mental health professionals retire from work. Nationwide, more than 120,000 licensed professional counselors are authorized to practice independently under state law. Private sector health plans have covered LPCs for many years.

Ask both of your senators to cosponsor S. 604, bipartisan legislation to cover state-licensed professional counselors and marriage and family therapists under Medicare at the same reimbursement rates and in the same settings as those for clinical social workers. Sens. Ron Wyden (D-Ore.) and John Barrasso (R-Wyo.) introduced S. 604.

You can identify your senators using ACA’s Internet advocacy website at capwiz.com/counseling.

The current cosponsors are:
- Sen. Mark Begich (Alaska)
- Sen. Barbara Boxer (Calif.)
- Sen. Daniel Inouye (Hawaii)
- Sen. Dick Durbin (Ill.)
- Sen. Kent Conrad (N.D.)
- Sen. Jeff Bingaman (N.M.)
- Sen. Sherrod Brown (Ohio)
- Sen. Tim Johnson (S.D.)
- Sen. John Barrasso (Wyo.)

Regardless of whether you call, write or send an e-mail, take a moment to put your request in your own words. Studies show that one individualized message written in a constituent’s own words carries significantly more weight with congressional offices than one hundred form e-mails or letters.

For more information, contact Scott Barstow with ACA at 800.347.6647 ext. 234 or sbarstow@counseling.org.
Francine Fabricant called me one day seeking advice on private practice issues. As we discussed her situation, I discovered that she was a seasoned career counselor with a rich and interesting view on employment, career development and work/life balance. She is also co-writing a career counseling textbook. This is her story.

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

Francine Fabricant: I work in private practice as a career counselor and teach career development through adult education at local universities and community organizations. I serve as a lecturer in Hofstra University Continuing Education and as an adjunct instructor at New York Institute of Technology Extended Education.

RDB: What led you down the path toward career counseling?

FF: As with many of my clients, my career initially took a number of turns before I found this path. Before I went to graduate school for counseling, I worked in magazine editorial, then public relations and marketing. Looking back, my volunteer and part-time experiences fulfilled other interests to balance the work I was doing. For instance, I was involved in teaching leadership skills to high school students through a not-for-profit program.

Career coaching was developing prominence and being reported on regularly in The Wall Street Journal. I felt a strong pull toward career development as a profession. I went on to receive both a master of arts in organizational psychology and a master of education in psychological counseling at Teachers College, Columbia University.

RDB: When you start with a client, what assessment tools might you use?

FF: I work primarily with individuals seeking to make a career change or launch their careers, and together we assess whether career assessments might be helpful. If so, I generally use four instruments: the Strong Interest Inventory with the Skills Confidence Inventory, the Myers-Briggs Type Indicator, the Knowdell Motivated Skills Card Sort and the Knowdell Career Values Card Sort.

RDB: How do those tools and that assessment help you plan a strategy for career counseling?

FF: First, I let the client know that assessments will give ideas for career fields that might be of interest, but that they are by no means the only careers they might find satisfying and rewarding. I let them know we will be using the assessments as a tool for exploration. Initially, the assessments give us a lot to discuss, as I get to hear the client’s reaction to the results and learn more about his or her interests, personality, skills, values and history. This helps me build a strategy because I am learning what he or she wants to explore and what needs are most pressing.

RDB: Is there one theoretical orientation that you gravitate toward more than others?

FF: I am very excited about the Happenstance Learning Theory (HLT) recently developed by Dr. John Krumboltz. The HLT offers a foundation for individuals to seek out and take advantage of unpredictable and unexpected events, which is critical during this time of rapid technological development and globalization. It is a very proactive approach involving reframing indecision as “open-mindedness” and addressing lifelong decision-making and transitions. As such, it is not limited to only helping clients find a job or address a current issue.

In addition, I was trained in person-centered psychotherapy, and in line with that, I focus on using nondirective counseling and coaching interventions.

RDB: I understand you are currently writing a textbook on career planning. How did that opportunity come to you?

FF: My former colleague and coauthor was approached by a sales representative after she had requested review copies of texts for her career planning course. In their conversations, she described what she was looking for in a text and was asked if she would be interested in writing her own. Since I had participated in teaching the same course, my colleague mentioned this to me in a conversation. I was excited about working on a text that could address a wide population because I had been using original handouts for many of my workshops and courses. Our proposal was accepted for publication, and now we are working on our final manuscript.

Our experience is also a great example of how the HLT plays out in life. We knew each other because of our active participation in the world around us, and each of us shared a willingness to keep our options open while focusing on building our skills and experience.

RDB: As you look back on your career in counseling, what has been your favorite position?

FF: Although I love what I am doing now, I reflect frequently on my experience as a career counselor at Columbia University’s Center for Career Education. This was a high-traffic environment, serving six undergraduate and graduate schools as well as alumni. I started there as a graduate intern for my fieldwork experience, and this evolved into a full-time position. It was a favorite because, as a career changer myself, this position confirmed for me that I was in the right place with the right people and doing work that was immensely satisfying.

RDB: Did someone in your life see
something special in you early on? Who valued you as a unique individual?

FF: My father has always been extremely supportive. He encouraged me to explore without feeling limited to traditional paths. Instead, he pushed me to look for experiences with strong mentoring opportunities and to branch out into diverse areas. He was also very supportive of my sports activities, which were a big part of my childhood. Living in Manhattan, I couldn’t be left alone, and he used to take me to figure skating and bring his work, sitting for hours while I skated. The fact that he brought his work, and that I remember that, goes to show that I was always aware that a balance between work and family was important — and possible. Today, I have structured my own work to integrate a balance that allows me to spend time with my husband and young children.

RDB: Who are your heroes?

FF: I am particularly struck by those women who have paved the way for my work and life as a working woman today. Although I enjoy work and family, and a level of respect in both areas, I realize this is a huge shift in our culture. My mother worked in a brokerage firm as a bond salesperson and was the only woman outside of an administrative role in several of the companies where she worked. Her work schedule was not flexible, and she was very forthcoming about the difficulties she faced and the stereotypes she encountered. I also had a series of wonderful women mentors who were close to my mother’s age and had all encountered similar experiences.

In addition, as a college student, I had the unique privilege of working for Gloria Steinem as a research assistant on her book Revolution From Within: A Book of Self-Esteem and was amazed by the equality, kindness and work ethic that characterized Ms. Steinem on a daily basis. Working under her guidance was a true education in the impact we can have as individuals, especially when we listen, think, connect and take action.

RDB: Has studying counseling been transformational for you?

FF: I think studying counseling and preparing to specialize in career counseling were both transformational. I had always been a helper and loved to listen to people’s stories, but learning how to listen with the goal of understanding the client’s worldview versus working hard to formulate some kind of advice was extremely powerful for me. In a sense, it freed me up because it gave me the tools to support my clients in seeking their own answers.

RDB: What mistakes have you made and what lessons have you learned along your career path?

FF: Early in my career, I was eager to learn and participate in exciting work experiences, but I think I missed out on some experiences because I failed to realize how long one’s career would actually be. I didn’t realize that there would be plenty of time and that exploration would benefit me so much and give me such a foundation for understanding different perspectives. So, if anything, I would say that some of the mistakes I made were in being too goal oriented and not valuing the journey enough. I probably am still making this mistake! I’ll have to take a look at that.

RDB: Is there a saying, a book or a quote that you think about when you need to be inspired regarding your work or when the going gets tough?

FF: I love the quote from John F. Kennedy, “Victory has a thousand fathers, but defeat is an orphan.” This quote reminds me that when I’m struggling with a project or case, I probably need to get more support or insight, or go to my resources, books or colleagues. There is an aspect of success in every project, and when something is not going well, evaluate it, make changes and move on.

RDB: Your work must be intense at times. What ways do you find to take care of yourself?

FF: I exercise frequently. I run, which is extremely invigorating for me. I also read a lot. I wish I could say that I read outside my profession, but I love to read about careers. If it’s not professional literature or self-help books, then I read biographies. My interests are very aligned with my work.

RDB: Is there anything else you want readers to know about you and your work?

FF: I think there is a lot of opportunity for career counseling or, more broadly, career development as a component of mental health counseling. The rise in unemployment and underemployment has been a source of stress for individuals, couples and families, and I feel there is a lot of room for integrating career development theory and techniques into other areas of counseling.

I also feel that as technology allows fewer individuals to do jobs that once took large staffs and as outsourcing increases, with many service jobs now moving abroad, there will continue to be a shift in the type of jobs available to individuals here and abroad. Helping individuals adjust, manage and thrive in this time of massive change has become increasingly important.

Rebecca Daniel-Burke is the director of professional projects and career services at the American Counseling Association. Contact her at rdburke@counseling.org.

Letters to the editor: ct@counseling.org
Reflections on a professional journey

Imagine this. You are given the opportunity to ask a renowned counselor educator any question about his or her life. What would you ask?

In this edition of *New Perspectives*, students and new professionals get up close and personal with Lynn Linde, a past president of the American Counseling Association, as she reflects on her professional journey.

Linde has more than 25 years of experience as a professional counselor and has held numerous leadership positions in the Maryland Counseling Association, ACA Southern Region and within ACA itself. In addition to serving as 2009-2010 ACA president, she is a member of the ACA Ethics Revision Task Force and is the association’s treasurer-elect. She is also an ACA fellow and a past recipient of both the Carl Perkins Award and the Counselor Educator Advocacy Award. Linde is a professor in the school counseling program at Loyola University Maryland.

Dear Dr. Linde:

I am a recent master’s-degree graduate and am considering pursuing a doctorate. I am wondering what factors you considered in seeking your degree? Would you recommend that counselors do this (considering cost, time and opportunities)? If so, why? — New Professional, Maryland

Lynn Linde: Seeking a doctorate is both a very personal decision and a career decision. The master’s degree is the entry-level degree in our field. If you want to practice in a school or clinical setting, you will need continuing education and training as you move through your career and licensure for clinical practice, but not a doctorate. If you want to be a counselor educator, obtaining a doctorate in counselor education is a necessity. Without it, your options will be very limited. Many counselor educators do other things such as maintain a private practice, conduct research and write, and give their time to a variety of causes, so you can combine a number of interests. But if you are not going into higher education, obtaining a doctorate becomes a personal and practical decision.

I was encouraged to pursue a doctorate nearly halfway through my master’s program. I learned that it takes a lot of perseverance and patience to get a doctorate. I finished for one of the best reasons — because I wanted to. At the time, I didn’t need the degree, but it was important to me. So, if you don’t need it professionally, you have to balance how important it is to you personally with the fact that having the degree opens options for the future. If you don’t want it now, might you ever? And if so, are you better off going to school now or later? Just considerations to ponder.

Dear Dr. Linde:

In your early development as a counselor, what steps did you take to become competent and comfortable in dealing with difficult issues such as violent trauma and sexual abuse? — Master’s Student, Texas

Lynn Linde: I wish I could say that I had wonderful training to deal competently with difficult issues such as violent trauma and sexual abuse, but my degree is pre-CACREP, and no such training existed.

My first job was as a school counselor in a large city high school, so everything I learned initially was on-the-job training. I learned the hard way. But our system offered workshops, which I eagerly attended. I also pursued my doctorate during this time, so I had classes, professors and other students with whom to consult for help.

Today, there are many ACA members who have tremendous expertise in these areas and offer workshops and courses. There are also a number of books on these topics that you might find helpful. I encourage all new counselors to attend professional development and to read and consult.

Dear Dr. Linde:

I am currently in a master’s-degree counseling program and hope to follow in your footsteps and become an ACA president one day. How did you achieve this goal? What steps can I take to do the same? — Master’s Student, Georgia

Lynn Linde: I love this question; may your wishes come true. No one grows up wanting to be president of ACA, so obviously there are lots of routes. I never got involved with the goal of becoming president. I ended up running as a result of my experiences and involvement in ACA. I had been a member of ACA for years, starting in grad school, but really wasn’t involved in the association. As a new counselor, I became involved in the chapter of my state branch because someone walked into my office and asked me to get active. From there, I moved into branch leadership and then became Southern Region chair and their representative to the ACA Governing Council. I think it was in the last two positions that I got to know the presidents and thought that perhaps one day I would like to do that, but I never had a job that gave me the flexibility to actually be the president. I kept involved and served on a number of committees and in leadership positions and got to know quite a few people — some of whom encouraged me to run.

When I changed jobs and became a counselor educator, I decided that I could run, and did so more than once. We advise interested members that they have to be willing to run three times. Almost no one wins his or her first time. We are a very large and diverse organization, so it’s hard to have enough name recognition to win.

I encourage you to become involved in ACA leadership. Become active in a
My life, my story

To nominate an exceptional student or new professional to be featured in “My life, my story,” e-mail dfletche@westga.edu.

This month, recent graduate Candice Williams, a recipient of the Texas Association for Multicultural Counseling and Development’s (TexAMCD) 2010 Emerging Leader Award, is featured.

Age: 26

Current Residence: Huntsville, Texas

Education: Graduated in August with an M.A. in community counseling from Sam Houston State University; received B.S. in psychology from Texas A&M University

Counseling/internship spots:
I worked as a family advocate and counseling practicum student at Children’s Safe Harbor in Conroe, Texas.

Proudest professional accomplishments: Being named the “emerging leader” for TexAMCD and the experience that I gained at Children’s Safe Harbor. I worked with young victims of sexual and physical abuse and those who witnessed crimes. I was also a family advocate to their caregivers and helped piece their lives back together following crisis.

Biggest challenge as a new professional: I am currently facing two of my biggest challenges — finding a supervisor for my licensed professional counselor-intern license and obtaining employment. There are many licensed counselors with much experience, but I want to make sure that I find a supervisor who is the best fit for me. In addition, finding employment is a bigger challenge, especially as a recent graduate. Typically, employers want at least three years of counseling experience. As a recent graduate, I fall short of that requirement and find my wheels spinning in my efforts to gain employment.

Words of advice for students and/or new professionals: Take on research projects that you are passionate about no matter how large or difficult they appear. This has been my foundation to stay energized about research projects I am involved in. Also, being invested in a particular topic area increases my sense of accomplishment.

Dear Dr. Linde:
How did you decide to become a counselor educator? — New Professional, California

Lynn Linde: I think it chose me. Seriously, it was a gradual process. When I was in my doctoral program, I strongly identified with my professors and thought that I would like to be a counselor educator and maintain a private practice, so I structured my program to accomplish those goals. But I took a few detours.

During my doc program, I was a school counselor. As I gained experience, I kept being offered wonderful and interesting jobs and became a supervisor, the state specialist for school counseling and then chief of the Student Services Branch at the Maryland State Department of Education.

After finishing my degree while working as the state school counseling specialist, I was asked to be an adjunct professor at Loyola. That’s how my career as a counselor educator began. I was an adjunct for 10 years when a full-time clinical (non-tenure track) position opened. I had to make a decision. I loved my job but also loved teaching. One of my students looked at me and said, “What could be more exciting than shaping the future generation of counselors in our state?” I decided to take the counselor education position and have been at Loyola full time for the past seven years.

Dear Dr. Linde:
What has been your greatest challenge as a counseling professional? — New Professional, Louisiana

Lynn Linde: That’s a hard question. No one thing instantly pops into my head. One challenge has always been the balancing act that I have had as a working parent — giving my clients or students everything they needed, while still having enough emotional energy for my family and taking care of myself. I’ve learned that it is impossible to excel in every area every day, but if I can do well in the balance, I’ve done a good job. ♦

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

Letters to the editor: ct@counseling.org
The bootstrapper’s guide to building a private practice

One great thing about being a counselor is there are so many places to perform the trade. One can work for schools, insurance companies, employee assistance programs, group practices/agencies, nonprofits, residential care, government-funded programs and clinics, among many others. Although the employment landscape is diverse, many counselors begin their careers with the dream of someday having their very own private practice. To be their own boss! To steer their own ship!

This article is for those counselors. In the paragraphs that follow, we will look at eight fundamental disciplines for striking out on your own. The approach is that of the “bootstrapper.” It requires little financial capital but lots of sweat equity.

1) Make the commitment. Ambivalence is the enemy of change, and when it comes to starting a practice, many counselors have it in surplus. This is understandable! Counselors often work multiple jobs — full time for the school system, part time doing in-home therapy and then top off the week with a few hours of supervision. Even when these jobs aren’t one’s ideal, they can provide enough to keep a person questioning whether he or she should leave well enough alone. Add to this financial pressures. I often hear providers say, “I’d rather work for myself, but my job with the university means my daughter will get free tuition” or “I’m not financially secure enough that I can give up my salary.”

These are real dilemmas. However, most counselors don’t need to quit their day jobs if they can find a few additional hours each week to direct toward their practices. For those with no room in their schedules, they may be wise to determine that starting a private practice isn’t right for them.

Whatever the decision, bootstrappers know whether they’re in or they’re out. If they’re in, they’re committed to the challenge.

2) Pay the price. A wise Mexican proverb translates, “Make your choice and pay the price.” Indeed, there is a cost to starting a private practice. For the bootstrapper, that cost is time. Are you ready to quit the book club, the bowling league, the band, and to cancel cable and box up the Xbox? You’re going to need those hours.

When starting a business, life as you know it will consist of work, family time, exercise and building your practice. That’s it! Make another pot of coffee and get ready for some late nights. Get ready for early mornings, too. You’ll know you’re on the right track when you can greet the entire 5 a.m. McDonald’s staff by name.

Want to know what you’ll be doing during these long hours? Reference my July column, “Building a full caseload of counseling clients.”

3) Focus. Because your time will be limited, you will need to be extremely focused. This means nothing can interfere with bootstrapping time: no e-mails, no phone calls, nothing that doesn’t directly relate to moving the business forward.

My wife Ellen is currently in her second year at law school. Being a wife and a mother (and an adjunct professor), she has a fraction of the time her classmates do to study. However, she still makes the dean’s list! This isn’t just because she’s brilliant. It’s because when Ellen studies — from noon to 3 p.m. every weekday — she’s super focused. In contrast, her classmates have their books open all the time, sometimes camping out at the law school, but they waste huge swaths of time with unfocused study habits. Ellen, like the bootstrapper, knows that the power of focus cannot be overstated.

