ACA, AASCB making licensure portability a reality

BY ANGELA KENNEDY
STAFF WRITER

In today's techno-nomadic, job-driven society, rarely do counselors move out of one state for the length of their career. However, up until recently, counselors have been left to do just that. Because licensure requirements vary from state to state, licensure portability has been an ongoing concern for Licensed Professional Counselors who wish to practice in a state other than the one that originally licensed them.

As it stands now, counselors who move out of the state in which they are licensed cannot take that credential with them. They must apply for another license in the state of their new residency. They are faced with the hassle of digging out old school documents, supervisor evaluations and test scores in order to start the application process all over again.

The American Association of State Counseling Boards is an alliance of state government agencies responsible for the licensure and certification of counselors across the United States. With the help of the American Counseling Association and other affiliate organizations, AASCB has drafted and approved a portability plan and also established the National Credential Registry.

At this time, the future of the registry lies in the hands of the state licensing boards. AASCB recognizes the many differences of state licensure requirements and has provided it members with two options, or tiers. Eligibility requirements for registrants of the plan fall into either Tier 1 or Tier II. Tier I criteria is based on the American Counseling Association's requirements on mandatory supervised hours and post-license experience, go to www.aascb.com and click on the Draft Portability Plan link.)

"That is what we are trying to get the states to buy into — would they accept counselors according to these two tiers? As it is now, each state has slightly different requirements. So, we have condensed them down into these two tiers," said Dean Porter, AASCB Portability Committee member and executive director of the California Registry for Professional Counselors. "We couldn't get it to one set of requirements mostly because some states require 60 semester hours and others require 48 or maybe less. It's a great step to be getting the states to say they are either a Tier I or Tier II state."

Sen. Thomas awarded for Legislative Service at 2004 Institute

BY SCOTT BARSTOW
FOR COUNSELING TODAY

The annual American Counseling Association Legislative Institute was held Feb. 22-24, bringing counselors from across the country to Washington, D.C., for an intensive legislative training. Attendees from as far away as Alaska and as close as Washington, D.C., took part, as did the members of the ACA Public Policy and Legislation Committee. The training focused on both leading and organizing state-level advocacy work as well as exploring federal policy issues affecting the profession. The Institute culminated in a well-planned series of lobbying visits on Capitol Hill, where attendees were able to meet with their respective members of Congress. A highlight of the Institute was the presentation of ACA's...
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—David R. TIliss
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Mental health makes Oscar appearance
Actor Robbins says no shame in seeking counseling

At 76th Annual Academy Awards that aired live on Feb. 29, acceptance speeches were peppered with remarks of gratitude, politics, New Zealand ... and counseling.

When Tim Robbins took the stage to accept the Oscar for best supporting actor, many thought the politically outspoken actor would also comment on the war or the nation's governing officials. However, Robbins surprised millions by promoting counseling and mental health in his remarks.

"In this movie, I play a victim of abuse and violence, and if you are out there and are a person that has had that tragedy befall you, there is no shame and no weakness in seeking help and counseling. It is sometimes the strongest thing that you can do to stop the cycle of violence."

Robbins won for his portrayal of emotionally fragile Dave Boyle in the movie "Mystic River." His character is a man whose adult life has been haunted by the sexual abuse he suffered as a child. The movie follows the lives of three boys who are deeply affected when one is abducted and molested. Although they have grown apart in adulthood, their shared past resurfaces when the daughter of one of the men is murdered; another, now a police detective, is assigned to investigate the case, and the third is suspected of the crime.

On the official movie website, Robbins stated, "Dave is one of these guys who finds a way to survive and exist despite a past filled with horrific events. ... He's internalized his painful experience and not talked about it or dealt with it, so it has festered and festered for years."

The American Counseling Association sent a personal letter to Robbins to congratulate him on his success and thank him for supporting professional counselors as well as individuals seeking better mental health through counseling.

The Last Word

"People come face-to-face with the fact that they could have died. A lot of people don't spend very much time thinking about that."

—Edward B. Blanchard, Director, Center for Stress and Anxiety Disorders

(See story “Bent but not broken” on page 12)

J.D. Crowe

MY COUNSELOR SUGGESTS I QUIT THIS JOB TO BECOME A DEPARTMENT STORE MANNEQUIN

HEADLINES

Five million parents have alcohol problems

A new report from the Substance Abuse and Mental Health Services Administration shows that almost five million alcohol-dependent or alcohol-abusing parents have at least one child living at home with them. These parents were more likely to smoke cigarettes, use illicit drugs and report household turbulence than other parents.

The data, derived from the 2002 National Survey on Drug Use and Health, show that the almost five million parents with problems with alcohol who have children below age 18 at home constitute over a quarter (28 percent) of all adults with alcohol dependence or abuse. The majority of these parents (62 percent) are male and most of the parents (69 percent) were married. The standard for determining alcohol dependence or alcohol abuse is the criteria in the DSM-IV. The report is available online at http://mhanews.sansha.gov.

SAMHSA partnered with the National Association for Children of Alcoholics recently to develop and distribute materials such as the Children's Program Kit, which is available at www.sansha.gov. The kit contains information for therapists to distribute to their clients to help parents understand the needs of their children and training materials for facilitators of support groups for children.

Youth MH awareness campaign launched

Last fall, the National Mental Health Association launched "Impower: musicians for mental health," a national youth awareness campaign that harnesses the power of music to raise awareness about mental health and substance abuse issues and encourages teens to seek help when they need it.

NMHA unveiled www.impoweryouth.org, which allows teens to share their real-life stories and feature messages on the importance of mental health from top musicians. Artists Michelle Branch, Jackson Browne, Vanessa Carlton, D'Angelo, Fat Joe, Jennifer Holliday, The Neptunes, The Pietasters, James Taylor, Thirteen Billion and Dar Williams are some of the many artists who have signed on to support Impower.

Here’s a Tip

An invitation to innovate and celebrate exemplary counselors!

There is something in the air, springtime warmth and political heat, take advantage of both. This spring we travel to the ACA Convention in Kansas City. The ACA Public Awareness & Support Committee had a strategizing session in April. On the political point ... In February, Iowa Gov. Tom Vilsak awarded 12 school counselors with certificates of recognition for exemplary service to Iowa children. This was not an expensive affair, but the recognition of counselors in these fiscally challenging times was meaningful far beyond those recognized and received statewide media coverage.

ACA member Terrell Portman organized and worked with the governor's office and other counselor educators in the state to identify those honored. Consider approaching your state leaders to recognize the contributions of counselors. During these next eight months, politicians will be listening, especially if they are seeking re-election. Work collaboratively or alone, but think about speaking regularly to your representatives about issues related to our profession and the clients we serve!
Small towns bring big professional challenges

Staff Writer Angela Kennedy
does an excellent job doing what
many have a hard time doing in her article "Bringing mental health to rural settings" (Counseling Today, February 2004). That is, succinctly putting into words the experience of anyone who has worked in a rural setting, an experience that can be more confusing to put in words than it is to experience.

Having worked in a town of 80 people in rural Alaska, I could relate to — and felt a sense of relief in — hearing similar issues to those that I faced as others voiced them. In particular, the ethical challenges are nothing like those experienced or taught in a metropolitan setting. How does one refer out and acknowledge one's own professional limitations when he or she is the only counselor accessible 100 miles away? How are potentially harmful dual relationships avoided when the client is the parent of a student who is also being worked with, frequently seen is at only the post office in town, whose wife works at the only store in town, and this woman happens to run a major business in town that the counselor frequents? Where is adequate professional supervision when the nearest colleague is 100 miles away and cannot possibly relate to your clinical setting? Where does one turn for continuing education and professional development when the large majority of conferences and articles reference populations living in large metro areas?