4) Pursue constant forward motion. When I built Thrive Counseling in Cambridge, Mass., the best advice I received was three words long. I was told to always have “constant forward motion.” This means to execute, even when the results won’t be perfect. When it comes to clinical care, you need to be superb — but everything else can and will be improved upon later. For example:

- You have an ugly logo? GREAT! An ugly logo is better than no logo.
- Your business cards say Vista Print on them? GREAT! Crappy free Vista Print business cards are better than no business cards.
- You were misquoted in XYZ publication? GREAT! You can now say you’ve been mentioned in XYZ. How fancy!

I sometimes speak with counselors stuck on a tough Catch-22, such as “I can’t get an office until I find some clients, but I can’t recruit clients without an office to see them.” Yes, you can. In fact, you have to! Either decision will work, but doing neither means you’ll never move forward.

The bootstrapper knows when to stop writing the business plan and when to start building the business.

5) Reject excuses. “There are more counselors per capita in my town than anywhere in the USA.” This is my favorite excuse of all time because I hear it every week from therapists all across the country. (By the way, if anyone knows what city actually has the most therapists, please e-mail me at Anthony@thriveworks.com.)
My second favorite excuse is, “Building a caseload is impossible in this economy!” What does the economy have to do with anything? Maybe a small percentage of people have lost their health insurance, but most haven’t. Also, rent is cheaper, as is advertising, and people need someone to talk to about the economy (a counselor perhaps?).

Other excuses: I’m too old. I’m only 30, and I look young (i.e., I’m too young). I don’t have capital. All the good insurance panels are closed. Managed care has ruined the profession. Life coaches are stealing my business. Corporations aren’t referring like they used to. Rent is too expensive. I have too much debt. I have a family to provide for. And the list goes on!

Each of these is a challenge. However, bootstrappers don’t succeed because their path is easy. They succeed because they refuse to let excuses overtake them.

6) **Build risk tolerance.** Allow me to stereotype. Counselors hate risk. For a bootstrapper, some of the items at risk are time, effort, pride and, to a lesser extent, money. The startup costs for a counseling practice can be as low as a few thousand dollars to rent an office, do some advertising and delegate a few of the more heinous tasks such as medical credentialing and billing.

Here’s the full truth: There’s no risk concerning whether you will fail. You will. That’s part of the process! Thomas J. Watson, the founder of IBM, once said, “If you want to succeed, double your failure rate.”

Bootstrappers know that if they work hard and smart, in the end, they are likely to succeed. Starting a private practice might be risky, but it’s no riskier than being an employee in this economy.

7) **Avoid nonessential partners.** When consulting with someone starting a practice, at some point he or she will often say, “Thanks! I’m going to share this with my business partners.”

It’s often believed that partners help to spread out the risk of starting a practice. They don’t. In some ways, they increase the risk. Having partners can dilute one’s sense of responsibility and is sometimes used to avoid necessary hard work (partners are also useful for sharing the blame when, after two years, the practice still isn’t thriving).

Partners are not necessarily bad, but they often exist for the wrong reasons. Bootstrappers ask themselves why they need a partner. Is it because they’re scared or lack confidence? Is it because they don’t want to be responsible for their business? (If so, maybe they should remain employees after all.) No, bootstrappers get a partner only when someone brings a huge amount of value to the table and is willing to work as hard as the bootstrapper is to skyrocket the company.

Note: Two counselors sometimes make a poor partner match because they have the same strengths. (Even if one works with kids and the other knows eye movement desensitization and reprocessing, they’re still both clinicians.) Instead, how about a counselor and a medical biller? Or an accountant? Or an experienced manager? Or someone great at starting small businesses?

8) **Track your progress.** Milestones are achievable company advancements. For the nascent counseling practice, they may include signing an office lease, furnishing an office, getting on 10 insurance panels, publishing an ad in a local magazine and so on.

Action steps are all the smaller efforts required to reach a milestone. For example, publishing an ad in a local magazine involves 1) selecting the publication, 2) contacting the publication, 3) determining a fair price, 4) negotiating a price, 5) writing the ad, 6) hiring someone to design the ad, 7) submitting the ad for publication and 8) paying the bill.

Write out your 10 most important milestones as well as the action steps necessary to complete them. Then, assign a deadline to each one. Include how many hours of bootstrapping each milestone will take to complete. This is your guide to help you stay on track and also to affirm your progress on days when it feels like you’re spinning your wheels and getting nowhere.

Complete a few milestones and you’ll be well on your way. You’re a bona fide bootstrapper, starting your private practice!

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

Letters to the editor: ct@counseling.org

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Second Chance: How Career Changers Can Find a Great Job

Too often, workers feel that once they choose a certain career pathway, they cannot change careers because it would be like starting all over again. The result is a worker who feels trapped, hopeless and unmotivated. Mary E. Ghilani’s Second Chance: How Career Changers Can Find a Great Job sets out to demonstrate how career change can be achieved successfully, paying particular attention to those in midlife. Her book is packed full of current and practical advice for readers contemplating career change. This resource will seamlessly take readers from rediscovering themselves to gaining the confidence to continuously manage their careers throughout a lifetime.

Second Chance begins by taking a closer look at the changing meaning of retirement and the positive impact that the aging workforce is making. Ghilani tackles myths about older workers and brings to light the proven benefits they bring to employers.

Throughout the book, Ghilani helps readers identify their skill sets, values, perceptions of work and motivations through the use of exercises and interpretation of those exercises. She doesn’t just ask readers to get to know themselves better but also how they can use this self-knowledge to aid in their career decision-making. For example, Ghilani encourages readers to use their self-knowledge to develop a 30-second marketing speech that will come in handy when networking, attending career fairs and interacting with social media.

Ghilani also teaches readers how to continue managing their careers by taking into account factors that may previously have been overlooked, including occupations that might be more welcoming to older workers, creative methods to use when researching occupations and how the economy and outsourcing affect career trends. Other topics of interest in this book include how to create a résumé and cover letter that will decrease the bias of employers, how to tackle the dreaded interview, how to use current technology when job searching and much more.

Ghilani’s guidance and expertise instill a stronger sense of control for readers, helping them realize that career change is doable.

In addition, Second Chance provides a wealth of resources, both for readers and for career counselors working with career changers. These resources range from where to complete occupational research to career-specific job search engines. Also valuable are the numerous case examples that Ghilani provides. It is always helpful for readers to see real-life examples of career changers, what led to their decisions to make a change and the steps they took to make it happen.

One reason this book will be helpful to career counselors is the exercise material that is included. The exercises provide a chance to really examine what future workers want to create for themselves. Among the exercises career counselors can use with their clients are delving deeper into the reasons why a career change is desired, investigating the type of ideal work and identifying life values. Ghilani also provides useful feedback on how to use new information learned from the exercises.

Second Chance is recommended for workers considering a career change who may be intimidated by the process. No matter the type of occupation or education level, Ghilani provides practical and current knowledge readers can use right away. For career counselors, it is one of the most comprehensive guides to career change.

Reviewed by Jackie Torres, graduate student in career counseling at Colorado State University.

Developing Self in Work and Career: Concepts, Cases and Contexts

“Dawn” is a university student from a small rural town experiencing continued uncertainty about her choice of potential major and future career and seeking insight into possible academic and career directions. “Ruth” is a 26-year-old multiracial female recently laid off from an accounting firm and trying to determine whether to pursue the same career field or explore other career directions. “Barry” is a 41-year-old male considered successful in his 10-year career but still searching for authenticity in his vocation.

Chances are good that at least one of these individuals sounds similar to a client many of us have worked with or will work with during the course of our counseling careers. Developing Self in Work and Career is not a casebook per se, although you will find the previously mentioned cases within its pages. Rather, it is a text with many useful models and applications for working with these types of individuals, whether you are a dedicated career counselor or a clinician with an interest in providing expert care for clients with career issues.

The book ranges from straightforward, primary principles and dictums for entry-level career counseling and development to advanced theory and practice of immense applicability for even the seasoned counselor. It also includes the philosophical, verging on esoteric, taking readers beyond basic concepts and practice.
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Graduate students and novice counselors will find new and creative applications of foundational theories as well as an introduction to newer terms and theories. For example, Chapter 9 offers a discussion of “possible selves” as that concept applies to career counseling. Possible selves is the notion of the ideal career, whereby individuals explore any gaps between where they find themselves currently and where they want to be. The authors provide a step-by-step application of the Kuder Career Search with Person Match to the case of Dawn, along with a sample of a “career story” — self-report summaries of a variety of components from a particular job, such as a description of a typical day, educational requirements for the position and the pros and cons of the position. Chapter 10 guides readers toward three key questions for clients to consider regarding the self in career decision-making: Who might I become? Who can I become? Who might I need to become? These questions take client reflection of career decision-making to a deeper, more applied level.

The book will challenge experienced counselors to revisit their understanding and practice of career theory and counseling, with the editors sharing expansions, elaborations and additional research on prominent and emergent career theories. For example, Chapter 5 uses social cognitive career theory (SCCT) to readdress the literature that claims that an understanding of the self is paramount yet offers limited conceptual understanding of the self. Robert Lent and Nadya Fouad offer a full description of SCCT’s three key components: self-efficacy, outcome expectations and personal goals, as well as the various components of its four segmental models: interests, choice, performance and satisfaction/adjustment. Through the case of Ruth, they present a detailed discussion of ways to foster self-efficacy, manage outcome expectations, expand vocational interests, identify and manage barriers, marshal supports and resources, and clarify and set goals.

The editors also expand our thinking — and the field — even further by discussing the historical and philosophical foundations of career counseling and vocational psychology. These chapters are best suited for an advanced course.

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Play Therapy: Basics and Beyond, Second Edition
Terry Kottman

“This volume will be of great value to professionals entering the field, as well as to experienced play therapists expanding their scope of practice, teaching graduate classes, or looking for a good solid reference.”

—Risë VanFleet, PhD, RPT-S
President, Family Enhancement & Family Play Therapy Center

Written for use in play therapy and child counseling courses, this extraordinarily practical text provides a detailed examination of basic and advanced play therapy concepts and skills and guidance on when and how to use them. Kottman’s multitheoretical approach and wealth of explicit techniques are also helpful for clinicians who want to gain greater insight into children’s minds and enhance therapeutic communication through the power of play.

After a discussion of the basic concepts and logistical aspects of play therapy, Kottman illustrates commonly used play therapy skills and more advanced skills. Introduced in this edition is a new chapter on working with parents and teachers to increase the effectiveness of play therapy. Practice exercises and “Questions to Ponder” throughout the text facilitate the skill-building and self-examination process. 2011 375 pgs

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American Counseling Association
counseling.org
or other study of career development and vocational psychology. In Chapter 2, Mark Savickas describes the field’s movement from vocational guidance in an agrarian economy that sought to form everyone according to a prescribed work ethic, to career counseling in the postmodern age, whereby individuals express themselves through their work. He provides a window into our work as counselors related to the self and career, stating, “Identity is an emergent quality, narrated by language, historically situated, socially constituted and culturally shaped” rather than an amalgamation of traits and scores on psychometric instruments. Not exactly light reading!

These three degrees of audience and application are not delineated in the book as such; rather they are interwoven throughout. In doing so, the editors draw on the work of Roy Baumeister to frame the core components of the self in career and work for counselors: self-knowledge, self-fulfillment, self-definition and self-in-relation. This book is not a beginning-to-end read but rather a desk reference of contemporary thinking on a century-old field that will appeal to a wide counseling audience.

Reviewed by Chad Luke, assistant professor, counseling and psychology, Tennessee Tech University.

**Acquiring Counseling Skills: Integrating Theory, Multiculturalism and Self-Awareness**


In an era of counseling in which there is an increasing focus on the use of “evidence-based practice,” Kathryn MacCluskie has produced a counseling skills textbook with strong empirical grounding throughout. Designed for use in counseling skill-development courses, the book covers basic counseling skills, multicultural issues, counseling theory as integrated with skills, case conceptualization and self-awareness within its 16 chapters.

The text’s strengths include very nicely developed case studies throughout that can be readily applied in class discussion or used for reader contemplation. These case studies reflect the depth of counseling experience and counselor training knowledge of MacCluskie, who began her career as a rehabilitation counselor and has trained counselors at Cleveland State University since 1994. MacCluskie infuses the textbook with “Author’s Reflection” components, which are insightful anecdotes from her professional and personal experiences. These two things, combined with online video examples of real counseling sessions integrated throughout, serve as useful supplemental materials to deepen student understanding and encourage developmental reflection.

Key differences between this new text and the majority of comparable textbooks on the subject are the scope of coverage Acquiring Counseling Skills targets and how it goes about this task. Slightly less than half of the book is focused directly on the development of basic counseling skills based in the empirically supported microskills model. The remainder of the book is focused on a brief overview of some counseling theories, the counseling process, intakes, case conceptualization, a multicultural overview and self-awareness. The theories covered fall into individual-focused categories of developmental (Adler, Erikson, Bowlby), humanistic (person-centered, existential, Gestalt) and cognitive behavioral. There is no coverage of narrative, family systems or metatheories (such as multicultural counseling and therapy) within the chapter.

The core approach on skill development in this textbook is Allen Ivey’s microskills approach. The microskills approach is supported by more than 450 empirical studies and is thus very fitting for a teaching approach centered on evidence-based counseling. MacCluskie covers the nine main skills of the microskills model, and each is accompanied by an online video segment focused on the skill. However, the book seems a bit cursory in its coverage of other skills in comparison. The book could also be strengthened by inclusion and application of the microskills hierarchy, as it emphasizes the importance of developing a cohesive skill base prior to the integration of theory in counseling.

Coverage of multiculturalism and diversity in counseling uses Geert Hofstede’s empirically grounded axes of cultural values: power distance, uncertainty avoidance, individualism and masculinity. This approach to culture in counseling takes relative worldview into account and challenges developing counselors to adjust the use of skills based on overlapping and differential worldviews.

The chapter on multicultural issues also covers Urie Brofenbrenner’s ecological model, although it places no focus on understanding or applying the multicultural competencies, which presumably are left for coverage in a class focused primarily on multicultural counseling.

The greatest strengths of Acquiring Counseling Skills are its consistent empirical grounding in most areas, the use of an approach in which worldview is simultaneously considered with skills, a very approachable writing style and the use of case studies and personal examples throughout. The focus on self-awareness through cultural variance, including numerous examples, makes this an excellent text for helping students develop skills they can use with cultural intentionality. I consider this new counseling skills textbook a strong entrant for consideration by those of us who teach the subject.

Reviewed by Hugh Crethar, associate professor of counseling at Oklahoma State University.

Kelly Duncan is an associate professor of counseling and director of the University of South Dakota Counseling and Psychological Services Center. Contact her at Kelly.Duncan@usd.edu.

Letters to the editor:
ct@counseling.org
Satisfactory performance

The summer is a time when I am away from campus, so I look forward to returning each fall to start a new semester. I enjoy my work and the people I work with. It occurred to me, however, that current high unemployment rates might pressure some individuals to remain in jobs that are not fulfilling to them or in which their relationships with coworkers are strained.

So, I was glad to see A. Chantelle Psekoos, Emily Bullock-Yowell and Eric Dahlen’s article “Examining Holland’s Person-Environment Fit, Workplace Aggression, Interpersonal Conflict and Job Satisfaction,” which examined this problem empirically. Writing in the June 2011 Journal of Employment Counseling, the authors used Holland’s Self-Directed Search (SDS) to find the personality code for each of 244 participants and then coded their present work environments using the same RIASEC codes (realistic, investigative, artistic, social, enterprising or conventional). The authors also assessed job satisfaction, workplace interpersonal conflict and workplace aggression.

They found that person-environment fit (closely matching codes for SDS profiles and environment codes) was negatively related to interpersonal conflict in the workplace. That is, the better the fit between the worker’s personality and the characteristics of the work environment, the less interpersonal conflict was reported. Job satisfaction was also higher when person-environment fit was closer.

These results were as expected. The surprising finding was that the person-environment fit was not related to workplace aggression. However, there was a negative relationship between workplace aggression and job satisfaction, so regardless of how good a match there was between the person and the environment, those workers who were less satisfied with their job reported more aggressive actions at work. In addition, a positive relationship existed between the level of interpersonal conflict at work and the level of workplace aggression. The authors acknowledge that some participants might have been reluctant to accurately report their aggressive behavior in the study.

For counselors, it would be useful to inquire about job satisfaction when interviewing clients and to be alert for signals indicating that interpersonal conflicts are present. Clients who are unhappy in their current work situations might be helped by planning for a future job or career change, even if they feel trapped by circumstances at the moment. Paying close attention to the frequency and severity of aggressive behaviors at work would be important, and learning effective problem-focused strategies to manage stress may be particularly valuable (see the final article described in this column).

Influences on career aspirations

Heather Rowan-Kenyon, Laura Perna and Amy Swan reported their findings from an extensive study of the career aspirations of college-bound students in 15 high schools in the June 2011 issue of The Career Development Quarterly. This unique research, described in “Structuring Opportunity: The Role of School Context in Shaping High School Students’ Occupational Aspirations,” used a contextual model of occupational aspirations to frame the study. Students’ career aspirations emerge within multiple layers of influence (self and family, school, higher education, and federal and state policy contexts) that are not often considered in research.

The 15 schools were carefully and systematically selected from five states, with one school of average, above average and below average student achievement from each state. In each school, focus groups were conducted with students in ninth and 11th grade, and interviews were held with teachers and counselors. Parents were also interviewed. The sample was racially and ethnically diverse, although a majority of participants were female. The researchers discovered that students’ career aspirations and knowledge of preparation required to enter their chosen fields were related to the resource levels of their schools, meaning the extent to which comprehensive career development programming was present. Those students in higher-resourced schools had firmer plans and more accurate knowledge than their peers at lower-resourced schools. Also influential were the types of career planning programs offered at the schools and participation in government-funded career programs (AVID was mentioned as an example).

Several surprising findings emerged. Students’ career aspirations varied depending on the resource levels of their schools. Those in high-resourced schools were more likely to be interested in becoming artists or teachers. Students in middle-resourced schools expressed greater interest in business or engineering. Students from low-resourced schools were more inclined toward becoming doctors, lawyers, forensic scientists and professional athletes. A notable group of students (as well as parents) were unconcerned about not having a career direction in high school. They viewed college as a place to explore and decide on a career.

Students in schools in the two higher-resourced groups relied more on parents and family members for career information. Students at low-resource schools found career day programs to be very helpful. Students generally said they were influenced by enthusiastic teachers who encouraged them and shared information about related careers.

Career programs were not equivalent at each of the schools that participated in the study. Some of the schools in the middle-resourced category offered
comprehensive developmental career programming that was provided through the four years of high school. Interestingly, three of the four schools that did not provide any career classes or curricular units were in the highest-resourced schools, where the focus was on preparing for college.

I encourage readers to locate this article and review it in its entirety because it offers other findings in addition to those I have highlighted here. It is particularly important for school counselors to be knowledgeable about the kinds of programs that are most effective in preparing students for post-high school choices and to advocate for strong career and educational programming in their states. The authors of this study recommended, and I concur, that career counselors need to educate teachers and administrators about the value of career-related programming to gain their support.

Maintaining well-being in stressful times

Finally, I found Ruth Chu-Lien Chao’s article “Managing Stress and Maintaining Well-Being: Social Support, Problem-Focused Coping and Avoidant Coping” in the Summer 2011 Journal of Counseling & Development to be very relevant. Although her research focused on college students in a large university, her findings resonated, and I am interested in studying these phenomena in children and adolescents involved in bullying (my own research area).

Chao used sophisticated statistical techniques to examine relations among stress, social support and coping strategy. The participants in her study fared better on well-being when they received satisfactory social support. When social support was received but was inadequate, well-being declined. The type of coping strategy employed when under stress made a difference in well-being, with problem-solving approaches being positively associated with well-being. This association was amplified by satisfactory social support. Those who used strategies to avoid or ignore their stress, however, had decreased well-being even when they had high levels of social support.

For practitioners, asking about the level and quality of social support is important, given the strong effect it has on well-being when under stress. In addition, counselors in all settings might educate clients about problem-focused strategies for responding to stress, because those apparently diminish the negative outcomes from stress, which everyone experiences at various times in their lives. Although the transition to college may be a particularly challenging stressor, one can easily conjure other developmental hurdles that are stressful. All individuals could benefit from increasing quality social support and employing more problem-focused strategies at those times.

Sheri Bauman is a professor and director of the school counseling program at the University of Arizona. Contact her at sherib@u.arizona.edu.
Currently in the mental health professions, two psychiatric classification systems are used for coding mental disorders: 1) the International Classification of Diseases (ICD) and 2) the Diagnostic and Statistical Manual of Mental Disorders (DSM). Almost all mental health professionals in the United States use the DSM-IV-TR, which was developed by the American Psychiatric Association. The DSM-IV provides diagnostic codes solely for mental disorders, whereas the ICD has codes for both physical and mental disorders.

Virtually all counselors are familiar with the DSM. What most counselors don’t know is that they are not required to use the DSM (unless their institutional setting requires its use specifically). They can sometimes use the ICD instead. The ICD, developed by the World Health Organization (WHO), was designed to be used internationally for classification of “morbidity” — that is, diseases and other health and mental health problems. Physicians in many countries use the ICD as their diagnostic classification system. In the United States, physicians use the ICD-9-CM (International Classification of Diseases, Ninth Revision, Clinical Modification), with the ICD-10-CM scheduled for October 2013.

Although the ICD has codes for mental disorders, mental health professionals in the United States primarily use the DSM for diagnoses and diagnostic codes. Interestingly, no specialty in the field of medicine other than psychiatry has a separate codebook for its disorders.

There are a few reasons why the mental health field relies on the DSM. First, mental health has long been perceived as being separate from medicine. Only within the past couple of decades has the perception of mental health problems changed to a more biomedical view.

Second, prior to becoming available for free via online download, the ICD was an expensive, large book. Because it contained classifications both for physical and mental disorders, it was lengthy, containing 17 chapters and approximately 14,000 codes. Counselors did not want to buy the ICD when the DSM was comparatively short, less expensive and featured significantly fewer diagnostic codes.

Finally, most mental health professionals — whether counselors, psychologists, social workers or other professionals — are unaware that they are not required to use the DSM for diagnosis. Mental health professionals have the option of using the ICD unless they work in an institution that requires clinicians to specifically use the DSM with its multiaxial format.

HIPAA and ICD
Counselors don’t have to rely solely on the DSM because the Health Insurance Portability and Accountability Act (HIPAA) endorsed the ICD-9-CM as its “formal code set” for mental disorders. HIPAA was enacted in 1996 to address the need for a consistent framework for electronic transactions and other administrative simplification issues in the U.S. health care system. On Aug. 17, 2000, HIPAA adopted specific code sets for diagnosis and procedures to be used in all transactions. HIPAA’s official codebook for diagnosing mental disorders is the ICD-9-CM. All mental health care providers and health insurance companies must use these codes for all data collection and billing purposes.

When HIPAA first made this announcement, mental health professionals questioned whether they could continue using the DSM. Counselors can use the DSM for diagnosis because the codes appearing in the DSM-IV are derived from the ICD-9-CM. Thus, the DSM-IV codes automatically meet coding and reporting requirements under HIPAA.

Why use the ICD?
So why should counselors consider using the ICD instead of the DSM? For the past several months, I have written about the many concerns and controversies surrounding the upcoming fifth edition of the DSM (DSM-5). Examples include removing the grief exclusion criterion from major depressive episode; combining substance abuse and dependence into one disorder that requires only two of 11 symptoms for diagnosis; reducing the number of symptoms required for generalized anxiety disorder; reducing the symptom requirements for adult attention-deficit/hyperactivity disorder;
K. Dayle Jones is a licensed mental health counselor and associate professor and coordinator of the mental health counseling program at the University of Central Florida. She chairs the American Counseling Association’s DSM-5 Proposed Revision Task Force, which was formed to provide feedback to the American Psychiatric Association. Contact her at kjones@mail.ucf.edu.

Letters to the editor: ct@counseling.org

Editor Sought for JCD

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

- Previous experience as a journal editor
- A publishing record that includes scholarly publications in peer refereed journals
- A history of involvement in and contribution to ACA through its divisions, organizational affiliates, branches, governing bodies, and/or committees
- An understanding of and commitment to the mission of the association
- A belief in the importance of promoting multicultural competence in counseling
- A solid commitment from the applicant’s university/employer for financial and editorial support

The appointment of editor is for a 3-year term beginning July 1, 2013. The successful candidate will begin serving as editor-elect July 1, 2012. There is a possibility for the editor to be reappointed for a second 3-year term. The JCD editor receives a $1,000 monthly honorarium as well as some reimbursement for journal-related expenses.

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

- A current curriculum vitae
- A complete list of publications and reprints of no more than three of the applicant’s most significant journal articles
- A statement from the applicant discussing his or her intended editorial direction for the Journal of Counseling & Development
- A statement from an administrator of the applicant’s institution/employer describing support for the appointment

All applications must be received no later than December 31, 2011. Late or incomplete applications will not be considered. The Publications Committee will screen all candidates and present its top nominees, in ranked preference, to the Governing Council for approval at the ACA Annual Conference & Exposition in San Francisco, March 21–25, 2012.

Send application material for receipt by December 31, 2011 to

Carolyn C. Baker, Director of Publications
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
cbaker@counseling.org
Beyond the books

By Lynne Shallcross

It's a good thing Jodi Mullen didn't become a counselor exclusively for the compliments.

Mullen, an associate professor and coordinator of the mental health counseling program at the State University of New York at Oswego, recalls working with a 12-year-old European American girl from a middle-class family whose presenting problem, according to the girl's intake form, was “promiscuity.”

“Promiscuity is one of those words that means different things to different people,” says Mullen, who coauthored the book Counseling Children: A Core Issues Approach with Richard Halstead and Dale-Elizabeth Pehrsson, published earlier this year by the American Counseling Association. “In this case, her mother indicated she meant that her daughter had had intercourse with at least four boys in the last two months, and those were [just] the ones she knew about. There were actually three more, my client later disclosed, all within the last two months. My first thought was, 'Yikes!' I was very worried about this girl, and I wasn't sure I could really help her. I knew I could lecture her about her behavior, but I also knew that would not be helpful [because] I am sure others had already done enough lecturing.”

It was a tough start to counseling. The girl didn't want to talk to Mullen, draw or create anything in the sand tray. Instead, she wanted Mullen to listen to the music on her MP3 player. “That's what I did for our first three sessions,” says Mullen, a member of ACA. “At the end of the third session, I asked if she could make a playlist or soundtrack to help me understand what the last two or three months had been like. She responded with, 'You are so weird, and your hair is messy.' I replied, 'True. See you and your playlist next time.' She ‘whatever’ed’ me, rolled her eyes and left.”
But at the next session, the girl arrived with a CD comprising 14 songs and titled “How I Screwed Up My Life.”

“We listened to each song,” Mullen says, “and then all on her own she said, ‘I am going to bring another CD next week. This one is going to be “How I Turned My Life Around by Talking to a Weirdo With Messy Hair.”’ Perfect.” The girl followed through, making the CD and doing the work that the inspiring songs implored her to do.

Halfway across the country in Texas, it’s a cautious 8-year-old girl whose growing separation anxiety eventually pushed her to refuse to go to school who sticks out in Brandy Schumann’s mind. The girl’s family walked on eggshells around her, leaving home as little as possible and hiding any changes in their schedule that might alarm the girl, says Schumann, an ACA member who runs a private practice in McKinney. When the girl refused to attend school, the family began home-schooling her.

After about 10 sessions of play therapy and a number of consultations with the girl’s parents on how to create a more predictable environment, Schumann says the girl’s anxiety decreased and she began taking more risks. “She agreed to join a social skills group, something she adamantly had refused previously,” says Schumann, an adjunct professor at Southern Methodist University who has also worked as a school counselor. “She continued to make progress, taking increased risks and seeking connection with peers.”

As the girl improved, she forged new friendships and survived stressful childhood experiences, including getting braces and having friends move away, with a manageable level of anxiety. Now 9 years old, she is registered and excited to attend public school this fall.

Simply listening and making a genuine effort to understand the girl’s feelings and situation were key to helping her, Schumann says. “I let her set the pace. I provided the environment — an accepting place where someone understood what it was like for her [and] where it was safe to be vulnerable. That facilitated her natural progression toward growth. She no longer had to adamantly refuse something in order to convey how overwhelmingly stressful something was. I also taught her parents how to provide these same qualities to her.”

From promiscuous preteens and anxious elementary schoolers to college students struggling with relationships and mental illness, counselors who work with students of any age encounter a host of complex issues. In a demanding and rapidly changing culture, school, college and community counselors play an integral role in helping struggling students overcome issues and move toward personal growth.

A scary world

Unfortunately, the anxiety Schumann’s client felt is becoming more the norm for elementary- and middle-school-age students, Schumann says. Her practice has seen many young children who met the criteria for generalized anxiety disorder, including two different second-graders just recently. Schumann’s practice has also worked with young clients presenting with mutism, adjustment disorders, phobias and some obsessive-compulsive traits, all related to anxiety. “We have kids dealing with a tremendous amount of stress,” she says.

Today’s children and young adolescents are struggling with complex issues, Mullen says, and a common theme seems...
“As department chair, my first response after reading the book was to contact the professor in our department who teaches Counseling Children with the comment: ‘Here’s a new book for your class!’”
—LeeAnn Eschbach, PhD, NCC, LPC
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Richard W. Halstead, Dale-Elizabeth Pehrsson, and Jodi Mullen

Counseling Children: A Core Issues Approach

Just Out!

“Additionally, as schools continue to emphasize testing scores, school pressures continue to rise,” says Pehrsson, a member of ACA and the Association for Child and Adolescent Counseling, an organizational affiliate of ACA. “For many children, the schoolroom is often a place of fear and failure. This, and all the normal transitional and friendship/social issues that children struggle with, adds additional burden.”

Schumann agrees that young clients’ anxiety often stems from pressure to succeed and achieve in school. She adds that this stress is oftentimes imposed unintentionally by the school atmosphere, by parents or by the children themselves. In many instances, the kids are consumed with worry about what will happen if they “mess up” at school, Schumann says.

The solution for anxiety-filled students includes counselors working with parents, Schumann says. “Part of it is just helping them understand the child’s world as the child experiences and understands it. It’s helping them get back in touch. Do you remember when a test on Friday or the invitation to a party was the biggest stressor in your life? [Parents] can’t imagine being worried about a
spelling test when they have a mortgage to pay.”

When it comes to anxiety and a host of other issues, working with the parents can be hugely beneficial to kids, Schumann says. “Parents often parent the way they were parented, or they parent in reaction to the way they were parented,” she says. Parents have usually reached a wall by the time they determine to seek counseling for their children, so they are also more open and responsive to listening to new ideas. Even so, Schumann emphasizes to parents that her guidance is not a criticism of what they have been doing and points out that perhaps their particular child’s needs require a new set of skills. Schumann’s practice also offers two-way mirrors so counselors can watch a parent and child interact — or a parent can watch the child and counselor interact.

Counselors and parents alike must trust the pace and readiness of an anxious child instead of pushing the child into situations or environments that the child is cautious of, Schumann says. “Instinctively, when adults experience children as anxious, they attempt to minimize the child’s distress, sometimes hiding information about stressful events — say an upcoming dentist appointment — in an attempt to lessen the amount of time the child is anxious,” she says. “In contrast, children with anxiety need more preparation, not less, for transitions and events. They seek predictability and structure that comes from information and knowing what’s coming up. Adults can better serve the child by validating the child’s experience of the world, understanding the child’s perspective and conveying to the child a belief that he or she can handle it.”

Schumann, who is also a registered play therapy supervisor, says her approach to working with children in general is to use play therapy. Play is a child’s natural language, she says, so asking children to engage only verbally is akin to requesting them to speak solely in a language that is foreign to them. When a child is struggling with anxiety, Schumann respects that child’s pace in play, works on simply being present with the child and anticipates that it might take the child a little longer to build a relationship with her.

Mullen is also a proponent of play therapy with younger clients, as well as other options such as drawing, music and writing. She emphasizes, however, that all counselors should secure appropriate training and supervision before using play therapy interventions.

Facebook, fights and feeling fat

Counselors point to technology and social media as another issue that greatly affects younger students. “Cyberbullying and lack of privacy has unfortunately become the norm,” Pehrsson says. “Technology can foster connection, but not always in a healthy way. Children are inundated with technological input, and deciphering the good from the bad, the true from the false, is often missing.”

“Children are struggling with all the issues that children have always struggled with, but today there is a layer of technological complexity that has served to challenge children in ways that one could not have imagined a decade or two ago.”

“I have found that children who have access to various forms of social media technology are able to engage in peer-to-peer [interactions] nonstop,” continues Halstead, a member of ACA and the Association for Counselor Education and Supervision, a division of ACA. “These children have precious little social downtime, so for social circles that trend toward the dramatic and hostile, there is little opportunity to gain distance and perspective.”
Another fairly common issue Schumann sees among elementary and middle school students is behavioral problems, which can vary by age but include things such as being aggressive, hitting or having a low frustration tolerance. “What we typically see is that children escalate in order to be understood,” Schumann says. “They’re frustrated because they’re trying to communicate something and they don’t feel the environment understands.”

“Typically, caregivers discipline in a way that sets them up against the child,” she continues. “The resulting power struggle can escalate to even more behavior problems.” Schumann points parents and other caregivers to research on limit setting that aims to understand the initial desire, intent or feeling of the child, that allows the child’s expression to occur in an acceptable manner and that allows the parent to align with the child, jointly looking at the problem. “Because the child feels understood, he or she does not need to escalate in an attempt to communicate their point to the parent who previously didn’t understand,” she says.

Body image is another common concern that often begins at a very young age, Schumann says. Her counseling practice runs social skills groups for kids, and in response to the question “If you had one wish, what would it be?” Schumann has heard children as young as second and third grade say they didn’t want to be fat. The group setting is very helpful to kids with body image concerns because it allows them to learn vicariously from each other’s strengths while taking on different — and hopefully healthier — perspectives, Schumann says.

No matter the issue, Mullen says counselors can be most helpful by creating an atmosphere in which kids and teens feel accepted and free to be themselves. “This might sound easy, but it’s not,” she acknowledges. “Youngsters recognize helpers as adults, and in the youth culture, helpers are often categorized as authority figures. In order to create a safe atmosphere, counselors need to be as nonjudgmental as possible, while simultaneously being able to use gentle confrontation to facilitate and develop problem-solving and coping skills that will last well beyond the actual clinical interventions employed.”
In accord with the guidance Schumann gives to parents, Mullen says counselors must be careful not to minimize their young clients’ worries. “Sometimes, the problems this age group deals with can seem trivial to an adult. For instance, when a 9-year-old boy is devastated because he is not on the same basketball team as his best friend. The key here is that he is devastated,” Mullen says, “and in order to have any credibility with him, one must come to understand and appreciate how badly he feels and communicate that understanding to him.”

Although school counselors generally have the most direct access to young clients, other types of counselors can also serve as valuable partners in helping children and adolescents to navigate life’s challenges. As a private practitioner, Schumann says she has a much smaller counselor-to-client ratio than school counselors do, which allows for more in-depth services and, potentially, more contact with a child’s caregivers. “Community counselors are not bound by [education association] standards dictating the type of service to be provided or limiting the number of sessions,” she points out. “Also, since someone brings a child client to each session, community counselors typically have more contact with caregivers, adding an additional point of impact.” On the other hand, Schumann says, school counselors play a particularly important role because they “reach the children who may not have someone in their lives who cares enough or knows enough to get outside help.”

Schumann also sees great benefit in community and school counselors collaborating in the best interests of children. When a school counselor has been in contact with one of her young clients, Schumann seeks consent to consult with the school counselor. “School counselors can offer an objective perspective of the child’s functioning in a structured setting and with peers,” she says. “Sometimes caregivers resist the idea of disclosing information to anyone at the child’s school, including the school counselor, for fear of their child being labeled or stigmatized. I work with them to understand the significant support, services and sensitivity that can be experienced by the child when his or her environment is aware of his or her needs.”