Working and living in the same small community does bring with it many challenges and obstacles. However, it also carries with it the opportunity to learn from others how they define and successfully deal with what many consider everyday challenges. It is a chance to send the message how people develop their own unique ways to overcome daily barriers. Often, it is the most direct way to see how individuals (professionals, clients and non-clients) draw upon their own capacity to cope and cope with the battles that we face.

Bill Fitzgerald
St. Paul, Minn.

Left out

I realize that I am swimming upstream in many ways, being a conservative Republican working in a field in which that is not the average counseling professional's political perspective. However, I do believe there are many more of us than seem to be assumed, based on the more or less liberal bias I see in many counseling publications, including Counseling Today.

I am specifically writing regarding the "Washington Update" on the front page of the March 2004 issue of the publication. I realize the media in general have a definite liberal bias, but it seems to me that whoever wrote that article has bought into the general Democrat/media rhetoric regarding George W. Bush's tax cuts. You said, "Bush is calling on Congress to make permanent his 2001 and 2003 tax cuts aimed primarily at the wealthiest taxpayers." My husband has been out of work for a year and, I am certainly not making an income in connection that puts me in the wealthiest taxpayer category, but we have certainly benefited from the tax cuts.

When you make a statement such as you did, it makes it appear that only the wealthy got tax cuts. However, when you state the facts accurately, you will see that it was not targeted to the wealthy but across the board. The lower-income groups are not even having to pay taxes anymore! That is how they benefited.

If you pay $1,000 in taxes and you pay $4,000 in taxes, when there is a 10 percent tax cut, for example, then I get a $100 benefit and you get a $400 benefit. Those who will see the most in dollars will be the ones who have paid the most. How can the government give a tax rebate to someone who paid no taxes in the first place? I can't send a rebate coupon if I have not spent the money to buy the product. And yet, the way the Democratic Party and the liberal media report it, people who don't do a lot of reading walk away believing that the wealthy are the only ones Mr. Bush cares about. That is a lie, and articles such as the one to which I refer perpetuate that lie and cause much more confusion and antagonism where there need not be any.

Our clients have often been victimized by lies and half-truths, and we may spend a great deal of time — at least those of us who practice cognitive-behavioral therapy — helping to replace the false beliefs those lies have engendered with the truth. Please, as the journalistic and our association, don't do the very thing we decry by creating false beliefs due to lies and half-truths.

Patty Bertrand
Geneva, Ill.

The art of counseling

I was pleased to see the article on art therapy by Frederic Tate (Counseling Today, March 2004). Mr. Tate did an excellent job of giving an overview of the basic aspects of art therapy.

However, many CT readers may be unaware that there are art therapists as well. There are also professional membership groups (not unlike the American Counseling Association in purpose, structure and activities) not only for art therapists, but also for the other creative arts therapists (dance/movement therapists, music therapists, drama therapists, poetry therapists and psychodramatists). For several of the disciplines there are national certification boards as well.

There is an extensive overhaul of the knowledge needed by a counselor with that needed by an art therapist. In fact, the level of education, types of academic courses, requirements for board certification, ethical code and standards of practice for art therapists compare quite favorably with those of counselors. Although our parallel worlds have developed separately and at different rates, there is considerable common ground between counselors and creative arts therapists no matter what the art form.

Thinks for giving increased visibility to the field.

Linda Gott
Morgantown, W.Va.

Provide continuity at end of therapeutic relationship

Michael D'Andrea's column on "When counseling is harmful: a multicultural perspective" (Counseling Today, March 2004) struck a chord for my fellow graduate students and me. Recently, we were discussing the current emphasis on "termination" when ending a therapeutic relationship. For those of us working with Latino and other non-Anglo populations, we who practice cognitive-behavioral therapy — helping to replace the false beliefs those lies have engendered with the truth. Please, as the journalistic and our association, don't do the very thing we decry by creating false beliefs due to lies and half-truths.

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Multiculturalism belongs to all of us

Now that I have your attention — I may be beating a dead horse, but I have the stick and it's my turn. (Colorful image, eh? Must be my Midwestern agrarian upbringing or my Cherokee storytelling training.) I want to talk with you today about the multicultural movement within our profession.

Way back in 1991, Paul Pedersen served as the editor for a special issue of our flagship journal, the Journal of Counseling & Development. He wrote that multicultural counseling was the fourth force in the movement that has broadened our definition and think that the problem lies within people rather than the external environment. You think that the multicultural people are whiners and one-note wonders who are always looking for institutional scapegoats and who never allow their clients any individual responsibility. Further, you can't seem to find a place for yourself at the multicultural table and wonder what all the fuss is about. You tend to be more psychodynamic and want to have more focus on intrapsychic phenomena, which is defined) and think that the problem lies within people rather than the external environment. You think that the multicultural people are whiners and one-note wonders who are always looking for institutional scapegoats and who never allow their clients any individual responsibility. Further, you can't seem to find a place for yourself at the multicultural table and wonder what all the fuss is about. You tend to be more psychodynamic in your professional orientation and want to have more focus on intrapsychic phenomena and clinical orientation.

Now, I know that there are some of you out there who are tired of culture and discussions about culture. You are the more conservative elements of us, and you have just had it with multicultural this and multicultural that. All you hear is multicultural, multicultural, multicultural.

And, further, you have just had it with people who are going to tell you about the "truth" one more time. You tend to be part of the dominant culture of your society (however that is defined) and think that the problem lies within people rather than the external environment. You think that the multicultural people are whiners and one-note wonders who are always looking for institutional scapegoats and who never allow their clients any individual responsibility. Further, you can't seem to find a place for yourself at the multicultural table and wonder what all the fuss is about. You tend to be more psychodynamic and want to have more focus on intrapsychic phenomena, which is defined) and think that the problem lies within people rather than the external environment. You think that the multicultural people are whiners and one-note wonders who are always looking for institutional scapegoats and who never allow their clients any individual responsibility. Further, you can't seem to find a place for yourself at the multicultural table and wonder what all the fuss is about. You tend to be more psychodynamic in your professional orientation and want to have more focus on intrapsychic phenomena and clinical orientation.

The first group is afraid that our profession is being taken over by left-wing radical revolutionists who have a social justice policy agenda that will advance their social views while obliterating our most important professional issues like licensing, standards, Medicare reimbursement and, overall, the recognition and acceptance of our profession within our society (what I call "gild" issues).

The second group is afraid that our profession is filled with a bunch of do-gooder liberals who want to water down the race issue in our profession and society by bringing in all these "-isms" and that they will be left out when we get to the promised land of sweetness and light, milk and honey.

Fortunately or unfortunately, like with most stereotypes, there is a grain of truth in each point of view. And now, you are saying, "good analysis" or, alternatively, "he's pathetic" especially (especially if you disagree with me).

Continued on page 10
As I hope that many of you know, April is Counseling Awareness Month. This is a time to celebrate the special work done by professional counselors and counselor educators all year round. While I briefly talked about Counseling Awareness Month in my last column, I wanted to share with you some specific things you might want to consider.

First of all, we celebrate the entire month of April as Counseling Awareness Month because there is so much that all of you do! While there is no set schedule, some groups have chosen to focus on different areas of counseling each week. Other groups have decided to celebrate counseling during just one of the four weeks of the month of April. Whatever you choose to do, just remember that every effort counts. Our goal is to make sure that the public and the media better understand the benefits that counseling brings to society. If you can let the public know your story, you will have done a great service to the profession.

In terms of specific ideas, (given that time, money and resources always seem to be in short supply!) let me suggest the following:

- Have a group of counselors distribute doughnuts to legislators arriving for work in your state capital during Counselor Awareness Month, followed by visits to their offices to share your interests on public policy issues.
- Host a workshop for parents of middle-schoolers on how to communicate with their children.
- Volunteer to make a presentation to your local parent-teacher association, organization or group on what counselors do and how to take advantage of their expertise.
- Staff a table at the local mall disseminating information on professional counseling, selecting a counselor and describing how counselors help people face life’s challenges.
- Find out if you can provide information to community groups whose members might have an interest in a presentation by a professional counselor (e.g. religious organizations, Weight Watchers, battered spouse shelters, halfway houses, homeless facilities).
- Have a group of counselors with a specific area of expertise staff a bank phone sponsored by a local newspaper, radio station or television station one evening. The topics might be related to college admissions, how to deal with difficult situations at work, life transitions, etc. Keep in mind that this would not be counseling, per se, but instead providing advice on issues that could result in an individual seeking the services of a professional counselor.
- Ask if the mayor or city council would be willing to proclaim a particular day this month as Counseling Awareness Day. Because some of you live in areas where access to these public officials is easier than in other places, this might be done in a fairly expeditious manner.
- Find a group of counselors who would be interested in reading books on positive self-esteem to elementary school children and then lead a brief discussion at the conclusion of the story. This is actually one of the components of a new program being launched by the American Counseling Association Foundation later this year.

These are just a few ideas, and I know that many of you have had other ideas throughout the years. The biggest question is always, “Where do we find the time to organize such events or activities?” This is clearly one of the key questions. I can point you to the ACA website or the ACA Counseling.org resources to access the document entitled “Public Awareness Ideas and Strategies for Professional Counselors,” which will hopefully save some time so that you do not need to recreate the wheel. However, the question still lingers is the one that focuses on the time factor.

My response is that, if more counselors agree to work on these projects as an organized group, then it will take less time on everyone’s part. For those of you who live in states that have counseling organizations (e.g., ACA branches), this is just the sort of activity that can help to pull a group together on a common area of interest. For those without an organized and formal structure, I would suggest contacting colleagues and simply asking if they want to take part in an event. I am constantly amazed at how many people are willing to say “yes” in terms of volunteering. All that they are waiting for is to be asked!

As always, please contact me via e-mail at yep@counseling.org, or via phone at 800.347.6647 ext. 231 if I can be of help or if you would like to share some thoughts. Enjoy and be well.

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I awoke from a vivid dream. An elaborate spider web spread out close in front of me, glistening like silver in the sunlight. A small black spider was nestled in the center of the web that it had created. I felt at one with this tiny fellow creature, transfixed by the beauty of its creation. I had seen an identical web on the dock railing of a dear friend. But just before I awoke, I found I was caught in the sticky substance of the web and could not extricate myself from the strands that clung to me. Every move enmeshed me further, and I had trouble waking from the dream.

I was reminded of yet another web I had seen in the backyard of my front door. As I opened the door, I found it adhered to the door and disappeared as I went out. What happened to the spider, I wondered? The spider, too, had been stuck in its web, as I was in my dream, no longer able to dash away. And then it disappeared. I felt sad and destructive.

This morning's dream also revealed the remarkable beauty, strength, resilience and intricacy of a spider web. But I was also mindful of the trap this beautiful, mesmerizing creation can be. Even while it provides rest and a home for the spider, the notion of permanence and safety is an illusion.

Like the spider, clinging to its unique work of architecture, I too can get stuck in complicated patterns of my own making. Sometimes — because of my own talents, personality, feelings, habits and thoughts — my abilities and strengths like those of others are two-edged swords, which can be used both positively and negatively, sometimes simultaneously, often unconsciously. One of my strengths is empathy — hopefully not unusual for a therapist. I find that it takes a special kind of objective assessment and discipline not to succumb to everyone's beck and call. Now, as a writer, I must honor my own needs, set boundaries and be true to my own needs — conserving time, energy and privacy.

My social skills encourage other siren calls within the architecture of my web. I have a friend who is always chained to her calendar but who fails to consult her schedule, so accommodating to "dear friends" from everywhere is she. When I asked her why, she finally admitted to fear of abandonment — of letting others down, who might then let her down. A bell tolled, and I felt some nerves within me being tweaked. Sometimes we answer these calling lines of friends and activities in order to avoid the shadows of grief and fear or the intense concentration and hard work of pursuing our artistic or academic talents. Too often, I hear friends wonder who they really are, admitting to adapting to everyone else. I hear echoes of myself in these statements. I like to believe that I have grown way beyond these stages, but alas, other nerves are reverberating. I must be firm about who I have become and focus on my present purpose, lest I become imprisoned by the needs of others, by the crowded calendar and by my own latent fears. Still, as a loyal friend, I need to discern what are real needs for me to attend.

Often, we wind our threads around a core of old, irrational ideas, based on false assumptions, clutching unexamined beliefs, allowing our webs to imprison us. I was getting stuck in my own comfortable web, thwarting potential God-given joys of freedom and growth.

Fortunately, I broke this and made changes in my living arrangements for my children. Now, with sadness, I see in-laws who live in denial of their health circumstances and are paying dearly. Furthermore, they are pulling our children through unspeakable misery because they refused to prepare themselves and accept the realities of aging. They make me angry, for they are prisons that are no longer relevant to me. Friends and spouses ago, forget, die and move, or they grow apart from us as interests change and distance separates. Relatives can become self-absorbed and unresponsive. Perhaps because of familiarity, I don't even know I am stuck. I just feel the hurt without analytically understanding.

Another strand in a web that can be a sticking point is my need to be needed. As a mother, therapist and loyal friend, I can be especially vulnerable to this, easily allowing myself to be used. In this way, I can wind up enabling others to continue to be dependent, stunting their growth and false assumptions, clutching unexamined beliefs, allowing our webs to imprison us. I was getting stuck in my own comfortable web, thwarting potential God-given joys of freedom and growth.
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Dressing for Diversity 101

Have you ever thought about what it would take to stretch you as a person, to grow in understanding of others? I've traveled the world and experienced many different cultures and have seen how small yet diverse the world is, so I feel as culturally savvy and open to differences as the next person. I've volunteered and lent a hand to causes as the next person. I've seen how small yet diverse many different cultures and the world and experienced standing of others? I've traveled as a person, to grow in under-

What it would take to stretch you

Have you ever thought about

-David B. Hershenson, PhD

Ecological Counseling is a clarion call to the profession to recognize and implement the contributions of this important perspective. It is past time for counselors to heed this call."

-Michael D'Andrea, PhD
University of Hawaii

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-David B. Hershenson, PhD
Professor Emeritus
University of Maryland

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Anyway, so what?
I, and most of my predecessors in the American Counseling Association presidency, find ourselves caught somewhere in this middle, but with definite leanings. My two rules to live by as ACA president are: 1) always take care of the guild issues first, then the social justice issues; and 2) the more we understand that we all are part of multiple cultures and begin to analyze the world in that manner, the more we understand the race issue. I'm not going to spend a lot of time with the first rule, because it is quite self-explanatory. The reason I am in ACA leadership is because I believe passionately about the work that we do. Passionately. My primary rule now and in the future is to make certain — in all that I do and with my entire being — that our profession continues and prospers. And I can do that easily because I believe passionately (third time in one paragraph) about the work that we do, about the good that we do, about the work that we do.Pas-sionately. I can do that easily because I believe passionately about the work that we do, about the good that we do, about the work that we do.

I have this feeling that, in our teaching and practice of multicultural counseling, some of us focus on a narrower, more exclusive definition of culture. We talk about race or ethnic issues, but rarely do we talk about the cultures of sexual orientation, age, gender, geographic location (urban, suburban, rural), physical ability (physically able or challenged), religious and spiritual, or economic (socioeconomic status).

There is another group of us out there who use a broader, more inclusive and universal definition of culture in our teachings about multicultural counseling. We want to help our students see culture as something that everyone has. We want to help our students "get it" and understand that they too are a part of a culture — really, many cultures. Then it becomes exciting to share your cultures with others and to explore other cultures. It opens more of us up to discussions about culture and to examining our own issues, so few then feel "left out."