Striving for independence
Sure, high school means football games and prom, but it also means a buildup of pressure to make big life decisions, says Raychelle Cassada Lohmann, a school counselor at Hilton Head Island High School in South Carolina. “I think high school students face the unique issue of feeling pressured into knowing exactly what they want to do with their life,” she says. “That’s a pretty big burden to be lugging around at the age of 17 or 18. In education, we instill what we know best for postsecondary planning — more education. Some students may not be ready for that road. Many parents have high expectations and of course want what’s best for their child, but sometimes I ask myself, ‘At what cost?’”

Lohmann, a member of ACA and author of the books *The Anger Workbook for Teens* and *Staying Cool … When You’re Steaming Mad*, says relationships take on a whole new meaning in high school, with both friendships and romantic relationships being made and broken. “Emotions are more intense at high school,” she says. “There are a lot of firsts — driving, job, loves, etc. And when
an emotion is new, it feels raw when it’s experienced for the first time.”

As teens are forging their own identities, they may stray from their parents’ expectations, Lohmann says. With teens pushing to gain autonomy and parents trying to hold on to their control, it’s not uncommon for the two parties to engage in a spirited bout of tug of war.

One exercise Lohmann finds helpful with kids struggling for increased independence is to have them identify what they have control over. She asks students to write down everything going on in their lives and to put an “x” on the items they have no control over. Together, they review the list and Lohmann asks the students to rank how much the things they have control over affect them on a scale of 1 to 10.

“Now we can address the things that are in their control to change and develop an action plan, beginning with the first thing on their list,” Lohmann explains. “With the ‘out of my control’ things, we work on coping strategies. This strategy helps teens feel more empowered to conquer the things that are affecting their life. Plus, it helps them understand that sometimes in life there will be things that happen that are out of our control. It is at this point we learn to cope with what’s going on around us and keep moving in a forward motion.”

Certain issues, such as forging an independent identity, are age-old, but today’s teenagers are also being bombarded with new issues that previous generations never encountered. “The biggest, fastest change hitting the teenage population right now is the use of technology,” says Lohmann, who is also a member of the American School Counselor Association and the National Career Development Association, both divisions of ACA. Lohmann points to studies from the Pew Research Center showing that 75 percent of teens have a cell phone, 88 percent of those with cell phones text, and 73 percent of teens use a social networking site.

One obvious issue strongly connected to technology is cyberbullying, says Lohmann, who adds that schools need to address the problem because, even if the threatening texts or Facebook posts are sent from students’ homes, the stressful interactions return to school with the students and negatively affect the educational environment. Another potential problem she points out are students’ digital footprints. Students often don’t realize that what they do online can become searchable by college recruiters and even potential employers.

Lohmann says a school counselor’s role when it comes to high schoolers and technology is working with students to learn how to behave online. “As counselors in the school system, we have to educate the teens about what they should be putting up on the Internet,” she says. Lohmann sometimes asks her students to Google themselves and says they’re often surprised at what they find captured online.

Educating parents on understanding technology and encouraging them to work constructively with their teens can be helpful as well, Lohmann says. She offers the example of parents who discover their teenager is being cyberbullied and react by telling the teenager he or she can no longer use the computer. In the future, instead of reaching out to his or her parents for help, the child might stay silent, reasoning that being disconnected from the lifeline of technology is an even worse scenario than being bullied, Lohmann says.

The “fierce employment situation” in today’s economy is another hurdle for high schoolers, Lohmann says, because it’s impeding teens from finding the jobs that were more common in years past. Because students are having trouble getting the experience they used to receive through part-time or summer jobs, Lohmann says it’s important for counselors to assist them in finding unpaid internships, job shadowing experiences or other opportunities for work experience.

Likely also due in part to the unsettled economy, Lohmann says more high school students are looking at the possibility of attending technical colleges or two-year community colleges upon graduation instead of four-year colleges and universities. “By being familiar with the options that community colleges offer, counselors can help students gather the information they need to make a well-informed decision,” Lohmann says. “Admission to most community colleges is a simple process, but it doesn’t just stop there. Community colleges have a host of programs, including college transfer, remediation and career-technical. Counselors need to understand the array of opportunities that community colleges provide so they can help students make a well-adjusted transition into the program of their choice.”

Lohmann’s general advice to other counselors working with high schoolers is to remember that these students want to be respected and heard. Counselors should also aim to assist these adolescents in learning to be assertive and in understanding that their feelings do count and matter, she says. Lohmann tries to
teach her high school students how to voice their opinions while simultaneously remaining respectful of other people and their feelings.

One significant benefit of being a school counselor, Lohmann says, is that it makes her accessible to students in a way that minimizes the stigma. “They can say they have a problem with their schedule and [then] tell me all about their home life,” she says. “That’s a privilege that school counselors have — we can really be there for the kids. They can seek us out when they need us.”

A time of transition

On campuses nationwide, college counselors almost always report that anxiety and depression are the top two issues with which students are struggling, according to Trey Fitch. An associate professor of counseling at Troy University in Panama City, Fla., Fitch says those two issues apply to traditional college students as well as to nontraditional students. He also says the prevalence of anxiety and depression among college students is not new.

Students ages 18 to 22 face numerous identity development issues as they make the transition from family life at home to independent living at college. “People associate that transition [with being] very stressful,” says Fitch, a member of ACA who coedited the book Group Work and Outreach Plans for College Counselors, published this year by ACA, with Jennifer L. Marshall. At that age, Fitch says, the brain is going through a major stage of development. Add to that a combination of neurological, physical and social changes, and the result can be anxiety and depression. But older, nontraditional college students often deal with anxiety and depression as well, Fitch says, because they’re generally facing “role overload” and trying to squeeze school in between family responsibilities and jobs.

A cognitive behavior approach has proved effective with clients with anxiety and depression, Fitch says, because it helps them adjust the maladaptive thinking patterns believed to be at the root of those two issues. “It has a lot to do with how people talk to themselves,” he says. For example, a student might think that because he failed a test, he’ll never graduate. The counselor’s role, Fitch says, is to help the client change his thinking and come up with a more realistic appraisal. “Although I’m disappointed about the results, I can do better next time, and it doesn’t mean I’m going to fail the class or that I’m a bad student,” Fitch says. “Sometimes [counseling is about] redirecting them back to seeing how they lack balance.”

Kenneth Jackson, director of the Purdue University Calumet Counseling Center in Hammond, Ind., echoes Fitch, saying that anxiety and depression are among the most common issues on his campus. In addition, he says, a good number of students come to the counseling center with personality disorders, eating disorders and substance abuse issues. Jackson likewise points to cognitive behavior theory and techniques as being helpful in addressing such issues, but adds that the humanistic aspect of being genuine with clients is also essential.

Often, Fitch says, there is a correlation between anxiety and depression and relationship issues, whether with family members, romantic partners or friends. Traditional college-age students generally find many relationships changing, he says. These students are generally not in long-term relationships at this point in their lives. Their core social groups are evolving even as they’re separating from family members by living at college.

Fitch recommends using narrative, cognitive behavior or family systems approaches with college students struggling with relationship problems. The approach often needs to be brief, he adds, because college counselors aren’t usually able to see students on a long-term basis. Regardless of the approach, it is important to focus on breaking negative patterns, he says. It can also be helpful to focus on students’ strengths and those times when the problem did not exist. This often means examining their patterns of unhealthy relationships as well as their strengths in relationships, he says.

Group interventions can also offer a viable option for meeting the needs of college students, Fitch says, particularly when the school’s students greatly outnumber the school’s counselors. When Fitch worked as a counselor at Texas A&M University-Commerce, he says the counseling center offered different types of counseling options.
of groups as well as outreach programs on topics such as stress management and career development.

Off campus, community counselors also need to be knowledgeable about the issues that college students face. For the past few years, Schumann has noticed an uptick in the number of college students who come in for counseling while they’re home on summer break. Common issues for which they’re seeking help include anxiety, academic pressure, trouble balancing their personal and academic lives, and body image concerns. “The transition of becoming quasi-adult is a lot for [college students] to handle sometimes,” Schumann says.

With college-age clients, Schumann focuses on being present and working to genuinely understand and validate their feelings. She often uses a combination of talk therapy and activity therapy, which can include sand tray or the expressive arts. In the past, she has also researched the counseling resources on her clients’ campuses and provided the students with information for getting help once they returned to school.

**Emerging issues**

The most surprising trend Jackson has seen of late on his campus is the rise in the severity of mental illness that students are experiencing, as well as the number of students requiring emergency hospitalizations for safety reasons. Fitch supports that observation, saying that more college students today have to be hospitalized, are seeing psychiatrists and are on medications. “It could be that there’s more stress in today’s society, it could be poor coping skills or it could be that we’re recognizing it more,” Fitch says. “My guess is it’s a little bit of all three.”

Considering the increase in severity of mental health issues among college students, Fitch urges college counselors to be vigilant, to be knowledgeable of community resources and to develop relationships with community providers, including crisis counselors, psychiatrists and contacts at area hospitals. “When these issues pop up, that’s when you have to reach out,” he says.

Fitch also notes a new trend — more combat veterans returning to college and university campuses. College counselors might be tasked with helping these veterans deal with post-traumatic stress disorder, reintegrate into the community and understand what’s involved in the shift between combat and academics. He recommends that college counselors seek additional training in preparing to work with this special student population and points out that the Department of Veterans Affairs offers educational opportunities for counselors.

Financial pressures are also increasing for students. Jackson, a member of ACA, NCDA and the American College Counseling Association, a division of ACA, says many students on his campus are seeking higher education later in life, meaning they are more likely to be under financial strain caring for children and/or elderly parents and working a full- or part-time job while going to school.

Fitch also notices the economic pressures burdening today’s college students. “As a teacher, I have a lot of students who come to me with their academic problems, but the real problem is financial,” he says. “They have to work an extra shift and they can’t make it to class, or they have to withdraw because they can’t afford it.”

In these tough economic times, Fitch tells counselors to help college-age students prioritize. “The counselor can help them set priorities when they’re in crisis,” he says. “Helping them with decision-making and priority setting are two of the most important things.”

In recent years, college counseling centers have grown more similar to community clinics, Fitch says, departing from the role of helping students solely with academic and relationship issues. That means college counselors must be properly prepared to deal with a wider variety of student problems than in the past. For that reason, Fitch urges college counselors to be active in their professional organizations, to earn continuing education credits, to keep up with the literature and to do whatever else they can to keep learning. “My biggest tip right now would be the need for extra training,” he says, “because there are so many issues now that we didn’t deal with 20 or 30 years ago.”

**ACA resources**

For more information on student issues, check out these books published by the American Counseling Association. To purchase any of the titles, visit the ACA online bookstore at counseling.org/publications or call 800.422.2648 ext. 222.

- **Counseling Children: A Core Issues Approach** by Richard W. Halstead, Dale-Elizabeth Pehrsson and Jodi Mullen
- **Group Work and Outreach Plans for College Counselors** edited by Trey Fitch and Jennifer L. Marshall
- **Cyberbullying: What Counselors Need to Know** by Sheri Bauman
- **Suicide Prevention in Schools: Guidelines for Middle and High School Settings**, second edition, by David Capuzzi
- **Solution-Focused Counseling in Schools**, second edition, by John J. Murphy
- **Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling** by Jeffrey S. Ashby, Terry Kottman and Don DeGraaf
- **Assessment and Intervention With Children and Adolescents: Developmental and Multicultural Approaches**, second edition, by Ann Vernon and Roberto Clemente

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

Letters to the editor: ct@counseling.org
Beyond the Books

1. A common theme among troubled children and adolescents is:
   a) Peer pressure
   b) Instability
   c) Academic pressure
   d) Social exclusion

2. A new issue adding to the challenges faced by adolescents today is:
   a) Use of technology
   b) Competing for college admission
   c) Body image concerns
   d) Parent/child relationships

3. An effective framework with college students experiencing anxiety and depression is:
   a) A humanistic approach
   b) A cognitive behavioral approach
   c) An existential approach
   d) An Adlerian therapy approach

A Day that Changed a Nation and a Profession

4. Self-regulation includes the ability to:
   a) Soften muscle tension
   b) Construct daily logs
   c) Regulate body temperature
   d) None of the above

5. The triphasic model for trauma recovery is composed of the following elements: safety and security, remembrance and mourning, and reintegration.
   a) True  b) False

6. According to American Red Cross disaster mental health volunteer Daniel Weigel, the difference between disaster and traditional counseling is that the former:
   a) Is performed in a high-stress environment
   b) Requires flexibility and collegiality among mental health workers and volunteers
   c) Requires good self-care strategies on the part of the caregiver
   d) All of the above

Inside the DSM-5

7. The International Classification of Diseases (ICD) was developed by the:
   a) National Institute of Mental Health
   b) American Psychiatric Association
   c) American Psychological Association
   d) World Health Organization

8. The Health Insurance Portability and Accountability Act’s official codebook for diagnosing mental disorders is the:
   a) Diagnostic and Statistical Manual of Mental Disorders
   b) International Classification of Diseases
   c) Buros Mental Measurements Yearbook
   d) SAMSHA Guide to Mental Disorders

Spotlight on Journals

9. Researchers discovered that students’ career aspirations and knowledge of preparation required to enter their chosen fields were directly related to the:
   a) Socioeconomic circumstances of their families
   b) Educational attainment levels of their parents
   c) Resource levels of their schools
   d) Community structure (i.e., urban, suburban, rural)

Private Practice Strategies

10. Which of the following strategies does the author suggest will start you on the road to becoming a private practice “bootstrapper”?
    a) Take a course or seminar in starting and managing a business.
    b) Join an established team of private practitioners.
    c) Identify 10 important milestones, as well as the actions steps and calendar timeframe needed to implement them.
    d) Determine the formal business structure (e.g., sole proprietorship, S corporation) for your practice.

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Ten years ago this month, terrorists crashed two planes into New York City’s World Trade Center and another plane into the Pentagon just outside of Washington, D.C. A fourth plane crashed in a field in Pennsylvania after passengers fought to regain control of the aircraft, preventing terrorists from reaching their intended target, thought to be the U.S. Capitol building or the White House. Altogether, nearly 3,000 people died, and an entire nation was affected to its core.

In the aftermath of the tragedy and turmoil, counselors walked alongside individuals affected by the events, attempting to offer assistance during an unprecedented time for which no counselor could have truly prepared. In a multitude of ways both large and small, Sept. 11, 2001, forever changed our nation, and many counselors contend that it forever changed the profession of counseling as well.

Jane Webber, now an associate professor and coordinator of the counseling program at New Jersey City University, was director of guidance at Roxbury High School in New Jersey when the events of 9/11 unfolded. In addition, at the time she was serving as chair of the American Counseling Association Foundation. In that role, she says, it became clear early on that counselors desperately needed information. They needed resources and skills training that could be organized and disseminated quickly, both to help them deal with the massive impact of what had happened and to prepare to effectively assist the millions of people who had been affected, directly or indirectly, by the terrorist attacks.

In the immediate aftermath, Webber volunteered at train stations with others from her community to assist those commuting home from New York City. “Seeing ashen-covered survivors walking from the trains was surrealistic. Checking for cars remaining in the commuter lots was also unnerving. I prayed that the next day, that car would not be there,” says Webber, a major contributor to the first edition of *Terrorism, Trauma and Tragedies: A Counselor’s Guide to Preparing and Responding*, published by the ACA Foundation in 2002, and coeditor of the second and third editions, the latter of which was published in 2010.

Daniel Weigel, an associate professor of counseling at Southeastern Oklahoma State University, headed to New York about six weeks after the attacks to serve as an American Red Cross disaster mental health volunteer at a service center near Ground Zero. He worked with individuals on an as-needed basis as they applied for Red Cross assistance. “Many had to wait in line for hours, requiring roving intervention as tempers flared,” remembers Weigel, a member of ACA. “Frustrations were high because the building was hot, loud and terribly overcrowded, and the aid recipients were at a point of great vulnerability and fear. Many of the people with whom I worked had lost family and friends [in the attacks or subsequently] lost their jobs and homes. Counseling sessions occurred in makeshift corners, storage closets and even restrooms that were out of service.”

A couple of hours outside Washington in the Shenandoah Valley of Virginia, James Madison University counseling professor Lennis Echterling, along with his colleagues and students, organized a volunteer group to provide outreach services, public education materials and consultation to the campus and local community in the wake of the attacks. Later on, Echterling also served as an American Red Cross disaster mental health volunteer at the Pentagon. He worked with survivors and their families, talking over cups of coffee, sharing meals and listening to their stories.

From the tragedy of 9/11, counselors say powerful lessons emerged that continue to shape the profession
“One [Pentagon] staff member shared that this incident was far worse than his tours of duty as a Marine in Vietnam,” says Echterling, a member of ACA. “In Vietnam, all his comrades were trained warriors who knew they were going to be in harm’s way. He went on to say that, as horrible as it was, Vietnam was fought in the jungles on the other side of the world. The 9/11 attack was so much worse because it was here in our home and so many of his friends and colleagues, including his secretary, were killed.”

The man told Echterling that his secretary had been working in the office that day, totally unaware she was in the path of the oncoming plane even as he headed to a meeting in another part of the Pentagon. After the plane hit, the man tried to return to his office but was unable to make it through the smoke. “Although he helped many others escape that day, he found himself sometimes feeling a deep sense of shame and guilt about not being able to rescue his secretary, a mother of two young children,” Echterling says.

“At one point later in our conversation, I asked, ‘So, if this is worse than Vietnam, how in the world are you able to come back here and carry on the way that you’re doing?’ He paused, reflected and said that the cards, messages and support that he had already received kept him going. Some children had given [the Pentagon staff members] a banner of the American flag that they had created using red, white and blue handprints. Every time he looked at it, he was reminded that the kids represented our future. He would pass the flag, feeling confident that the U.S. was going to make it through these horrible times. At the end of our conversation, he shook my hand, thanked me and returned to his work.”

A traumatized nation

The 9/11 attacks were so devastating, these counselors say, that people didn’t need to be working at the World Trade Center or the Pentagon that day to be deeply affected by what transpired. Many individuals were affected by vicariously experiencing the events repeatedly on television, says Webber, who is also a member of the ACA Crisis Response Planning Task Force. Students and staff at Webber’s school who had family members who worked in the Twin Towers were unquestionably hit hard, but even those who didn’t have a relative involved expressed fear of another terrorist attack and extreme concern for family members and friends, Webber remembers.