Some multiculturalists have differentiated between a culture and a "diversity issue." (Sometimes I feel that it's like a competition to see who's more oppressed or who ought to be allowed into the oppression "club," where "culture" is better and a "diversity issue" is somehow "second class.") In my worldview, all this does is limit the potential positive impact on society of multiculturism and its ideas. If the ideas of the multiculturism movement win, we (our profession, our clients, our society, our world) all win, whether we are African American, gay, have a disability or live in a rural area … or even if we are white European urban males.

That said, we must always remember that the race issue in the United States is the central issue for our society (remember, we fought a war over this). But some see this more inclusive definition of culture as a watering down of the race issue and that we must confront our students' and colleagues' racism actively and aggressively wherever we find it. And I agree, we must. Just as we must identify and confront our own issues, whatever they may be.

See, denying — or actively refusing to confront — any such personal issue is a recipe for disaster in our profession.

I am willing to make this very bold statement: "You cannot be an excellent or even good professional counselor without addressing your own issues of prejudice — racism, sexism, ageism, heterosexism, ableism, geographism and others." Your awareness of your own capacity to prejudge is critical to your ability to function effectively as a professional counselor.

The first statement that I make in the multicultural classes I teach is that "we all have racial prejudices." I sometimes state it as "we are all racist," until later when we talk about racism (or any -ism) and how it is also about power and who has (or doesn't have) it. You simply cannot grow up in a racist, sexist, ageist, heterosexist, ableist (and others) society without having aspects of these yourself. And……you can't get better until you openly acknowledge that fact of our common humanity.

For me, one of my goals as a practicing professional counselor is to help individuals take their unconscious thoughts and feelings to the conscious level. "Oh, I'm not prejudiced" is one of my favorite statements to hear in a session or a class, because my experience tells me that we are all prejudiced, but only when we are aware of our prejudices do we have any real control over them. Only then can we actively confront our own issues. (I know it's awfully psychodynamic, but it makes sense to me. I hope I'm not one of those "schizoid" practitioners. Yecch.)

I know that this may be a radical idea, but counseling absolutely means change. (Hey, the change may be only accepting yourself, but many times, that's the biggest change of all.)

The question for me as a professional counselor is how to be the most effective agent for change. This requires constant re-examining yourself. Honestly and sometimes painfully, but nevertheless doing it. It's a funny thing, but the emotional, physical and economic comfort that many of us seek in our lives is sometimes what keeps us from growing. At the other end of that continuum, too much pain produces the same effect. But sometimes we need a little discomfort to move on. I hope I provide a "little discomfort" in your professional life. Okay, I'm done. I only have two more columns to write as your president. I'm kind of sad about that already.

More later. Be seeing you.

President
Continued from page 5

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Unfocused Kids

Helping Students to Focus on Their Education and Career Plans

By S. Wakefield, H. Sages, D. Coy, and T. Palmer

A hands-on resource for middle and high school career counselors, teachers, administrators, technical education directors, and others to use in helping all students with their plans after high school. An eye-opening look at the lack of coordinated career guidance services, the number of disengaged students, the dropout rate, and the skills needed for today's workforce. Unfocused Kids is an excellent or even good professional counselor without addressing your own issues of prejudice — racism, sexism, ageism, heterosexism, ableism, geographism and others. Your awareness of your own capacity to prejudge is critical to your ability to function effectively as a professional counselor.

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Join an ACA Division or an Organizational Affiliate.

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Promotes the effective use of assessment within the counseling and education professions, addresses assessing test-taking, and issues such as proper test use, counselor and educator test competencies, test selection and fair testing, standards and guidelines. Quarterly newsletter, Journal: Journal of Assessment in Counseling and Education; Dues: Professional $35; Regular $35; New Professional $25; Student $25; Retired $25. If joining AACE, but not joining ACA, $10 processing fee applies.

(AADA) ASSOCIATION FOR ADULT DEVELOPMENT AND AGING
Seeks information, training, and advocacy related to adult development and aging issues, and addresses counselor and educator test competencies, test selection and fair testing, instrument access; develops and disseminates relevant assessment guidelines and standards. Quarterly newsletter with electronic updates; Journal: Measurement and Evaluation in Counseling and Development; Dues: Professional $35; Regular $35; New Professional $25; Student $25; Retired $25. If joining AACE, but not joining ACA, $10 processing fee applies.

(AACA) ASSOCIATION FOR ADDICTIONS AND OFFENDER COUNSELING
Promotes professional development in the field of group work, establishes standards for professional training, practice and supports research and the dissemination of knowledge. Newsletter: The Group Worker (bi-annually); Journal: Journal for Specialists in Group Work; ACA Membership required for Professional $35; New Professional $22; Student $22; Retired $22. To join ASGW, but not ACA, select Regular $35, plus processing fee.

(C-AHEAD) COUNSELING ASSOCIATION FOR HUMANISTIC EDUCATION AND DEVELOPMENT
Supports a belief in reason, education and knowledge in the service of mankind; asserts that humanity is responsible for its own destiny; promotes meaningful and ethical living; promotes tolerance, nurtures diversity; and upholds human rights. Quarterly newsletter; Journal: Journal of Humanistic Counseling, Education and Development; Dues: Regular $45; New Professional $25; Student $25; Retired $25.

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CJ is an active community of people who promote individual and collective social responsibility and the eradication of oppressive systems of power and privilege; develops and implements social action strategies through collaboration alliances with ACA entities, community organizations and the community-at-large. Newsletter (bi-monthly via Internet); ACA Membership required; Dues: Professional $25, Regular $25, New Professional $12, Student $12; Retired $12.50.

(C-ACREP) COUNSELORS FOR ADDICTIONS AND OFFENDER COUNSELORS
C-A Crep serves those who are interested in issues pertaining to additions and/or criminal justice, especially the areas of prevention, treatment, education, and advocacy. CACREP supports research, training, education certification and networking for counselors, counselor educators and students. Quarterly newsletter; Journal: Journal of Addictions and Offender Counseling. Dues: Professional $40; New Professional $20; Student $15; Retired $15; Free to members of ACA, $10 processing fee applies.

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emotional recovery
Counselors help survivors of motor vehicle accidents with emotional recovery

First, there is the sound of screeching tires. Then comes the initial, disastrous impact that jars the soul — glass shatters, metal twists, the horizon spins and your hands clench the steering wheel as you become acutely aware of the fact that you are totally powerless.

Any type of automobile accident can be traumatic — whether it's a fender bender on the commute to work that rattles your nerves and spills your morning coffee or one that causes major injuries and costly damages. However, recent studies show that many people who survive serious accidents will experience some form of anxiety afterward. For some, that anxiety lingers on and begins to interfere with their daily life activities.

According to the National Center for Post-Traumatic Stress Disorder, motor vehicle accidents are becoming the most common cause of PTSD in the general population. In many cases, survivors of MVAs see their primary care doctors for their physical pain but rarely consider their mental health until weeks, even months, after the accident.

Edward B. Blanchard, director of the Center for Stress and Anxiety Disorders at the University at Albany, has been researching and working with MVA survivors for more than 14 years.

“About a quarter of people who are injured in accidents may have PTSD in the short term, but most people get over it with the help of family and friends. However, for some people, the symptoms persist,” he said.

Blanchard is a distinguished professor of psychology and the co-author of “After the Crash: Psychological Assessment and Treatment of Survivors of Motor Vehicle Accidents.” In the most recent edition of the book, he spells out the different psychological effects of MVAs and specific treatment protocol based on cognitive-behavioral therapy techniques and his long-standing research. The intensive treatment regimen for MVA-related PTSD consists of 10 individual sessions, relaxation tapes and assigned homework.

“I think this approach works because it targets the various aspects of PTSD and helps people overcome the various symptoms that make up this disorder. We look at PTSD as having four sets of interconnected symptoms, rather than the three symptom clusters that are described in the DSM-IV,” said Blanchard.

Blanchard addresses symptoms stemming from re-experiencing, avoidance, psychic numbing and hyperarousal.

Re-experiencing
Re-experiencing is considered one of the hallmark symptoms of PTSD. Thoughts, flashbacks, dreams and recollections of the accident are triggered by reminders and often cause the client instant anxiety. Blanchard guides his clients to re-experience the crash with a “new understanding” in which negative thoughts and anxiety are lessened. “The focus is to try to help the patient access, and thereby confront, as many parts of the cognitive network of difficult memories as possible, making the memories conscious and salient rather than allowing the patient to avoid them.”

In this approach, clients are instructed to write down the details surrounding the accident, including what happened and also how they felt at that time. Clients begin most of their sessions by reading their descriptions aloud.

“Very often, these people are working hard to keep thoughts of the accident out of consciousness because when they think about it, they become very upset, apprehensive and they don’t like those feelings of anxiety,” Blanchard said. “This helps them get over their desire to avoid. The negative emotional power of those thoughts is confronted.”

He added that by writing and reading the description, the client focuses more intensity on the assignment. He encourages the client to come into contact with their memories and, eventually, they will learn that their memories do not hurt them. Eventually, the thoughts and memories will lose their power to upset the client.

Avoidance symptoms
“There has been considerable evidence that avoidance symptoms can be approached through education, graded exposure homework, applied relaxation and cognitive techniques to aid in the reinterpretation of the experience,” said Blanchard.

Some typically avoided activities are:

- Driving past the accident site.
- Driving on highways or congested areas.
- Driving in bad weather.
- Riding as a passenger.
- Seeing an MVA in the media.

Blanchard emphasized the importance of relaying to the client that initial avoidance scenarios are normal, but the situation will be faced eventually.

“We reassure each patient that this will be done gradually in small, manageable steps and that he or she will be prepared to succeed.”

To help address and overcome avoidance issues, Blanchard recruits the client’s significant other to help. He sees the companion as an ally, in that he or she can take a vital role in encouraging the client to expose himself or herself to the situation that is being avoided.

This step is only discussed after
relaxation techniques have been mastered.

**Psychic numbing**

Blanchard said that estrangement symptoms are the least understood cluster of symptoms of PTSD. They can mimic depression and include feelings of sadness, emptiness and irritability. The client can feel detached from others, be unable to feel joy or have a sudden lack of interest in prior activities. He or she may also have recurring thoughts, mortality or worthlessness and/or may become hypervigilant.

"People come face-to-face with the fact that they could have died. A lot of people don't spend very much time thinking about that. We think that we will be alive tomorrow, and we will keep doing what we do every day," he said. "But, when you come face-to-face with the fact that you could have died, it gets your attention and can be a scary and upsetting kind of thing."

**Hyperarousal**

Relaxation techniques are instrumental in Blanchard's treatment model in overcoming hyperarousal symptoms.

"Patients with PTSD-related symptoms typically present with varying combinations of these four symptom clusters, with some elements from each of the four present to meet the diagnostic criteria," he said. "Treatment would then logically include procedures to help counter all four symptom clusters, with relatively more emphasis on one versus the other, depending on the patient's idiosyncratic set of symptoms."

He noted that some cognitive techniques recommended in this treatment include thought stopping, guided self-dialogue, confrontation with the feared situation and management of the event, coping with feeling of being overwhelmed and reinforcement of positive efforts and behaviors, cognitive restructuring and role-playing of the anxiety-provoking situation.

**Relaxation techniques**

"We use a kind of modified Jacobsonian, progressive muscle relaxation technique. It's symptomatically easing and relaxing muscle groups," Blanchard said. "We start off with a relatively long relaxation and gradually teach them to become more relaxed, more quickly. Eventually, they will learn to carry these skills around with them as a way of coping with feeling upset."

He explains to clients that this type of relaxation training is a skill that needs to be practiced often at home. Eventually, the relaxation sessions decrease from a 16-muscle group flexing to a four-muscle group.

"I think this works. We provide evidence (of that), and we think that there is good support that this treatment works," he said, noting that a straightforward, supportive psychotherapy counseling approach also works, but the cognitive-behavioral therapy works significantly better with this population.

**Virtual driving clinic**

Gayle Beck, professor of psychology at the State University of New York–Buffalo and director of the school's Motor Vehicle Clinic, has modified Blanchard's treatment program to incorporate group therapy and individual therapy using a virtual reality driving simulator. Beck has been successfully assessing and treating MVA survivors for the last five years and has seen more than 400 clients.

"Our procedures are modified substantially because of the type of procedure where people are reading (their memories about) their car crashes out loud has the potential to elicit what we call re-traumatization, which means re-traumatizing the other group members," she said. "We also have a lot more modifications to our program to account for chronic pain problems."

There are also differences in the length of the program and timing of interventions. This group therapy treatment takes place during the course of 14 weeks, and the virtual reality program is 10 weeks. She noted that initial assessments of clients can take up to two to three visits and may last a few hours.

She added that the virtual reality program is geared toward those individuals who recently had their MVA's, while the group therapy sessions are for those who had an accident occur some time ago.

"We are using a virtual reality environment with people who are fairly early on after their accident. It does two things — one is to help them conquer their anxiety, and two is to give them practice at being behind the wheel while using their anxiety management skills in an environment that is safe," she said. "The purpose of the virtual reality is to form a sort of bridge function between the therapy room and their car. These people have what we call 'defensive habits' when they are driving that are directly related to their MVA and actually make them worse drivers. The virtual reality is a safe way for them to help them learn not to do those defensive behaviors. They can master that before they get behind the wheel."

Both programs are offered to approved clients at no cost.

"I think that it's important for people to know that there are often emotional consequences after a serious MVA. PTSD is extremely treatable with the right kind of treatment, and it's an underserved population."

**Differences in professional liability insurance for counselors**

If you have ever faced a potential licensing board complaint or worried about a client who is threatening to sue you, you may be aware of the advantages of being a member of the American Counseling Association and a participant in the professional liability insurance program sponsored by the ACA Insurance Trust.

There is exceptional value added for members of the American Counseling Association who participate in the sponsored liability insurance program. Seasoned professionals are available to members to provide guidance when issues arise concerning potential liability or when counselors are faced with ethical dilemmas. Larry Freeman, of the ACA Office of Professional Affairs, regularly responds to ACA members who have questions related to ethics and professional standards. An astonishing number of ACA members take advantage of this excellent service. The tally for the year includes 1,236 inquiries concerning ethics, along with 1,937 inquiries related to professional practice standards.

The ACA Insurance Trust gives ACA members at no cost.

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Difficulties lie in the fact that some states might actually require continuing education and work experience, examination performance, and about their educational counselors may house information about their educational data but will also provide assurance of licensure standards by verifying that individuals have met specific requirements.

The registry will not only house educational data but will also provide assurance of licensure standards by verifying that individuals have met specific requirements.

The registry must already hold a license from an AASCB member jurisdiction and have no record of disciplinary action taken against their license. Counselors who meet the registry standards will receive the services of the registry, mainly portability between AASCB members. Those who do not qualify for the registry standards may deposit licensure-related documents and educational data but will also provide assurance of licensure standards by verifying that individuals have met specific requirements relative to education, years of licensure, hours of supervision, scores on examinations and continuing education credits. Individuals applying for licensure portability plan is critical for moving the profession ahead.

National Credential Registry
The National Credential Registry is a service where licensed counselors may house information about their educational preparation, supervised experience, examination performance, continuing education and work history. Essentially, it is a centralized electronic filing cabinet protecting a counselor’s professional documents and educational data. Individuals may request the records from this hub location rather than contacting various relevant agencies when necessary.

"Counselors will pay a fee to have their credentials housed by the registry," Porter said. "When counselors get accepted for licensure, they have turned in their supervision, transcripts and all their paperwork. Say if, for example, 20 years later they move to another state — they can't get original documentation from their supervisors. Their supervisor might even be dead. It's worth it to the counselor to be able to have their documents housed somewhere and to have this kind of organization verify them."