Although many of the physical and emotional wounds opened on that day may no longer be so raw, Weigel says the impact of 9/11 still lingers. “Most clients are at least indirectly affected by 9/11 and the changes it has caused in the lives of Americans, even though 10 years have passed,” he says. “It is one of those unimaginable societal moments that has changed things and continues to change things that Americans had taken for granted the day before the tragedy.”

J. Eric Gentry, a counselor who runs a private practice in Sarasota, Fla., says the terrorist attacks seemingly succeeded in creating a more frightened generation of Americans. “The events of 9/11 and the ensuing secondary traumatic stress resulting from watching and rewatching these events on the television [have] infected our nation,” says Gentry, who assisted in New York after Sept. 11 through the Green Cross, an organization that focused on traumatology. “I believe the events of 9/11 catalyzed and accelerated our nation toward [becoming] a trauma-saturated society of fearful, reactive and symptomatic — i.e., stressed out — citizens.”

Although it isn’t easy to combat fear, Gentry says one antidote is to help clients develop and master their capacity to regulate their bodies and autonomic nervous systems when encountering a perceived threat. “Trauma counselors are beginning to understand this truth and have begun teaching their clients to develop these important skills of self-regulation,” says Gentry, who contributed to the second and third editions of Terrorism, Trauma and Tragedies. “Self-regulation is developing the ability to continuously monitor and soften the tension in the muscles in one’s body while fully engaged in the activities of daily living. Simple. However, most people have never learned this crucial developmental skill. By developing this skill, fear, stress and perceived threat no longer generate distress and symptoms in our lives or the lives of our clients.”

Weigel says he doesn’t necessarily perceive more fear among people in general today, but rather a consistent and heightened level of vigilance. “Peace isn’t the same. War isn’t the same. Safety is no longer taken for granted,” he says. “And because of this, pre-9/11 coping mechanisms are not holding up as well as they once did. Add to that the current economic challenges and the tens of thousands of women and men serving in a brutal combat environment, along with their family members struggling at home, and our nation is left in a very tenuous state.”

In a nation 10 years removed from 9/11, Weigel believes it would be wise for counselors to return to the basics in their efforts to assist clients. “I can’t help but go back to the importance of the generalist model of...
counselor training and quintessential basic counseling skills that are often brushed over in the fast-paced nature of contemporary mental health care,” he says. “There is no ‘cookbook’ mental health solution to our current societal state of affairs. Rather, I believe it is the foundational counseling skills that will prove most helpful — most importantly, the basic counseling relationship-building skills and the non-agenda-driven focus of the wellness model of counseling. How can counselors help? By listening.”

Trained and ready
Since 9/11, Gentry contends the counseling profession has grown more “trauma-aware” instead of “trauma-phobic,” and he says the field is maturing toward “trauma-competent.”

“Before the events of Sept. 11, there was a tendency to treat trauma only when the clients’ symptoms met the threshold for post-traumatic stress disorder (PTSD),” Gentry says. “Today, I see most competent counselors addressing the effects of trauma as a ubiquitous component of comprehensive mental health care. I am excited and expectant about the positive changes for our field and our clients that this shift foreshadows.”

The events of Sept. 11 created more awareness of the situations that can lead to PTSD, Weigel says, both among counselors and the general public. “Throughout my career, I have seen the expansion of the definition of PTSD move from military combat and direct threats to one’s life, to [the inclusion of] compassion fatigue and vicarious exposure, such as the constant replaying of the terrorist attacks and the buildings collapsing on television after 9/11.”

Today, there is also greater recognition of the possibility for post-traumatic growth after trauma, Webber says. “The majority of survivors and those affected by mass disasters and traumatic events are able to return to their daily lives,” she says. “Because of these events, they often experience post-traumatic growth with a sense of personal change, spirituality, connections with others, increased awareness and insight. They have gone through a unique experience that they share with fellow survivors and responders. This is a deeply humanistic and existential experience that helps people move forward in their lives.”

Another change Webber says the 9/11 tragedy ushered in is that counselors are now being better prepared to respond to...
traumatic events. She points to the 2009 Council for Accreditation of Counseling and Related Educational Programs Standards, which require that all graduates of CACREP-accredited programs have "achieved standards in disaster, trauma and crisis knowledge and skills," Webber says. "Post-9/11 counselors have an expanded awareness of and sensitivity to trauma and disaster. Counselors will be prepared to work with clients who experience mass disasters as well as individual trauma and also know when to refer clients. Compassion fatigue and vicarious traumatization in counselors working with traumatized clients is also part of counselor training. Counselors need to have a self-care plan and recognize symptoms."

Both disaster response and trauma counseling have changed and improved since 2001, according to Webber. "Counselors use distinctive counseling approaches to trauma and disaster that are different from clinical mental health counseling," she says. "There is a growing body of literature and research on trauma treatment, especially regarding developmentally appropriate trauma techniques with children."

"Safety and trust are the foundation for trauma counseling," Webber continues, "and building safety with traumatized clients may take much longer until it is safe enough for the client to begin sharing the trauma narrative. Expressive techniques — play, sand tray, drama, art, music — are more integrated in cognitive behavioral approaches, particularly in building a trusting relationship and in telling the trauma story."

Judith Herman's triphasic model of trauma recovery — safety and security, remembrance and mourning, and reintegration — continues to help counselors understand their role with regard to 9/11, Webber says. "Although most individuals return to a normal routine soon, 9/11 shook our bodies and souls, and after 9/11, many felt forever changed," she says. "This memory, particularly around the anniversary, can be a trigger in a changed worldview that encompasses fear, anxiety and existential anxiety that stays with us each time we witness another disaster — [Hurricane] Katrina, [Hurricane] Rita, Virginia Tech, [the earthquakes in] Haiti and Japan. Hopefully we have filled our counseling tool kit with an array of new skills, including compassionate lurking, psychological first aid and new trauma techniques and skills for psychological recovery."

While greater emphasis has been placed on crisis and disaster counseling skills since 9/11, Weigel says substance abuse counseling, including the role that alcohol and other drugs play in coping with fear, anxiety and mental health disorders that are exacerbated by tragedy, has also received increased attention. "That being said, I believe the need to establish a genuine working counseling relationship stands unaffected as the bedrock of any counseling intervention," he says. "Carl Rogers' core conditions are more important now than they have ever been."

Disaster counseling is very different from traditional counseling, Weigel points out. Disaster counseling is performed in a high-stress environment that requires flexibility and collegiality among mental health professionals and other volunteers. It also requires good self-care strategies, because crisis counseling is intense and its effects on the helping professional can be long-lasting. "That being said, crisis work is also highly rewarding," Weigel says. "You can make a huge impact on many lives in a very short period of time. I still have the homemade thank-you cards sent to us by children at a nearby elementary school. I'll keep them forever."

Learning from a tragedy

Webber believes the Sept. 11 tragedy left behind a number of lessons from which the counseling profession has learned and grown. "9/11 has shown us the tremendous need for counselors to be trained and prepared not only as ready responders for disaster, trauma and crisis response, but also as professionals who can recognize and address issues our clients bring to us much later," she says. "We learned that each community and state needs a pool of trained, ready responders who can be called upon quickly. An important lesson is that counselors do not self-deploy or respond without being trained."

Sept. 11 also taught the profession more about vicarious traumatization and compassion fatigue, Webber says. It served as an example to the profession of how counselors can suffer both vicarious traumatization and contemporaneous traumatization, which, Webber says, occurs when counselors are responding to the trauma of others while also being affected themselves.
Under suspicion

“I remember Sept. 11, 2001, like it was yesterday,” says Daniel Weigel, an associate professor of counseling at Southeastern Oklahoma State University who spent time near Ground Zero working with the American Red Cross. “One powerful memory is of stepping on an elevator with a man who was a Muslim American. I said good morning to him, and he thanked me. I asked him why he had thanked me, and he said I was the only person who had spoken to him that day.”

“It was at that moment,” Weigel continues, “that I realized many Americans had already put a face on the enemy and wanted to do something to provide ‘justice.’ Some prayed, some put up the American flag, some joined the military and some committed hate crimes against Muslim Americans and their mosques.”

Weigel, a member of ACA, says he saw a level of profiling and stereotyping while working in New York. “I paid extra attention to individuals potentially identifiable as Muslim Americans and sought to make sure that the Red Cross service center at which I worked remained as safe as possible for everyone,” he says.

But a decade after 9/11, Weigel senses that the backlash against Muslim Americans is still being felt. “Some people are profiling the whole due to the actions of a few,” he says. “Therefore, I believe counselors must take a step back from the action-oriented counseling approaches and focus on the core counseling attribute of unconditional positive regard. Again, it goes back to relationship-building being the most important set of skills used by counselors.”

— Lynne Shallcross

Another element of 9/11’s legacy within the profession was that it further established the central role that professional counseling plays in the mental health treatment community. Weigel says, “It has also given the field a greater responsibility with regard to our duty to serve others outside of agencies and hospitals,” he says. “The general skills provided by counselor training programs serve well as the foundation for our work. However, as the social environment changes, so must the continuing education focus of professional counselors and the emphases of training programs.”

Echterling says he has become more strengths-based and resolution-focused with clients since 9/11. “Although the 9/11 survivors were experiencing enormous shock, grief and fear, so many of them also gave voice to their feelings of determinations and resolve,” he says. “In the midst of the chaos and turmoil of 9/11, people were stunned and overwhelmed. At the same time, although not as obvious, most survivors were also demonstrating resilience by their initiative and determination. I found myself bearing witness to both their anguish and their strengths — acknowledging their distress, but also reflecting their feelings of hope, compassion and courage.”

Another lesson learned, Webber says, was the need for training geared toward working with children and adolescents and helping parents to support their traumatized children. “Children are not little adults,” she says. “They need play, art, sand tray and expressive tools to share their trauma story, and we need training in these areas to provide developmentally effective trauma tools.”

The events of Sept. 11 also made it apparent that counselors and the counseling profession must continue to evolve and adapt as the needs of clients, their communities and the world evolve, Webber says. “Our sense of security and our encapsulated view that we are safe on American soil were shattered on Sept. 11. We have a heightened awareness of the impact of disasters and traumatic events around the world, and we learn what the people in other communities and countries need from us, not from them. Disaster and trauma counseling must be grounded in the community and the culture.”

During the traumatic events a decade ago, Echterling reminded himself that his goal as a counselor was not to rescue helpless victims but rather to help people create their own survival stories, make meaning of their experiences, manage their emotions and rebuild shattered lives. “The perspective of resilience was vitally important to me as a counselor,” he says. “Like gold miners, my clients and I were panning through the muck and mire of 9/11, finding nuggets of resilience and meaning. Most of the survivors had a powerful need to tell their stories, and the themes that emerged from these stories eventually shaped their own sense of personal identity and family legacy. In other words, the narratives that they created in counseling did much more than organize their life experiences. They affirmed their fundamental beliefs, guided important decisions and offered consolation and solace.”

“On 9/11, the narrative fabric of their lives was shredded,” Echterling continues. “The pieces no longer hung together, and they didn’t make any sense. The process of resilience, on the other hand, involves clients reweaving their shredded lives once again into a meaningful and integrated whole. Like a message written in code, the meaning of their 9/11 experience was not readily apparent. However, clients are compelled to make sense of their traumatic experience, discover its point or purpose, tie together the loose ends and make connections that previously escaped them. As counselors, we joined with survivors as they made that journey.”
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1-day registration = $300
Playgroup as peer group
Counselor moms and dads seek support to navigate the challenges of balancing family life and work life

By Stacy Notaras Murphy

When counselor Rachel Feldwisch transitioned from full-time to part-time work a few years ago, she struggled to find flexible day care for her daughter. Luckily, her longtime friend and fellow American Counseling Association member Molly Meier was also looking for child care to accommodate her new private practice schedule. As the two traded baby-sitting sessions, they also shared peer supervision and encouragement. Both counselors now have private practices in Indianapolis and kids in full-time day care programs, but they continue to support each other as counseling moms.

“Molly and I talk about once a week,” Feldwisch says. “We are seeking our art therapy credentials and attend monthly supervision together. We often share resources such as articles and books or attend continuing education events [together].” The two counselor moms also schedule frequent playdates because of their nontraditional work schedules and because their kids are close in age.

Most counselor moms and dads would be envious of this arrangement. Anyone with children knows all too well that attempting to complete household chores and paperwork during narrow (and sometimes unpredictable) nap times is a harried game of “Beat the Clock.” But counselors in private practice might feel even further under the gun as they try to maintain the delicate balance between remaining hands-on parents and making themselves available to their clients throughout the workweek. Challenges range from the assorted complications of returning a client phone call to simply getting enough sleep to be present during a session. Some counselors seek out other parents within their professional communities — parents who know what it’s really like on the other side of the couch — to trade war stories, insights and even child care.

Flexibility or fantasy?
Many counselors envision private practice as a harmonious opportunity to see clients when they want to while maintaining the flexibility to meet a colleague for lunch, wait at home for the plumber or spend quality time with the kids. But resources don’t always line up perfectly to support that fantasy. In some communities, part-time day care is not an option, and facilities expect parents to pay for entire weeks or months of care even if they are only using a few hours at a time.

Stacie McLean, an ACA member in Lakebay, Wash., has hopes of launching her own private practice but currently is at home with her 2-year-old son because child care poses such a challenge. “My biggest hurdle as I try and break into the field will be finding quality, structured day care that can work with a flexible schedule,” she says. “Starting a limited private practice is not synonymous with predictable scheduling and income, so I am looking for an affordable, understanding care provider.

[The current setup] leaves me only his nap time to research, network and keep up with the field. Developmentally, this age is very high maintenance. He is limited in his capacity to safely entertain himself while I work.”

Rob Reinhardt, a licensed professional counselor and ACA member in Fuquay-Varina, N.C., has found a balance with his partner of 15 years when it comes to raising their 2-year-old twins. “I see most of my clients in the evenings, and my partner goes into work early in the morning,” he says. “The kids get daddy during the day, mama during the evenings and both of us for bedtime. … My flexible schedule allows us to go to the park or engage in other activities pretty much any day of the week.”

Still, Reinhardt concedes this “shift” approach to child care can sometimes put a slight strain on his relationship with his partner because it reduces the time they spend together. “Since I own my private practice, once I’ve made enough to pay the bills and pay myself, I do have the freedom to choose whether there is more or not,” he says. “Do I want to take on the risks involved with growing the practice, along with the investment of time? I pretty regularly ask myself, ‘Do I invest more time in the business so I have more finances for the family, or do I invest less time in the business so that I have more time for the family?’ So far I feel that I’m striking a pretty healthy balance where I typically lean more toward time for the family. The current state of the economy provides a regular tug in the other direction though.”

Many counselor parents in private practice strive to see clients only during traditional work hours — or even traditional school hours. But for most, evening slots are key to filling their caseloads, and this reality often demands complicated child care strategies.

Ulash Dunlap is a counselor and ACA member in San Francisco whose son is 2. She acknowledges that devoting quality time to her husband and son even as she manages her career takes some effort — and sacrifice. “I work school hours in my full-time job, which gives me the flexibility to pick up my son after 4 p.m.,” she says. “However, I have a part-time practice as well, and it has been challenging to spend quality time when I have private clients in the evening. I have now reduced my private clients to only one night a week so I can spend more time with my son.”

Kimberly Harrell is a single mother with two sons, ages 13 and 17. The ACA member divides her time between general private practice counseling in Vienna, Va., and working as a clinical supervisor for an adoption agency. Harrell came up with the strategy of “protecting” certain nights of the week to spend time with her teenage sons. “If they have a game or event on the other nights, there is a good possibility I will not be able to make it because I’m seeing private practice clients that night,” she explains. “I have learned that my
children are more important than my career, and if I put them first, we will all be in a better place emotionally. This, in turn, paves the road for me to follow my career dreams. It may take a little longer for those dreams to be realized, but the trade-off is healthy, well-adjusted and happy children and mother.”

Creativity is another hallmark of the therapist parent. Emi Whittle, an ACA member in League City, Texas, has one biological daughter and two “bonus boys” who are the sons of her partner. An LPC and supervisor, she has a full-time job with NASA as an extramural research coordinator but is working to build an online-only private practice.

“The biggest challenge is finding enough energy to meet my priorities and still have enough left to pursue establishing a private practice,” Whittle notes. “My family comes first, and my professional obligations to my full-time job come second, which means time, energy and motivation for getting my private practice going comes last.” With her daughter getting older and now out of day care, Whittle has worked with her employer to create a more flexible work schedule.

“My hope is that I can be there for ‘kid activities’ as much as possible, particularly during after-school hours. Everything in life is a trade-off: money, resources, energy, time. My hope is to do a good enough job with parenting while also showing my child how to care for her own needs as an adult and a parent, too,” Whittle says.

When both parents are counselors, the work/life balance can get even trickier. Ryan and Jacqueline Morrell live in Auburn, N.Y., where Jackie is a credentialed alcohol and substance abuse counselor and Ryan is a mental health counselor and ACA member. They have a son who is 3 and are expecting their second child any day now.

“One of the biggest challenges we face in balancing work/life obligations is having enough time for personal self-care and stress relief,” Ryan says. “Jackie and I typically work more than 40 hours per week, and one weekend a month I’m on call. On top of spending time with family and friends for birthdays, holidays, weddings, etc., and teaching and parenting our children, very little time is left for us.”

They have created “phenomenal” schedules, he says, by working for agencies with flexible policies. Ryan enjoys a four-day workweek but spends a good amount of time at home completing paperwork. “One of the challenges I constantly face is not being able to get all the paperwork done on time at work, so I am often found typing at home late at night,” he says. “I do most of my typing when my family is asleep, so when I come home, we can spend time together.”

**Special understanding**

Counselors are attuned to recognizing when their clients are struggling with work/life balance. It stands to reason they can also recognize those struggles in their peers and can provide unique feedback to one another. Feldwisch says having a close friend who is also a professional colleague definitely helps her face up to the realities of being a counselor mother. “As my longtime friend, Molly [Meier] knows that I value balance,” Feldwisch says. “I have worked hard to achieve a balance between my career as a counselor and my personal life, but it hasn’t always been an easy task. When Molly sees that I am struggling with a professional decision that could put strains on my personal relationships or self-care, she helps me to see other possibilities.”