The registry will not only house educational data but will also provide assurance of licensure standards by verifying that individuals have met specific requirements relative to education, years of licensure, hours of supervision, scores on examinations and continuing education credits. Individuals applying for licensure portability will make out a variety of responses from those individual boards. Some of the board members have said yes, they will agree to this wholeheartedly. Others said they would need to pass legislation to accept the paperwork from AASCB. Still others are saying that we need to have more stringent qualifications on what AASCB is asking for.

The portability committee will be meeting to form the strategic plan for developing the registry committee, which will follow the development of the marketing plan and registry application procedures," Gagnon said. "So, we can't put any specific timeframe on this, other than yes, the policies and procedures have been voted on, and this next year will be spent trying to develop the committees that will actually be taking care of the credentialing hub."

Gagnon said the next step would be actually developing the mechanics for the registry. "Once that is put into place, then we will be contacting the states and the counselors — almost simultaneously — so that we can get both on board. We will have more clout with it once we have an actual list of which states will accept the credentials as they are, and which states require more. For example, Florida will require a course on human sexuality, which is not a requirement of the Council for Accreditation of Counseling and Related Educational Programs. So, there will be some idiosyncrasies between the states, but not all of them."

It is estimated that approximated a third of AASCB members are willing to accept the plan as is.

The AASCB National Credential Registry Program will not only help portability issues between states, but it will also reduce the demands placed on the AASCB board members to obtain evidence of fulfillment of the regulation of their boards and promote national standards in credentialing. It will reduce disputes, duplication of materials and waiting times for licensees who want to move to another state to practice.

"ACA has given AASCB input to help shape portability into a way that works," said David Kaplan, ACA's associate executive director for professional affairs. "We have been an integral player in this process. Our liaison, Loretta Bradley, goes to every meeting and speaks on our behalf. ACA officially endorsed the portability plan at our last Governing Council meeting. The AASCB licensure portability plan is critical for moving the profession ahead."
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Returning home
Rehabilitation counselors address needs of Iraq War veterans

BY JACK HACKETT
FOR COUNSELING TODAY

For many men and women in the military service, the day they return home is long-awaited. But the transition to the homes, jobs and families they left behind may not always be easy, nor is it instantaneous.

Some may find it difficult, at least initially, to re-adjust to life back at home, reconnect with spouses, children and other family members after an absence of a year or more. Others may be returning injured or permanently disabled, in need of accommodations to resume the job they left behind or training to find another. These are the veterans whom rehabilitation counselors must serve as clients.

As a rehabilitation counselor who has more than 20 years of experience with the U.S. Department of Veterans Affairs, I believe my profession offers essential assistance to returning service people. For this to happen, however, rehabilitation counselors need to think comprehensively, beyond the immediate vocational, rehabilitative or psychological needs of the individual. They must see the whole person, whether it is the veteran in need of vocational training who has underlying emotional issues or is a veteran with disability who also suffered a concussion that was not initially diagnosed.

Luckily, rehabilitation counselors and the veterans they serve do not have to go it alone. There are numerous programs and resources available through the VA and veterans’ organizations for returning service people, including full-time military and reservists. I advise any rehabilitation counselor who begins working with a veteran to ask whether the individual has contacted the VA. Further, the VA is an excellent resource for rehabilitation counselors who want to learn more about the programs available for veterans, including benefits, financial assistance, education grants and employment/vocational services. (See the VA website at www.va.gov or call 800.827.1000.)

"The primary thing that I would encourage for the rehabilitation counselors in the field is that each of them seek out their counterparts in the VA to get information and be prepared," said Gerald Braun, deputy director of vocational rehabilitation and employment services with the U.S. Department of Veterans Affairs. "If they have not had a close relationship with their VA colleagues before, it’s time to establish one. It’s mutually in everybody’s favor to have that partnership."

Understanding the emotional picture
To be prepared to offer assistance to veterans, rehabilitation counselors must understand, first and foremost, the emotional issues involved. In some cases, veterans may be dealing with specific psychological issues, such as sleep disturbances, generalized anxiety, problems with authority figures, heavy drinking, using prescription or other drugs to an excess or dangerous self-destructive behaviors.

"I believe these individuals will be the minority," said Jerry Clark, the team leader of the Vet Center in Alexandria, Va., which is one of 206 centers around the country that offer services to veterans. "But they will all have to re-adjust after they are brought back from an environment of desert and sand, isolation, an unfamiliar culture and being away from their families."

For most veterans, coming home has meant severing ties with fellow soldiers with whom a close relationship has been established in life-or-death situations. Those who go through a war experience often cannot leave that environment easily, knowing that others are still there. Even when they return home, they feel some connection to those who remain.

This adds to the emotional complexity of re-establishing relationships in their personal lives with spouses and children, other family members, friends and colleagues. "The way the household functioned has changed while they were away," Clark said. "And now, the soldier comes home. The family may not go back to the good old days, and things may not stay the same as when the soldier was gone. A new normal will be established."

In today’s military, these transitions happen more rapidly than in years gone by, when coming home usually meant a long voyage by ship that helped to serve as a transition time. "We are going to have some of the same ‘jet lag’ that we experienced after Vietnam," Clark added. "I remember when I was in the military. I was in a firefight one day, and then a few days later, I was at the dinner table in my parents' house in eastern Kentucky, and my mother was wondering why I wasn't eating my peas. It all happened in a matter of two or three days."

Identifying the emotional and psychological issues may require rehabilitation counselors to ask open-ended questions that encourage veterans to talk about their war experiences and their adjustment. Their answers, as well as the way that they answer, may be very enlightening. To facilitate these discussions, rehabilitation counselors need to create a trusting environment in which individuals feel the freedom to express their thoughts, emotions and needs. If the counselor cannot relate personally, he or she can acknowledge the individual’s feelings and respectfully seek to learn more. Further, counselors can encourage returning service people to join a veterans’ group or organization to connect with others who have had similar experiences.

Rehabilitation counselors need to listen for other issues, such as marital or financial problems. Have the returning service people been able to go back to their jobs and, if so, do they feel connected to the workplace? How do they relate to their colleagues? A nine-to-five desk job may seem meaningless after a yearlong deployment, during which an individual’s decisions and actions could mean the difference between life and death for themselves and others. Or, it may be difficult to readjust to a work environment in which every detail isn’t treated as “mission critical.”

When a veteran is injured or disabled

When a service person comes back with an injury, the primary focus is, understandably, on the medical or rehabilitative issues. Perhaps a soldier suffered an amputation due to an explosion. Clearly, the individual’s ability to re-engage the workforce needs to be evaluated and accommodations or other alternatives explored. The rehabilitation counselor, however, must look beyond the obvious to more subtle issues that may have been masked during triage and hospitalization.

For example, in the case of an amputation or other injury caused by an explosion, there is a high likelihood that the person also received a concussion or other brain trauma. That secondary condition, however, may or may not have been diagnosed at the time. The rehabilitation counselor needs to be on the lookout for telltale signs, which can be uncovered in the interview process. Has the person experienced any periods of unconsciousness? Have they had difficulty communicating or understanding? Talking with family members can reveal noticeable changes in behavior. If a brain injury is suspected, rehabilitation counselors can encourage a neuro/psychological evaluation. Once again, VA resources can be helpful in securing the necessary medical services.

Employment rights
As they work together, rehabilitation counselors and veterans need to be aware of the
In the case of a veteran who has been disabled, the employer is obligated to provide reasonable accommodations. Once again, rehabilitation counselors will be of valuable service addressing these employment issues, from dealing with accommodations to seeking retraining.

Most employers, Smithhart said, are cooperative and eager to do what the law requires for returning veterans. Rehabilitation counselors can act as important links between returning service people and the workplace, whether they are resuming the jobs they held before active duty or seeking retraining.