Establishing this kind of connection with other counselor parents seems to be on the wish lists of many ACA members nationwide. And although the playdate/supervision relationship might be ideal, some of those who spoke with Counseling Today said they would be happy even with an online forum where they could hold such conversations and swap insights.

“Most of my counseling peers and...
contacts have grown children, so I don’t get as much inter-parent involvement as I would like,” McLean says. “I would find a weekly or even biweekly group to be a wonderful asset. I picture it giving parents of small children a much-needed break from intensive parenting, a heavily taxed family system and the need to give to our clients. It could also offer younger parents a preview of upcoming parenting tasks. … Counselors have a way of illuminating tough barriers with a few short words. Groups may also provide a support network for counseling parents to help each other in practical ways, such as shared child care or other resources.”

Similarily, Whittle has made connections with other counselor parents but finds that time and distance are obstacles to meeting regularly. “I do think the idea of an actual ‘counselors-as-parents peer group’ is fascinating and, indeed, I might like to participate. The biggest problem would be time. Perhaps an online group would work for that as well,” she says.

Harrell agrees: “I know other counselors who are parents, but we rarely talk about the issues around being a parent and a counselor. It would be nice to hear how others handle it. I’m thinking that because we are all so busy as it is, maybe an online forum would be the best way to communicate.”

Finding a forum

Jen Kogan, a Washington, D.C.-based licensed clinical social worker and a mother of two, founded the DCTherapistMoms e-mail list group in late 2008 because she was looking for a community of peers who were also juggling child-rearing and private practice. “I had spent a few years at home with my kids midcareer and had not found a lot of support as I re-entered the workforce,” she recalls. “People have told me that our [e-mail list group] differs greatly from other professional groups in that it is a very supportive and nurturing space where members can feel free to ask clinical questions in addition to questions relating to mothering.

“The openness and helpful tone of the group is an important resource for parents. They know they can ask a question about finding child care, ask a clinical question, post an article or seek a referral, and all their questions will be answered — most times by more than one person,” Kogan says. The DCTherapistMoms group has held two formal social gatherings each year since its inception, but members are also known to meet regionally for drinks or dinner.

After launching on the Yahoo!Groups service with just 12 members in 2008, DCTherapistMoms’ rolls now sit at approximately 230, including male and female counselors, social workers, psychologists and marriage and family therapists. “The nicest surprise is to see how word has spread throughout the D.C.-area therapist community. Each week, a few more DCTherapistMoms join,” Kogan says.

DCTherapistMoms remains a free, members-only service with a searchable database where therapists list their specialties and practice details. This past spring, the group began offering member-taught continuing education programs. Peer supervision and practice-building groups have also formed via the greater e-mail list group, and a volunteer mentoring program is currently in the development stage.

Nicole Cornthwaite, a licensed marriage and family therapist and mother of two, is a member of the “New Practice Group” that formed via DCTherapistMoms. “After being a stay-at-home-mom for three-and-a-half years, I am in a place where I am ready to start preparing to go back to private practice,” she says. “I have come to know and appreciate how helpful this [group] is in this process. Not only has it served as an avenue for networking with colleagues and the professional world, but it also provided me with the opportunity to join a New Practice Group for those interested in going back to, or starting up, a private practice after having children. When I tell my friends about the group I joined, they are amazed that a group like this exists [because] it is a perfect match!” Cornthwaite has come to appreciate both the shared experience of her New Practice Group members and the accountability of belonging to the group. “I get to hold myself accountable for setting up my practice and then reporting to the group — like finding office space, organizing forms, website issues, etc. Both the [e-mail discussion group] and the New Practice Group are proving to be a great way to step back into the professional world,” she notes. “I don’t think I would have had the courage to start back up if it had not been for this [e-mail list] and group.”

Stacy Notaras Murphy is a licensed professional counselor and mother of two balancing work and professional life in Washington, D.C. She is also a member of the DCTherapistMoms group. To contact her, visit therapygeorgetown.com.

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Three paradoxes of the counseling social justice movement

According to some counselor educators, social justice is the “fifth force” of professional counseling. Advocates of social justice use language that “demands” and “mandates” social justice training as an “imperative” for all counselors and counselor educators. Although social justice has its place in the helping professions, three paradoxes arise about the dissemination methods of this philosophy within counseling pedagogy, practice and publication.

First paradox: Practical limitations of social justice advocacy exist. Some counseling-based social justice authors admit that social justice is easier to talk about than to practice in real life. Other authors observe difficulty in developing a unified social justice definition, admit the lack of teaching resources and acknowledge the schism between academicians and practitioners. In the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards, the term social justice appears only twice in the six subcategories within the common core category of Social and Cultural Diversity. The CACREP Standards place more emphasis on advocacy and social change knowledge and skills at the doctoral level than during entry-level counselor training. The term social justice is nonexistent on the National Board for Certified Counselors’ (NBCC) website and within NBCC credentialing applications. Various content analyses of the Journal of Counseling & Development (JCD) and Counselor Education and Supervision (CES) confirm the scant (less than 10 percent) peer-reviewed and research-informed literature regarding counseling-based social justice. Yet, some in the counseling profession tout this topic as deserving 90 percent prominence.

An example of the limited pragmatic value of social justice can be seen in a December 2010 CES article titled “A Grounded Theory of Counselor Educators Integrating Social Justice Into Their Pedagogy.” The study’s participants consisted of two faculty members with a school counseling emphasis, one faculty member who was a department chair and one faculty member with a mental health emphasis. Data collection did not include CACREP entry-level addiction, mental health or marital/couple/family counselors outside of academic institutions, thus creating a “minority” voice. These publication trends are concerning because the American Counseling Association has more than 46,000 members, and the U.S. Bureau of Labor Statistics reported that 389,700 nonacademic counselors were employed in 2008. The current counseling-based social justice research does not reflect the view of most counselors.

The extant counseling-based social justice rhetoric would appear fictional and notional. Research, if any, focuses heavily on school counseling and occurs mostly in university settings. Counseling-based social justice proponents have yet to produce robust quantitative (randomized controlled trials and longitudinal studies) and qualitative (case studies and ethnographies) empirical support across all CACREP specializations outside of academia. Many counseling scholars and researchers have conducted more than 30 empirical studies since 1995 to produce evidence-based support for best practice wellness models. In contrast, the evidence base for social justice is weak or nonexistent. This creates ethical dilemmas for counselors who practice social justice without empirically supported models, knowledge and skills.

In addition, the majority of nonacademic counselors lack access to the financial resources, institutional privilege and available time to lobby legislators and government administrators. Proponents of counseling-based social justice efforts have yet to discuss how nonacademic counselors can financially maintain a private practice and support a family when spending time eradicating social inequities. Clients and private and federal insurance companies are not willing to pay for such nonclinical services. Although advocates of counseling-based social justice may respond by saying, “This is a prime reason to engage in social justice advocacy on behalf of the profession,” they fail to acknowledge an internal problem: Such efforts require time, money and resources that are nonexistent for nonacademic counselors.

Second paradox: Counseling-based social justice reinforces institutional privilege and power. Social justice advocates predominantly are select doctoral-level counselor educators instead of master’s-level counselors. Because counselor educators work in university settings, they enjoy institutional privilege and access to financial resources, publication venues and media outlets. The more counselor educators overtly promote social justice activities, the more they covertly reinforce institutional privilege and power over nonacademic counselors. Academic voices therefore become “representative” of rank-and-file professionals. The increasing number of counseling-based social justice articles seemingly receive an institutional “free pass” as counselor educators dismiss critical feedback from the practicing masses. In 1996, 1998 and 2002, Stephen Weinrach and Kevin Thomas provided a critical voice both in JCD and the Journal of Mental Health Counseling that raised pertinent questions and identified errors with multiculturalism. And counseling scholars have yet to respond to Shannon D. Smith, Cynthia A. Reynolds and Amanda Rovnak’s critical analysis of counseling-based social justice published in JCD in 2009.

Recent counselor educator publications support these criticisms. The December
The 2010 edition of CES contained five articles written by university-based counselors, none of which discussed specific social justice applications outside of social institutions. One article discussed the use of social justice by school counselors, which reinforces the level of institutional power and privilege held by school counselors in comparison with addiction, clinical mental health and marital/couple/family counselors in private or agency practice.

In the Winter 2011 edition of JCD, Bradley T. Erford, Emily M. Miller, Hallie Schein, Allison McDonald, Lisa Ludwig and Kathleen Leishef found that publication patterns in the journal by nonuniversity counselors had declined significantly during the past 15 years. This trend reflects the increasingly minority voice of nonacademic counselors because they lack access to privileged resources enjoyed by counselor educators.

Articles written by counseling-based social justice advocates further reinforce institutional privilege and power. Mark S. Kiselica and Michelle Robinson’s 2001 article published in JCD noted that ACA had recognized Lawrence Gerstein for his advocacy efforts with the oppressed people of Tibet. The problem with highlighting this as an example of counseling-based social justice history is that, as a university professor, Gerstein enjoyed the institutional privilege of taking a yearlong paid sabbatical to engage in advocacy efforts. Gerstein had access to institutional finances, resources and support commonly unavailable to master’s-level counselors. The other problem is that Gerstein was a professor of counseling psychology, not professional counseling or counselor education, so his professional identity was that of psychology, not counseling.

Third paradox: Proponents of counseling-based social justice distort counseling’s history and professional identity. Some authors claim that social justice is integral to counseling history, and other counselor educators state that social justice advocacy began with Clifford Beers’ mental hygiene movement. One problem with this position is that counseling was not a recognized profession via accreditation, licensure, certification, ethical standards or association existence in the early 1900s. In addition, Beers was a public figure (not a counselor) who befriended psychologists and psychiatrists (not counselors). His efforts led to the creation of noncounselor-focused associations such as the National Mental Health Association and the National Alliance for the Mentally Ill (not ACA). Beers experienced White privilege by enjoying a very comfortable and well-adjusted life prior to graduating from Yale University, and his initial mental health problems did not develop from oppressive social systems (etiology factors included family history and genetics, alluding to what most social justice advocates term the “fundamental attribution error”).

Kiselica and Robinson’s aforementioned article is titled “Bringing Advocacy Counseling to Life: The History, Issues and Human Dramas of Social Justice Work in Counseling.” Removal of the word justice from this title makes the words social work stand out. This indicates the professional identity of social justice contained in the discipline of social work as opposed to that of professional counseling. The Bureau of Labor Statistics lists “promotion of social and economic justice” as core to social work education and training but not to the education and training of professional counselors.

A review of the National Association of Social Workers’ website confirms the true historical and philosophical origins of social justice to eradicate oppression, poverty, discrimination and other forms of social injustice:

“Social work is a practical profession aimed at helping people address their problems and matching them with the resources they need to lead healthy and productive lives. Beneath this practicality lies a strong value system that can be summarized in two words: social justice.

“A brief glance at the many roles of social workers shows how this value system underscores everything they do. Social workers also apply social justice principles to structural problems in the social service agencies in which they work. Often, social workers bring social justice concepts into the wider social and political arena.

“Indeed, from the beginning of their profession, social workers have been involved in ‘connecting the dot’ between peace and social justice.”

Some counselor educators argue that counseling-based social justice began with Carl Rogers. What is confusing about this statement is that Rogers was a psychologist by education and licensure, not a counselor by education and licensure. He also received the Award for Distinguished Scientific Contributions from the American Psychological Association (APA) in 1956 and the Award for Distinguished Professional Contributions to Psychology from APA in 1972. A mixed methods study found Rogers to be the sixth most eminent psychologist (not counselor) of the 20th century and second among clinicians only to Sigmund Freud. Ironically, ACA is the publisher of Howard Kirschenbaum’s The Life and Work of Carl Rogers.

In conclusion, I believe counseling-based social justice advocacy significantly distracts from counselors’ professional identity by exchanging professional counseling skills for political science skills. Left unchecked, the counseling-based social justice movement might give reason for ACA to become the Action Committee of America and LPCs to become Licensed Political Counselors. As counselors, we should dedicate time, energy and resources to refining and disseminating wellness models, while avoiding the distractions of political forces that impose liberal personal values and discriminate against those with differing conservative or moderate values. Counseling-based social justice advocates should also consider joining rank with social workers.

Jason H. King is a licensed professional counselor, certified clinical mental health counselor, approved clinical supervisor and a doctoral candidate at Capella University specializing in counselor education and supervision. His dissertation research interest is professional identity. Contact him at jking0964@msn.com.

Letters to the editor:
ct@counseling.org
Tony Bennett and any number of other silky- (and not-so-silky-) voiced crooners have famously left their hearts in San Francisco. They’re certainly not alone in pining for the many pleasures this unique city has to offer. Each year, San Francisco ranks as both a favored destination for tourists and as one of the most desirable U.S. cities in which to live.

This coming March, counselors from all over the United States and beyond can see for themselves what all the fuss is about when San Francisco plays host to the 2012 American Counseling Association Annual Conference & Exposition, presented in partnership with the California Counseling Association. ACA’s annual lineup of Preconference Learning Institutes (March 21-22), Education Sessions (March 23-25), Expo activities (March 22-24) and keynote presentations will all be held at the Moscone West Convention Center, located in San Francisco’s South of Market (or SoMa) neighborhood. All ACA division activities and ACA committee meetings will be held in the Hilton San Francisco Union Square Hotel. While at the conference, attendees will also be helping ACA celebrate its 60th year as an organization.

Although San Francisco is known to steal people's hearts, perhaps no city better reflects the counseling profession’s own heart for diversity and advocacy. Nearly 40 percent of San Francisco’s residents were born overseas, which gives the city a distinct international character. Also strongly identified with the Beat Generation of the fifties, the counterculture movement of the sixties (including the Summer of Love), the gay rights movement and other progressive causes, San Francisco has repeatedly shown itself to be a center for activism and change.

Of course, San Francisco is also renowned for stunning natural beauty not normally associated with large cities. Add to that its hills and crooked streets, its iconic cable cars and famous landmarks such as the Golden Gate Bridge, and you have a city unlike any other in the United States. With such a variety of sites to see, foods to taste and experiences to be had, Counseling Today asked ACA members who live, work and play in San Francisco to provide their recommendations so ACA Conference attendees can begin their own love affairs with the City by the Bay.

What is your favorite thing about San Francisco?

Kimberly Harris: The extremely diverse cultures that I come across every day. On any given day, you can hear five different languages on the street. You can also eat a different cuisine for days until your head spins. And there is always something going on: a festival, a free concert in the park, a rally or race, a show or performance. The possibilities really are endless!

Sarah Dardick: There is a great deal I love about San Francisco. If I had to name a favorite thing, I would have to say I appreciate San Francisco’s attitude of acceptance and community. Community has always struck me as one of the most important values of this city. The collective culture here generally fosters the idea that everyone who comes here, whether they are visitors or residents, enriches the diverse community.

Robert Chope: We have terrific weather and fascinating microclimates, but our array of multicultural neighborhoods help to define San Francisco. I hope ACA members can visit the Mission, North Beach, Chinatown, Japantown, the Castro, Noe Valley, the French Quarter, the Fillmore, the Tenderloin and Haight-Ashbury.

Ulash Thakore-Dunlap: My favorite thing is enjoying the panoramic views of the city, the bay area and Marin.

Patricia Van Velsor: I love the diversity of the population. Anywhere I go in the city, people are speaking languages other than English.

Sheila Weisblatt: My favorite thing about San Francisco is that we live on a peninsula, surrounded on three sides by the ocean and the bay. It is like a beautiful Mediterranean city.

Mya Vaughn: I am still recovering from the cost of living here, but I forgive it because of the Pacific Ocean, the downtown nightlife and the weather.

Charlene Lobo Soriano: My favorite thing about San Francisco is its diversity and individuality. There truly are moments when you feel that this is “only in San Francisco,” whether it is the perspectives,
Sarah Dardick is a marriage and family therapist trainee entering her second year of study. Originally from Long Beach, N.Y., she has lived, studied and worked in San Francisco for the past nine years.

Patricia Van Velsor is an associate professor in the San Francisco State University Department of Counseling. She moved to San Francisco seven years ago and is still awed by all the Bay Area has to offer.

Sheila Weisblatt is a career counselor in a private practice in downtown San Francisco. Her business is known as Momentum Career Consulting, and she shares her practice with the Career and Personal Development Institute. Sheila has been a San Francisco resident for more than 30 years.

Anne Han is a counseling psychology graduate who moved to California in 2008. She has been working in community mental health, providing individual and family counseling in the East Bay. She recently accrued 3,000 clinical hours and is excited to now be studying for her LPCC/LPC exams.

Robert Chope is professor emeritus of counseling at San Francisco State University after serving as a faculty member for 36 years. He is a cofounder of the Career and Personal Development Institute, which is located in San Francisco and is one of the longest-tenured career development practices in the United States. A past president of the National Employment Counseling Association, a division of ACA, he has lived in the area for 40 years.

Kimberly Harris is the assistant coordinator at the University of San Francisco (USF) Learning and Writing Center and has been living in San Francisco for about three years. She recently earned her master's degree in international education from USF.

Mya Vaughn is an assistant professor at San Francisco State University who moved to the city two years ago to work as a counselor educator. She is a certified rehabilitation counselor.

Charlene Lobo Soriano was born and raised in San Francisco. She works at the University of San Francisco advising and supporting first-year students, a position she has held in Academic Support Services for 11 years.

Ulash Thakore-Dunlap is a licensed marriage and family therapist who works full time as a behavioral health counselor at RAMS Inc. providing high school-based therapy in San Francisco while also maintaining a part-time private practice. Ulash has lived in San Francisco for nine years after having moved from London. “I have a toddler,” she says, “and find San Francisco a great place to bring families for a vacation.”

What sets San Francisco apart from other cities?

Sheila Weisblatt: San Francisco is a beautiful, sophisticated yet casual city with a population of many cultures from around the world. And we take innovation in food, technology and environmental issues very seriously. Although we’re a city, there are also many outdoor activities to engage in.

Mya Vaughn: In this city, anything goes. You can see Buddhists monks going shopping in Chinatown or a man dressed only in a hat and fur boots as he crosses the street in the Castro. I have not been interested in television since I moved here because so much is happening in the city every day.