Whether the primary issue is employment, vocational training or psychological counseling, the talents and skills of rehabilitation counselors will be called upon to help many returning service people. To be most effective, however, rehabilitation counselors need to be aware of and sensitive to the needs of the whole person, not just the issues that are initially presented. This requires empathy and understanding on the part of the counselor as well as a full knowledge of the benefits, programs and resources available to the veterans.

"Veterans are not necessarily entitled to the jobs that they had, but they are entitled to be placed where they would have been had they not left," said Tony Smithhart, director of the Veterans Employment and Training Services, see the website at www.dol.gov/vets/.

"In order to more closely match state legislature session dates and to allow more lead time for consideration of grant applications prior to the American Counseling Association's Legislative Institute, the ACA Public Policy and Legislation Committee is moving up its grant consideration process from the fall/winter of each year to the summer. The committee plans to consider grant applications during its July meeting in Washington D.C. Grant applications will be distributed to counseling leaders at the end of April. However, ACA leaders can also obtain a grant application by contacting Christie Lunn with ACA’s Office of Public Policy and Legislation at clunn@aca.org or by contacting their senators to ask them to co-sponsor S. 2215 (see the "ACA Call to Action" page in this issue). Both S. 2215 and H.R. 3593 need more co-sponsors to increase the legislation’s chances of being included in legislation. ACA leaders and the ACA public policy and legislation committees will need to follow up to ensure that these important education programs are re-authorization legislation to be passed by Congress."

**Continued from page 1**
and draining of my energy and goodwill. Thus, my need to be needed or to help others fix can cause self-defeat and that of others if I maintain loyalties to old relationships that are no longer constructive, nourishing or deeply genuine. Sometimes, simply knowing bonds can prevent both suffocation and abandonment.

We can easily get stuck in worn-out roles as dutiful sons, daughters, mothers, fathers or as leaning posts to friends who repeatedly complain, refusing to grow. I must avoid that temptation of feeling useless if I am not to be at everyone's mercy, doing constantly for others. Too many women were raised this way. It can become as an addiction. As a counselor, I had to learn to give my best during the session and then shut the door carefully, lovingly but securely, shift gears and go on with my own life and family. I must now transpose this into other areas of my life.

I, like others, also easily fall into the habit of thinking circularly — behaving repetitiously and unproductively. Often, refusals to accept realistic changes contribute to this. For example, how could I be as old as I am? I am still young inside and full of energy in my mind, but my body does not seem to cooperate as it once did. I like the old friends how and where they always were. If I get my mind on my work, my aches and pains and ailments will go away. I can certainly hear, see or do what I used to be able to do! Why can’t you hear me? You’re just not listening!

Disciplined discernment is required to focus on whether I am nested in or caught in my lovely web that took such effort to spin. Do I tolerate these factors helplessly, or do I keep on growing to ever-higher emotional, intellectual and spiritual levels? For example, do I still believe the faith of my ancestors? Do I have the courage to question? What do I question in the lives of others or my own? Too frequently, we limit ourselves by being stuck in either/or, black/white thinking, which restricts our creativity and rationality. Must I break through my web and spin a wide, new one with a different pattern to escape? Perhaps I just need to attach myself to a different support system. At times, I may have to adjust portions of my web and spin a new, more beautiful web.

The old situations and characters which restrict our creativity and which may present new challenges, which in turn keep me alert and creative. To re-spin my web does not necessarily mean to overthrow the old because of annoyances, or because I have taken a different path, or because I have outgrown the people or context. The old situations and characters may present new challenges for growth with adjustments, or they may require a whole new scene — I am the judge. The beauty is that I am free to decide. Part of the challenge is making the decision and re-balancing the web. I continue to weave other new strands, replacing old ones. For example, after much denial and cogitation, it suddenly became intuitively clear to me. I needed to retire from my beloved profession of psychotherapy, spurred on by the burdensome new federal regulations. Now was my time to claim and concentrate on a long-neglected urge and talent for writing. I must capture all of these years and several careers' worth of experiences and share them. This would also enable me to remain at home, which I love, and work near my husband, where I need to be. I feel that I am where I am supposed to be, doing what I am called to do now.

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chickened out!
Rather than arriving dressed for the experience, I changed in the mall's family bathroom. The anticipation was comparable to stage fright, so when my friend sensed it, she left me in the bathroom, taking my other clothes with her. I called for her to come back in, but she walked off nonchalantly, so I had to follow. I was a little confused, averted to the floor and pulled my hands into my sleeves, partly so my obviously white hands wouldn't show and partly to disappear. I couldn't keep the scarf situated, so I kept pulling it down, which for me was probably also attributed to trying to hide.
I chose to visit a toy store because my kids and I had been there many times. The clerk at the toy store was anxious to help me, saying "hi" twice, as if he forgot he said it the first time. I said "hello" back and moved on, still watching the ground. I felt out of place, so couldn't buy anything — not that I wanted to; that would require interaction. The walk from one store to the other felt like streaking down the street. The familiar territory now seemed massive, open, and it no longer provided a place to blend in. The feelings of self-consciousness and vulnerability were overwhelming, as was the comfort with the dress. I wanted to tell people, "This really isn't me; I'm doing it for an assignment," and even having those feelings brought on more disappointment with myself.
A change in direction as far as social acceptance is concerned, I thought that after five minutes, the shock of change would fade away. The feelings of self-consciousness and vulnerability were overwhelming, as was the comfort with the dress. I wanted to tell people, "This really isn't me; I'm doing it for an assignment," and even having those feelings brought on more disappointment with myself.
It was obviously harder to be on the outside looking in than I'd thought. I'm okay with people who are different, but can it be that I don't want to be one of them? Who are you if you are not something you can hide by pulling your hands into your sleeves or adjusting a scarf. You wear that person for all to see every day, and the need to be accepted is tremendous. I have always thought people should share information and opinions with others, and if those others didn't accept them, well, that was their issue. But there is more to it than that. It takes a very strong person to share his or her personal identity when it may be received as unacceptable. Would it not be easier to pull your hands inside your sleeves and your scarf over your face and just try to blend in? The problem with that model is that, when you look in the mirror, there is a stranger looking back. What a quandary to be in! So much personal conviction and self-worth is needed to present the real person to the world, especially when the world appears different from you.

**Tolerance is not enough**
Cultural awareness is a hot topic in counseling and society today, and being tolerant of others is not enough. Communicating, "I tolerate you," wouldn't do it for me, dressed as I was and shopping in a mall in North Texas. Tolerance would not have given me strength. Acceptance is a better word, but it still seems to fall short. What would have made this assignment unnecessary is a sort of universal cultural appreciation. Naked, well-dressed, sloppy, mismatched, white, black or purple — everyone deserves to be appreciated for who they are. I assumed that being open to the cultures, lifestyles and appearances of others was enough, but it wasn't. Counselors can state that they are culturally aware as persons and professionals, but this innocently assigned, brief experience showed me how much easier it is to say that you are part of the norm as compared to being outside the norm. It takes inner strength to love and respect yourself — all your individual characteristics — and then expose your heart and soul to the possible criticism and condemnation of others. These are realizations about which I will need to remind myself regularly for the benefit of clients, friends and those I pass by, as well as for the appreciation of myself.

Korey Kozlowski is a graduate student at Texas Woman's University.
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Arredondo wins 2005-’06 ACA presidency

BY ANGELA KENNEDY STAFF WRITER

Patricia Arredondo has been elected president of the American Counseling Association for 2005-’06.

Arredondo had just arrived off a red-eye flight from Arizona to New York City for a conference when she received the call with the election results. “I was genuinely excited when I heard the news,” she said. “I’m very happy with the outcome because I am ready to do this.”

Coincidentally, Mark Pope, ACA’s current president, was staying at the same hotel and also attending the conference. Shortly after hearing the news, Pope called her with his congratulations. The two met up to celebrate and also “talk business.”