Sarah Dardick: A progressive spirit and a willingness to implement new ideas into practice. In addition to greener housing, community gardens are popping up left and right. Parades, festivals, concerts and the like can be experienced nearly year-round, with themes ranging from public activism to Reggae in the Park, from the Cherry Blossom Festival to the Folsom Street Fair.

Charlene Lobo Soriano: San Francisco measures 7 miles by 7 miles, and within those 49 square miles, you can feel like you’re in different worlds — from Chinatown to Japantown, from the Marina to the Mission. We have world-class dining in small neighborhoods, an amazing food culture, and we’re on the cutting edge of technology and creativity. This is the home of Twitter, while Facebook is just a few miles away, and so is Google.

Ulash Thakore-Dunlap: What sets San Francisco apart is the variety and quality of the food, the amazing views of the city from so many places and the old Victorian buildings scattered around the city.

Robert Chope: Our city is actually quite small, but the many hills, valleys and beautiful bayside location set us apart.

Patricia Van Velsor: San Franciscans honor diversity of all kinds and respect the environment. City leaders make policy around these ideas.

Kimberly Harris: The people of San Francisco are proud of their city because we always stand for what we believe in and make it known. We take pride in being who we are. No one judges you here. And it’s extremely cold in the summer!

Anne Han: San Francisco’s appreciation for diversity, social change and environmental awareness.
What five things would you tell visitors to San Francisco not to miss?

Robert Chope: This is actually very difficult because the activities that tourists might want to experience are not my first choices. First, I would stroll the Embarcadero from the Ferry Building to Pier 39 and take a good look at the America’s Cup venues. They should all be installed by March, and smaller AC 45s will be practicing before the larger AC 74s begin their trials in 2013.

Second, I would not miss riding a cable car, but use the California Street line because it is less crowded and has fewer tourists than the Powell Street line.

Third, the Asian Art Museum in the Civic Center is one of the most spectacular in the world and, along with the Museum of Modern Art near the convention facility, makes for a splendid experience. The de Young museum and the Legion of Honor museum, while wonderful, are more demanding to get to. But if you want to venture to the de Young, it is across the concourse from my fourth choice, the California Academy of Sciences. Both are in the lovely Golden Gate Park, and if ACA members venture over, they should also take in the Japanese Tea Garden.

Fifth, for ACA members with children, visit the Exploratorium at the Palace of Fine Arts. It is an extravaganza of physics experiments that will leave all children appreciating the wonders of science. My grandkids like it better than the sea lions at Pier 39. Also, the opera here is world class, as is the symphony, so I would check for availability closer to the conference.

Patricia Van Velsor: 1) The Golden Gate Bridge, 2) Coit Tower and surrounding North Beach, 3) Twin Peaks for a great view of the city, 4) Golden Gate Park (and the museums, as time permits) and 5) Union Square (if you’re a shopper) or the Presidio (if you have time for a hike).

Sheila Weisblatt: 1) San Francisco Botanical Garden in Golden Gate Park, 2) the Saturday Farmer’s Market at the Ferry Building and the Ferry Building itself, 3) a walk across the Golden Gate Bridge, 4) a walk along the bay by Crissy Field to Fort Point and 5) the San Francisco Museum of Modern Art.

Anne Han: Muir Woods, the Mission District for its murals and food, the Ferry Building Farmer’s Market, a bike ride over Golden Gate Bridge and Napa Valley.

Ulash Thakore-Dunlap: 1) Check out Golden Gate Park. It is filled with great places to see. Visit the teahouse, the de Young Museum and the famous Academy of Sciences.

2) Get a tasty burrito in the Mission area.

3) Check out Chinatown, located downtown.

4) Hop on a cable car.

5) Into Asian art? The Asian Art Museum of San Francisco has one of the most comprehensive collections in the USA. It is located near City Hall, which you should also be sure to check out on the way to the museum.

Mya Vaughn: 1) You must visit the Castro.

2) You must drive Highway 1.

3) Sit on the beach in a sweater and watch the sunset.

4) Go ice-skating in Yerba Beuna (on the roof of the Moscone Center).

5) Bike across the Golden Gate Bridge. Photos of the views do not do it justice.

Kimberly Harris: Try to visit the other districts in San Francisco. There’s so much more to this city than just touristy stuff. Definitely take a walk through Golden Gate Park and/or the Presidio. Visit Off the Grid (offthegridsf.com) at one of their many locations on various days throughout the city. It’s food cart heaven. Take a walking tour (sfcityguides.org) — any one of them is great. And, finally, eat! There are great restaurants in every district. Check out yelp.com or sfweekly.com for recommendations.

Charlene Lobo Soriano: 1) The Golden Gate Bridge. It’s the most photographed item in the world.

2) Golden Gate Park. The California Academy of Sciences and the de Young Museum are amazing.

3) Check out the Embarcadero. Take a walk or stop in our amazing Ferry Building with its markets and restaurants.

4) We love to eat. Have brunch at one of our amazing restaurants (which is cheaper than dinner!).

5) Enjoy a burrito in the Mission.

Sarah Dardick: The Stern Grove Festival, the Wave Organ, the Palace of Fine Arts (and the Exploratorium if you have a playful spirit!), Castro Street and Alamo Square Park.

What restaurants would you recommend for an authentic taste of San Francisco?

Robert Chope: Our restaurants range from the very inexpensive to the extraordinarily expensive. These recommendations are all moderately priced and within walking distance from the hotels. Try Sam’s Grill, the oldest restaurant in the city. And for the money, I think it has the best fish in town. Ask for a private booth. In the French Quarter, Café Claude is wonderful, and they have evening music. At the bay on Mission Street is Boulevard, a very popular spot for locals and tourists. Town Hall and Salt House are also new and very popular. Of course, you can walk to Chinatown and North Beach for either Chinese or Italian cuisine. It’s a brief subway
ride to the Mission to experience many different flavors, including Latin, Indian, French, Cuban and American.

**Patricia Van Velsor:** Aziza for Moroccan food, Dosa for Indian food and Waterbar for seafood and great views. For a list of less-expensive restaurants, search “Bargain Bites San Francisco.”

**Charlene Lobo Soriano:** 1) Mexican food: Pancho Villa in the Mission. 2) Asian food (and a drag show!): AsiaSF. Disclosure: My brother is a bartender here, but I love this place. 3) Brunch: The Palace Hotel. Expensive, but so fabulous. 4) Anything in the Ferry Building: Boulettes Larder, Slanted Door, Mijita, Hog Island Oyster Co., to name a few.

**Anne Han:** The Slanted Door, Off the Grid taco trucks at Fort Mason, Mitchell’s Ice Cream and PPQ Dungeness Island.

**Ulash Thakore-Dunlap:** For high-end dining, Boulevards, Gary Danko’s and Zuni Café. For medium to cheap eats, Ebisu Sushi, Taqueria Cancun and Balompie Cafe.

**Kimberly Harris:** For good tacos, go to Nick’s on Polk Street or the Taco Shop at Underdogs (Sunset District). Be sure to get the tacos “Nick’s way.” For yummy brunch, visit Farmerbrown near Civic Center or Zazie in Cole Valley. For amazing chicken wings, go to Kezar Pub on Stanyan. You won’t be disappointed! For fantastic sushi, go to Sushi Zone on Market Street in Hayes Valley. Be prepared to wait (oftentimes a very long time), but if you get there early, you might be able to grab a spot. The wait is worth it!

**Sheila Weisblatt:** Slanted Door in the Ferry Building, Perbacco for great Italian food in the Financial District and Foreign Cinema for fun and good food in the Mission District.

**Sarah Dardick:** New Eritrea (my favorite, at Irving between 10th and 11th), Yank Sing (Rincon Center at Spear), Patxi’s Pizza (Hayes and Octavia), the Stinking Rose (at Columbus ... if you love garlic) and Masala (Ninth Avenue between Lincoln and Irving).

**What might visitors to San Francisco be most surprised to discover?**

**Mya Vaughn:** Most people come here thinking beach, sand, California warm, but the weather changes quickly from foggy to hot to cold to rainy to autumnlike — chilly but with sunshine. And these changes actually change as you travel from one side of the city to the other.

**Anne Han:** Visitors might be surprised by San Francisco’s weather. It is not unusual to wear a scarf and jacket on a July day or night. This makes outdoor activities like jogging or playing tennis more pleasant. The weather can change drastically depending on which portion of the city you’re in, so it’s not unusual to find people layering up or layering down within the same part of the day.

**Robert Chope:** We have our original mint just off Montgomery Street, the old

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1. Hilton San Francisco Union Square (ACA Headquarters Hotel)
2. Parc 55 Wyndham San Francisco-Union Square (ACA Hotel)
3. Moscone West Convention Center

**Charlene Lobo Soriano:** People think San Francisco is full of left-wing hippies and is generally strange, but San Francisco is home to a diverse range of people who are passionate about their work, their beliefs and their communities. It’s easy to fall in love with the city, and once you get here, you’ll easily see why it’s consistently one of the top tourist destinations in the world.

**Sarah Dardick:** The stunning and unique beauty of every distinct neighborhood. It is amazing how much can change around you just by walking a block or two. I highly recommend good walking shoes and a willingness to use public transportation for this reason.

**Anne Han:** Visitors might be surprised by San Francisco’s weather. It is not unusual to wear a scarf and jacket on a July day or night. This makes outdoor activities like jogging or playing tennis more pleasant. The weather can change drastically depending on which portion of the city you’re in, so it’s not unusual to find people layering up or layering down within the same part of the day.

**Robert Chope:** We have our original mint just off Montgomery Street, the old
mint on Fifth Street (where Chez Papa is located) and the new mint further down Market near the Castro. People often forget that San Francisco manufactures many of the coins they are carrying.

San Francisco is the perfect place to …

Anne Han: Enjoy a range of outdoor activities (mountains and ocean are both available); travel easily to neighboring towns such as Monterey, Santa Cruz and Lake Tahoe; taste varying types of food easily; and meet an array of people from both inside and outside of the country.

Sarah Dardick: Walk and purposely get lost! There are transit maps everywhere, and you never know where you’ll end up if you have no destination in mind.

Patricia Van Velsor: Enjoy good wine and food while taking in breathtaking views.

Ulash Thakore-Dunlap: Walk around, grab a coffee and absorb the natural beauty and amazing views.

Charlene Lobo Soriano: Reinvent yourself.

Mya Vaughn: Reflect on why anyone would live anywhere else.

Robert Chope: Go sailing for a day.

Sheila Weisblatt: Walk, meet interesting people and eat creative, delicious food.

Kimberly Harris: Explore new things and discover who you really are.

What insider tips would you pass along to ACA Conference attendees visiting San Francisco?

Charlene Lobo Soriano: 1) Pros will always book restaurant reservations prior to arriving in San Francisco. We use openTable.com to book our tables, and you can score a table with ease.

2) Be curious. Look for fun restaurants with cuisine you’ve never had before and try something new.

3) Take the opportunity to visit some of our amazing community resources. The Moscone Center is near some amazing nonprofits and agencies.

4) The weather in San Francisco is always around 55 to 65 degrees. Dress in layers. You never know when it will be hot or cold.

5) Don’t call it Frisco. Please.

6) For a great San Francisco book, check out Infinite City: A San Francisco Atlas by Rebecca Solnit. It’s an amazing read about an amazing place.

Robert Chope: The city is small and quite walkable. Cabs are very expensive and the traffic is snarly, so if you are within a mile of your destination, it is best to walk. Bay Area Rapid Transit (BART) is very convenient, and the bus system is favorable for reaching the tourist destinations. If you want the best show for tourists, try Beach Blanket Babylon in North Beach.

Kimberly Harris: There’s lots to see aside from Union Square, Fisherman’s Wharf and Alcatraz. Do a city bus tour if you must to hit the major tourist attractions. But then explore off the beaten path!

Patricia Van Velsor: Bring layered clothing. Sunny, warm weather can change to chilly, foggy weather quickly.

Sarah Dardick: Parking is not always easy, and taxis are scarce. I recommend public transportation.

Anne Han: Bring and wear layers, and enjoy the diversity of food choices out there!

Mya Vaughn: Layer your clothing to have a comfortable day out, and take a ride to the Marin Headlands.

A variety of ACA tours of San Francisco were still being finalized as Counseling Today went to press. For information or to sign up for these tours, visit counseling.org/conference and click on the “Tours” tab.

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

San Francisco Travel Association photo.
The largest gathering in the three-year history of the American Counseling Association Institute for Leadership Training convened July 27-30 in Alexandria, Va. Nearly 140 current and emerging leaders from ACA branches, divisions and regions were briefed on advocacy strategies, issues facing the counseling profession and effective leadership through seminars, presentations and keynote speakers. Participants were then given the opportunity to put that knowledge to use, traveling to Capitol Hill to ask their senators and representatives to cosponsor the Seniors Mental Health Access Improvement Act, to support the Elementary and Secondary School Counseling Program and to get behind other programs and legislation the counseling profession is invested in.
The academy goes digital

I have more than 1,000 music CDs, hundreds of books, a bookshelf of VHS movies and stacks of professional journals. They take up tons of space and cost a lot of money. My 18-year-old son has a cell phone, a laptop and an iPad, whereupon are stored another thousand CDs, hours of Hollywood movies and a year’s worth of college texts and magazines. And all of this fits in his book bag. “Welcome to the digital world, Dad!”

According to Peter Suber, an independent policy strategist for open access to research, the first academic journals were launched in London and Paris in 1665 and became popular because they were more timely than books. Because journals could be produced more quickly — and had no money to pay authors — authors simply worked for free. As journal revenues grew over the years, authors continued to work for “impact, not for money.” However, journal costs have skyrocketed. Moreover, the rising costs of traditional journals limit access for those who need them most. Fortunately, this has coincided with the rise of the Internet, meaning an alternative publishing mechanism now exists.

At the turn of the 21st century, meetings in Budapest, Hungary; Bethesda, Md.; and Berlin resulted in defining moments in the digital publishing movement. Essentially, it was agreed that copyright holders would allow users to crawl, read, share, copy, transmit, display and distribute digital works subject to proper attribution to the author and publisher. Suber reminds us that scholars do not earn money for their journal articles and are thus situated somewhat differently than musicians, book authors and moviemakers, so controversies over royalty-producing works do not apply to their scholarly research.

The ability to write and store cyber information, including music, movies and printed material, makes production and storage cheaper, takes up virtually no space, and the result is highly portable. This has led to two advances in the academy: Digitized scholarship is available online, and many online journals are becoming open source or open access. Open access means readers are not charged for access to materials. According to the Directory of Open Access Journals (DOAJ), users of open access materials have the right to download, read, copy, distribute and print full-text academic articles. Readers can surf through a peer-reviewed journal’s e-archives at no cost and without delay. Edward Corrado, a university librarian, has reported that open access journals are a possible solution to the increasing prices of library serials and a way for organizations, especially the government, to receive a better return on investment in terms of producing academic material.

Many disciplines — including nursing, medicine, sociology, psychiatry and psychology — have developed open source or free professional journals, all of which can be found on the Internet. This evolution has led the National Board for Certified Counselors (NBCC) to develop its own online, open access journal, The Professional Counselor: Research and Practice (TPC). This scholarly journal, with its focus on professional counseling and related human services, is available to anyone. TPC was launched this past spring and has published a series of articles ranging from support systems for parents with special needs children, to counseling older adults in gay communities, to helping military families cope. The journal can be accessed for free at tpcjournal.nbcc.org/

Open access journals come in different forms ranging from immediate access, to abstracts and tables of contents only, to delayed access after an embargo period, to immediate availability. Other varieties include both print and web-based versions. In some cases, authors pay a fee to help support the “open space.” All TPC articles are available in full text, including a digest that summarizes the article in one page or less. Relying on a typical print format would have made the offering of an additional digest financially untenable. TPC has no delay period, and authors never pay a fee for having their article peer reviewed and published.

In many disciplines, the availability of cheap technology and the rising costs of library periodicals were the driving forces toward open access. Although these were factors in the development of TPC, the more prominent reason for its establishment was the extreme delay between the submission of manuscripts to a traditional print journal and their actual publication in the journal. In some instances, the lag between submission by the authors and the opportunity to be read by the public was as long as three years. This meant that a good deal of the literature in counseling was more than three years old by the time it was consumed. With the advent of low-cost Internet technology, which resulted in no printing and mailing costs, TPC and other open source journals now have a cost-effective means to provide critical information in a timely manner. So, rather than reducing the periodicals in college libraries, journal holdings actually can be increased via open access.
Furthermore, Corrado points out that universities historically have paid for their information twice. They pay the professor to produce the work and then pay journal publishers to let their students read about it. By utilizing electronic delivery of scholarly journals, smaller schools can afford to produce journals, while poorly funded schools in developing countries can access the information at no cost. In fact, the first issue of *TPC* included an article by a Venezuelan professor chronicling the development of counseling in that country.

Open access dispenses with price and permissions barriers by making articles essentially free and unrestricted to the user. It also does away with print, eliminates subscription management and obviates most legal issues. Academic rigor among open access journals cannot be justifiably argued because they use the same peer-review process and even share many of the same review editors. Fewer obstacles to their own work is what academics want, and open access provides this by giving authors control over the integrity of their work, while maintaining their rights as authors.

Open source journals are becoming increasingly accepted among university libraries due to the need for cost containment. They are also becoming popular among faculty members because open source journals allow professors to maintain limited ownership of their published work. For instance, authors published in *TPC* can use their published material as much as they wish but are asked to cite the source. This eliminates the need for the academy to repeatedly ask for permission to reprint its own work.

Although open access information is not costless to produce, it is considerably cheaper than traditionally published works. Suber indicates that open access journals still have costs because someone has to send manuscripts to editorial reviewers, monitor the review process and facilitate author-journal communications, including acceptance and rejection notices. He adds there are better ways to pay for journals than charging authors (suppliers) and readers (consumers), and thus creating access barriers. Some open source journals will accept advertisements to offset minimal costs. (*TPC* will begin accepting ads later this year.) Online journals are often subsidized by a professional organization, association or society. In the case of *TPC*, NBCC (a nonprofit) subsidizes the cost of managing the journal.

It is important to remember, as Suber points out, that open access does not mean universal access. Governmental filtering of the Internet, language and e-connectivity barriers, and other potential limitations will continue to keep open access journals from being utilized by some groups. Despite these limitations, open access journals are obviously economically sustainable, being much cheaper to maintain in comparison with traditional paper-based subscriptions. Plus, they are much greener than traditional print. One caveat: Corrado points out that as computers and software become obsolete, new systems that migrate journal data to updated hardware and software will be needed.

Whether open source or open access, digital resources are revolutionizing the ways in which research results and information are being shared and stored. •

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ACCA hosts crisis intervention webinar
Submitted by Brian Van Brunt
brian.vanbrunt@wku.edu

The American College Counseling Association will present “Basic Training for Dealing with a Student in Crisis: Effective Assessment & Intervention” as a webinar on Sept. 20 from 2-3:30 p.m. on collegecounseling.org. Staff and faculty often find themselves in positions where having the knowledge to manage a student in crisis is not only useful but necessary. And these crises can come in all sizes, shapes and forms.

Staff and faculty may encounter some students experiencing mental health problems, such as threat of suicide, mania, social issues, anxiety or psychosis. Other students may be engaging in disruptive and aggressive behaviors that put both the student and the campus community at risk. Yet other students may be in crisis because of receiving disturbing news from home.

These crises can be experienced across campus by faculty and staff — in the classroom, in housing with residence life staff, in counseling and health services, in the campus police department and in the front office of various departments. How can you best prepare your college community to assess and intervene in the case of a student in crisis?

Drawing from some essential concepts, webinar host Rick Myer, director of the Center for Crisis Intervention and Prevention at Duquesne University and coauthor of the recently published This is Not A Fire Drill: Crisis Intervention and Prevention on College Campuses, will discuss practical do’s and don’ts when dealing with a student in crisis. These guidelines are based on the proven “Eight-Step Model of Crisis Intervention in College Environments,” which focuses on both listening and responding skills.

ASGW invites award applicants
Submitted by Lorraine Guth
lguth@ius.edu

The Association for Specialists in Group Work Awards Committee invites applicants for the $2,000 scholarship given annually to honor 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 of group work is eligible for consideration by the ASGW Awards Committee.

Applicants are requested to respond to the following questions:

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

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

3) In what setting(s) and with what 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 fully.

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

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 address, and the names and contact information of those writing letters of recommendation. Letters of recommendation should be solicited from three professionals in the field who are familiar with the applicant’s work.

For complete information about application materials, including the content of letters of recommendation, submission guidelines and deadline, see “Scholarships” under the “Awards and Scholarships” section of the ASGW website at asgw.org.

Electronic submissions are preferred and may be submitted via e-mail (attachment) to kelly.mcdonnell@umich.edu. Applications must be received by Jan. 31. The scholarship recipient will be announced at the ASGW Luncheon at the ACA Annual Conference & Exposition in San Francisco. Recipients must be or become members of ASGW.

NECA offering online certification course for GCDF
Submitted by Kay Brawley
kbrawley@mindspring.com

We are hearing that the economy has started to rebound, but clearly there are still a lot of people out of work. Unemployment takes a toll on our finances and challenges our physical and mental health. Do you need to explore the latest ideas for yourself and your clients? Whether you work in a Workforce Development Center, a community-based organization, an executive search firm or your own private practice, completing the “Working Ahead, Moving Forward” Global Career Development Facilitator (GCDF) online course will dramatically increase your effectiveness in the employment arena. Helping people find a truly worthwhile employment opportunity is the capstone of counseling and career management.

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Sesimbra, Portugal
October 28 – Nov. 1, 2011 – 30 Hours

St. Petersburg, FL
December 16
Touched by an Angel – 3 Hrs

St. Petersburg, FL
January 7, 2012
Action Methods for 12 Step Programs – 8 Hrs
January 12 – 16
Souldrama – 25 Hrs

Chennai(Madras) India
Feb 8 – 13, 2012
Souldrama – 30 hrs

Tinos, Greece
June 25 – 27, 2012 – 18 Hours


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ACA Ethics Revision Task Force members named

Marcheta Evans, immediate past president of the American Counseling Association, selected from among 63 extremely well-qualified applicants in appointing the task force that will promulgate the 2014 ACA Code of Ethics. Current ACA President Don W. Locke will see the committee through the phases that occur during his tenure.

Eleven experts in counseling ethics will work together through the next three years to revise the 2005 code that currently provides the basis for ethical behavior for ACA members and serves as an important resource for the counseling profession.

Members appointed to the Ethics Revision Task Force are:

- Jeanette Baca, an independent practitioner in New Mexico and a past ethics chair for the New Mexico Counseling Association.
- Janelle Disney, a professor in the Counseling Department at Argosy University, Atlanta. She has served as ethics chair for the Louisiana Counseling Association.
- Perry Francis (chair), a professor in the Department of Leadership and Counseling at Eastern Michigan University. He has given approximately 25 juried presentations on counseling ethics.
- Gary Goodnough, a professor of counselor education at Plymouth State University and immediate past cochair of the ACA Ethics Committee.
- Mary Hermann, an associate professor and chair of the Department of Counselor Education at Virginia Commonwealth University. She is a coauthor of the book Ethical and Legal Issues in School Counseling, third edition.
- Shannon Hodges, an associate professor of clinical mental health counseling and director of clinical training at Antioch University. Hodges has extensive ethics forensic experience.
- Lynn Linde, a clinical assistant professor and director of clinical programs for the school counseling program at Loyola University Maryland. A past president of ACA, she has authored seven book chapters on ethics and currently has an ethics text under contract.
- Linda Shaw, a professor and department head in the Department of Disability and Psychoeducational Studies at the University of Arizona. She has served as chair of the ethics committee for the Commission on Rehabilitation Counselor Certification.
- Shawn Spurgeon, an assistant professor in the mental health counseling program at the University of Tennessee at Knoxville. He has served as cochair of the ACA Ethics Committee.
- Richard Watts, a professor in the Department of Educational Leadership and Counseling and director of the Center for Research and Doctoral Studies at Sam Houston State University. He served on the committee that promulgated the initial code of ethics for the International Association of Marriage and Family Counselors.
- Michelle Wade (student member), a mental health therapist at Lantern Therapeutic Services and a doctoral student at Argosy University, D.C. She has an article in press on the ethical and legal issues surrounding the use of social media in counseling.

ACA members will have their first opportunity to provide input for the revised ethics code this fall.

For more on what the revised code is expected to address, read “ACA kicks off major revision of profession’s Code of Ethics” in the June issue of Counseling Today (also available online at ct.counseling.org).

Nominate deserving members for ACA National Awards

The ACA Awards Committee has begun the nominations process for the 2012 ACA National Awards, which will be presented in March at the ACA Annual Conference & Exposition in San Francisco.

ACA members are encouraged to nominate one or more ACA members who have made noteworthy contributions to the counseling profession at the local or state levels. ACA divisions, organizational affiliates, branches, chapters, regions or committees can also submit nominations. All nominations must be postmarked by Nov. 18.

Complete information is available on the ACA website at counseling.org under “Resources.” A 2012 National Awards Packet is also available by request by calling ACA Leadership Services at 800.347.6647 ext. 212. Nominations should be submitted electronically to Holly Clubb at hclubb@counseling.org.
COMING EVENTS

AACE National Conference
Sept. 8-10
Forth Worth, Texas

The Association for Assessment in Counseling and Education National Conference, themed “Assess. Advocate. Create. Empower,” will focus on how professional counselors can use assessment and evaluation to advocate for services and resources, create knowledge for the profession and empower clients and communities. For more information, visit theaacceonline.com/conference or contact Casey Barrio Minton at casey.barrio@unt.edu.

Virtual Conference on Counseling
Sept. 14-17
Second Life

Registration for the third Virtual Conference on Counseling (3VCC) is open at http://SL.CounselingEducation.org. 3VCC will have a wide range of topics of interest to counselors, counselor educators and counseling students and will be held at our conference center in the virtual world of Second Life. Not familiar with Second Life? The registration page will guide you to all the information you need to get oriented and comfortable. To attend, you need only to register and to be at a computer during the conference — no travel, no hotels, no expenses, no worries. CEUs will be available. Join an international audience, learn and remain comfortable in your own environment. For more information, visit http://SL.CounselingEducation.org.

National Conference on Substance Abuse, Child Welfare and the Courts
Sept. 14-16
National Harbor, Md.

The focus of this conference is to promote advances in practice, research and policy that lead to effective and culturally relevant services for children and families affected by substance use disorders and child abuse or neglect. The conference theme is “Putting the Pieces Together for Children and Families.” The conference will also feature the National Alliance for Drug Endangered Children’s Eighth Annual Gathering. For more information, visit eftutures.org/conference2011.

WVCA Fall Conference
Oct. 6-8
Sutton, W.Va.

The West Virginia Counseling Association Fall Conference will be held at the Days Hotel Conference Center at Flatwoods. Keynote speaker Hazel Ryner will speak about multicultural counseling competencies. For more information, visit wvcounseling.org or contact Marilyn Smith at 304.283.4106 or laughsmith2009@yahoo.com.

APCP Annual Convention
Nov. 8-10
San Juan, Puerto Rico

The Puerto Rican Professional Counseling Association (La Asociacion Puertorriquena de Consejeria Profesional) will host its 34th Annual Convention at the Puerto Rico Convention Center. The theme will be “Mental Health: Diversity of Scenarios, Models and Counseling Strategies.” For more information, e-mail apcpconvencion2011@gmail.com.

ASGW Fall Conference
Feb. 9-12
Albuquerque, N.M.

The Association for Specialists in Group Work will host its 2012 National Convention at the Sheraton Albuquerque Uptown Hotel with a theme of “Creating Cultures of Caring: Using Group Work to Heal Ourselves, Our Communities and the World.” The keynote address will be given by Lee Mun Wah, an internationally renowned educator, community therapist, director of the film The Color of Fear and founder/CEO of StirFry Seminars and Consulting. We invite you to share your practice and research related to the use of group work across topics such as wellness, holistic health, trauma, community building, disaster and crisis-related work, multicultural and social justice issues, prevention and conflict mediation. CEUs will be available. The call for proposals is available at asgw.org.

SCCA Annual Conference
Feb. 23-25
Myrtle Beach, S.C.

The South Carolina Counseling Association is hosting its 48th annual conference at the Marriott Resort at the Grand Dunes. Themed “South Carolina Counselors: Making the Connections,” the conference will be loaded with great workshops on numerous topics related to mental health. We are currently accepting proposals for workshops. CEUs for workshop attendance will be available. For more information, visit sccounselor.org or contact Mary Jane Anderson-Wiley at manders9@aug.edu.

FYI

Call for submissions

The Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling invites submissions for The Journal of LGBT Issues in Counseling. The journal publishes articles that are both relevant to working with sexual minorities and of interest to counselors, counselor educators and other counseling-related professionals who work across diverse fields. Topic areas include new research, new/innovative practice and theoretical or conceptual pieces (including literature reviews) that reflect new ideas or new ways of integrating previously held ideas. The journal is distributed quarterly. For detailed submission guidelines, contact editor Ned Farley at nfarley@antiochseattle.edu.

Call for papers

The Journal of Poetry Therapy: The Interdisciplinary Journal of Practice, Theory, Research and Education is an interdisciplinary journal seeking manuscripts on the use of language arts in therapeutic, educational and community-building capacities. The journal’s purview includes bibliotherapy, healing and writing, journal therapy, narrative therapy and creative expression. For more information and submission guidelines, e-mail editor Nicholas Mazza at nfmazza@fin.edu.

Bulletin Board submission guidelines

Items for the Counseling Today Bulletin Board must be submitted via e-mail to lbhallcross@counseling.org with “Bulletin Board” in the subject line. Limit submissions to 125 words or less. The deadline for submissions is the first of the month at 5 p.m. ET for publication in the following month’s issue. If the first of the month falls on a Saturday or Sunday, the deadline is 5 p.m. ET on Friday (for example, the deadline for the November issue is 5 p.m. ET on Sept. 30).

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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 prepaying 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 prepaying 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 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.

**CLASSIFIEDS**

**MERCHANDISE/ SERVICES**

**ATTACHMENT-BASED ISSUES**

Complex trauma history, parenting concerns, anxiety and depression. All ages. 802/451-9557 or laurah.tta@gmail.com

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Get referrals from one of the top ranked family & marriage counseling sites on the web. http://family-marriage-counseling.com

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**EMPLOYMENT CLASSIFIEDS**

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**THE DEPARTMENT OF VETERANS AFFAIRS (VA)**

Mental Health Opportunities Nationwide

The Department of Veterans Affairs (VA) is one of the largest, most technologically advanced health care systems in the United States. Our employees work at 154 medical centers, 875 ambulatory and community-based outpatient clinics, 136 nursing homes, and many other facilities, such as domiciliaries and readjustment counseling centers. More than a century ago, President Lincoln made a promise to America’s servicemen and women, pledging the care and concern of a grateful Nation for the sacrifices they made to preserve freedom. Since 1930, VA’s mission has been to keep that promise.
Veterans’ mental health is a top priority at VA. After returning from combat, many veterans struggle to readjust to life at home. Our mental health care providers play a critical role in helping these veterans reclaim their lives by providing cutting-edge care.

VA supports this mission by ensuring that our mental health professionals have the most innovative technologies, facilities, and training at their fingertips. When you join VA, you will be a core member of our interdisciplinary care team structure, collaborating with both primary care and other mental health professionals to establish the right course of treatment for patients. VA has health care facilities in all 50 states, the District of Columbia, and Puerto Rico. Should a mental health professional desire to relocate, he or she may seek employment at any location where there is a vacancy and, if hired, transfer without loss of benefits. Only one active, unrestricted state license is needed to practice in a VA facility in the above locations.

We have opportunities for Counselors, Psychiatrists, Psychologists, Social Workers, and Psychiatric Nurses nationwide. Visit us at www.VAcareers.va.gov to learn more or to apply. EOE/AA, M/D/F/V
While the ACA-ACES Syllabus Clearinghouse continues to grow, both in content (378 syllabi) and usage (over 13,000 visits in 2010), there are still some categories that need more contributions (see categories in red). Help us fill in the gaps by sending your Fall syllabi to ACA-ACES Syllabus Clearinghouse. Both members and non-members may contribute syllabi.

Visit www.counseling.org, click on the Syllabus Clearinghouse button on the right side and sign in. Questions? syllabus@counseling.org

**Syllabus categories with the number of syllabi in each category:**

- Addictions / Substance Abuse Counseling - 16
- Career Development - 13
- Child / Adolescent Counseling - 10
- College Counseling / Student Development - 6
- Counseling Theories - 25
- Diagnosis / Treatment - 17
- Ethics / Legal Issues - 15
- Group Work - 25
- Helping Relationships / Counseling Techniques - 19
- Human Growth & Development - 13
- Internship - 18
- Marriage / Couple / Family Counseling - 15
- Mental Health Counseling - 20
- Pedagogy / Teaching - 2
- Practicum - 25
- Professional Orientation / Foundations - 15
- Rehabilitation Counseling - 25
- Research / Statistics - 11
- School Counseling - 24
- Social / Cultural Diversity - 22
- Social Justice / Advocacy - 2
- Special Topics - 17
- Spiritual / Religious Values - 2
- Supervision / Consultation - 6
- Testing / Measurement / Assessment - 13

Conditions: Have or be eligible for Ohio licensure as a Psychologist, with two years supervised experience (one pre-doctoral internship and one year post-doctoral), or Have or be eligible for Ohio licensure as a Supervising Clinical Counselor (PCC-s). Out-of-state counselors must be licensed in their home state to A) independently diagnose and treat mental and emotional disorders, and B) supervise counselors; they should research and submit with their application accurate information about their time frames for licensure in Ohio.

Both positions: Experience in a college or university counseling center strongly preferred.

Candidates should be well prepared to work with a full range of mental health challenges including mood disorders, substance abuse, personality disorders, eating disorders, ADHD, and post-traumatic stress illnesses.

The ability to provide mental health consultation for faculty and staff is essential. The successful candidates will have a demonstrated understanding of the developmental issues of college students. Experience providing counseling services to diverse populations including students of color, international students, non-traditional students, veterans, and LGBTQ students is highly desirable. Candidates should have solid computer skills. Women and persons of color are strongly encouraged to apply.

Salary is commensurate with experience. Applications are to be submitted online: http://www.ohiouniversityjobs.com and then go to Search Postings. The positions will be listed as:

Psychologist/Counselor. Candidates should include a letter of application that summarizes training, employment experience and areas of clinical expertise applicable to the position, vitae, a transcript that summarizes training, employment experience and areas of clinical expertise applicable to the position, vitae, a transcript of graduate courses and three letters of recommendation along with the e-mail addresses and phone numbers of the writers.

For additional information, you can e-mail us at Counseling.Services@ohio.edu. Any questions regarding the positions can be direct to: Fred Weiner, Ph.D., Counseling & Psychological Services, Hudson Health Center, Ohio University, Athens, OH 45701. Fax: 740-593-0091.

Review of applications will begin August 15, 2011 and continue until the position is filled. Preferred Start Date: Oct. 1, 2011.
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 p.m. 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.

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NCE Online Workshop Series
Sept. 14, 21, Oct. 5, 12, 2011

NCMHCE Online Workshop Series
Sept. 13, 20, 27, Oct. 4, 2011

**I just wanted to write to you to THANK YOU for helping me pass my NCE exam today! Thank you so much for offering a site that was so easy to navigate and understand. Your questions, method of studying, and way of teaching led me to score significantly higher than I could have imagined. Please know that if there is anyone else attempting this exam, I will surely refer them to you as this has been the best place for me to study!

A special thank you to Dr. Frankel who helped me through a few study questions I had. She took time to answer my concerns very quickly and with great support.**

Chris Mrazik, Cleveland, OH

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*“AATBS’ NCE Combo study package includes our exclusive “Pass Guarantee.” Go to www.aatbs.com for details.

**EXPERT CONSULTANT**
Janis Frankel, Ph.D.
Also known as “Dr. J,” Dr. Frankel has been preparing candidates for licensing exams for 25 years. After completing her undergraduate degree at the University of California, Berkeley, she earned her Ph.D. in Clinical Psychology. Dr. J has many years of experience as a private practitioner, making her full-time consulting work for AATBS as an Educational Consultant a benefit to participants in our programs.