“Patricia Arredondo has been involved with the organization since I was a graduate student,” she said. “I think she is the perfect choice for this position.”

Arredondo is currently working on a mentoring project with her graduate students at ASU. The goal is to focus on the experiences of female graduate students and junior and senior faculty with respect to mentoring.
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Continued from page 1

Legislative Service Award to U.S. Sen. Craig Thomas (R-Wyo.), in recognition of his leadership and hard work in pursuit of establishing Medicare coverage for state licensed professional counselors. ACA President Mark Pope presented the award at a breakfast held in the Dirksen Senate Building on the morning of Feb. 24.

Thomas is the sponsor of the "Seniors Mental Health Access Improvement Act," S. 310, and was primarily responsible for gaining tentative approval for the provision by the Senate Finance Committee during its mark-up of Medicare legislation and the subsequent passage by the Senate of the provision during floor consideration. Thomas remains committed to gaining enactment of this provision, and ACA looks forward to working with his office during the coming months.

As in years past, attendees received extensive training on various aspects of legislative advocacy work and the nature of the policy-making process. Beginning on Feb. 22, attendees heard a presentation from Stephanie Vance, an expert in federal legislative advocacy, regarding the basics of representatives' office work and work demands. This was followed by a simulation of floor consideration of a piece of legislation designed to provide attendees with a sense of the conflicting pressures facing lawmakers. Sunday afternoon, attendees went through an array of sessions focusing on aspects of state-level advocacy organization and leadership.

On Monday, attendees went to the U.S. Capitol for a breakfast with Congressional staff, including Neil Kirschner from the staff of Rep. Pete Stark (D-Calif.), who discussed Medicare and health care legislation; Erin Duncan with Rep. Tom Osborne (R-Neb.), who discussed the Congressman's "Campus Care and Counseling Act"; and Debra Anderson with Rep. Chaka Fattah (D-Pa.), who discussed Fattah's "Student Bill of Rights Act." Following breakfast, attendees received a background briefing on Congressional procedure and the policy-making process from Judy Schneider, an analyst with the Congressional Research Service.

The Institute culminated in a day of lobbying on Capitol Hill on high-profile issues facing the profession, including Medicare coverage of counselors, appropriations for the Elementary and Secondary School Counseling Program and increasing access to rehabilitative services under welfare during re-authorization of Temporary Assistance for Needy Families programs. Announcements regarding next year's ACA Legislative Institute will be coming out this summer and fall. Counselors interested in learning more about legislative advocacy and "getting their feet wet" in this important area are encouraged to attend.

For more information, contact Christie Lum with ACA at clum@counseling.org.

Scott Dastow is the director of public policy and legislation at the American Counseling Association.

Craig Thomas (right) earned ACA's '04 Legislative Service Award.
Who counsels the career counselor?

Burnout and unrelieved stress have often been cited as an occupational hazard for counselors, especially when their clients are high-risk, critical incident (e.g. suicide, post-traumatic event, neglect) or when the client is at a disadvantage for help and support from his or her community. When a client is suicidal or from her or his community.

Helping others can come with a disadvantage for help and support from his or her community. When a client is suicidal or homicidal, stress runs high. Helping others can come with a disadvantage for help and support from his or her community. When a client is suicidal or homicidal, stress runs high.

Due to this, many programs at mental health and counseling conventions are aimed at preventing and relieving the stress of being a mental health provider. A philosophy of “help thyself, via help from others” is a safeguard against frustration and being overwhelmed by clients who do not persist, progress or even do worse while in counseling.

Given the perceived straightforward nature of career counseling, most counselors and professionals may not see career counseling as a high-risk area. Yet, some of the most refractory career counseling situations are those that entwine serious mental health problems in clients. One can argue that mental health disorders such as anxiety and mood disorders have a high occupational co-morbidity. In fact, the Global Assessment of Functioning scale found in the Diagnostic and Statistical Manual of Mental Disorders-TR” (American Psychological Association, 2001), used to assess the overall severity of a mental disorder, includes occupational functioning as a key area.

It can be said that afflictions such as anxiety and mood disorders impact work settings by hurting worker motivation, attendance and participation at work and, ultimately, performance. Most workers experience a mood or anxiety disorder in their lives or live with someone who has one, because these are among the most common types of mental health problems, according to the 1999 government report, “Mental Health: A Report of the Surgeon General.”

If career-related counseling concerns can have a mental health overlay, than there is yet another growing source of stresses for career counselors: large-scale layoffs and transport of jobs to overseas locations to reduce costs. A recent episode of “The Chris Matthews Show,” showcased, among others, Sen. Charles -Schumer’s (D-N.Y.) articulate but troublesome proposals for claiming youth development. Belonging, Mastery, Independence, and Generosity.

Continued on page 34

NEW from Research Press...

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Counseling Today — April 2004
NYU counseling director defends services, students in suicide media blitz

BY ANGELA KENNEDY
STAFF WRITER

On March 6, New York University student Dinan Chien, 19, committed suicide by jumping from a 24-story apartment building. The local media quickly made the connection with young girls and three other recent deaths at the university and suggested that a suicide epidemic has taken hold of the school.

Last fall, three other NYU students also jumped to their deaths. Although one has since been ruled an accident, the school continues to dispel media exaggerations about the incidents.

"Of the three suicides, each one of them involved different circumstances. In some of the cases, these might have been very impulsive acts (that were) not thought through, and there may have been drugs involved," said Paul Grayson, director of the NYU Counseling Center.

Grayson has been the director of the university's counseling center for the past 14 years and has been working in the field of college students' mental health for more than 25 years.

"It has been a very unfortunate media frenzy going on here in New York. The New York Post, particularly, has splashed lurid photographs of the student jumping (from the building) on its front page," said Grayson. "They have told — in great detail — of the romantic problems this young woman was having with her fiancé. And, he is talking about marrying her after her death. Unfortunately, I think that has been working in the field of college students' mental health for more than 25 years.

"There are more vulnerable students coming to campus these days across the country — partly because of psychotropic medications. Students who might have never gone to college are coming now. For legal reasons, there is no long discrimination against psychiatrically disabled students. More of them are coming to school needing services," he said. "I think that there is more stress on students these days, especially when you consider the financial burden these students are under, and also the worries about the job market. There are more students coming from far away — more international students — and so I think there are more adjustment problems."

Grayson said that although working with college students can sometimes be stressful, he would not have it any other way.

"There is an inherent risk in working with volatile young people — not only that your clients might do something that is impulsive, but also that other people who are not your clients might do something, which is true. From the overall sense, I think the college school population is a wonderful population to work with."

Editor's note: Counseling Today previously reported on the recent suicides at NYU in a front-page article in the January 2004 issue.
Online suicide prevention training courses available

BY ANGELA KENNEDY
STAFF WRITER

Two new Web-based suicide prevention training classes are now being provided by Eastern Washington University's School of Social Work and Human Services, in partnership with the QPR Institute, which is a multidisciplinary training organization whose primary goal is to provide suicide prevention educational services and materials to professionals and the general public.

The courses address the issues of suicide prevention, suicide risk assessment and suicide risk management. They incorporate the question-persuade-refer model of suicide risk assessment and management developed by the QPR Institute.

"National surveys report few college students preparing for careers in the helping professions receive sufficient training in this vital area of human behavior," said Paul Quinnett, a clinical psychologist and executive director of the QPR Institute. "Offering suicide risk assessment and management training courses online allows us to easily reach a national and global audience of students and practicing professionals with this life-saving information."

Students and working professionals from any location around the world can register to take the courses for university credit, continuing education units (CEUs) or non-credit. The one-credit courses are designed for a variety of professionals, based on their role in suicide prevention and management.

The "Suicide Triage Training" course is geared toward teachers, school counselors, clergy, hospital workers, corrections personnel, residential staff and those who are considered "first responders" and usually assess and refer potentially suicidal persons. "Suicide Risk Assessment Training" is suited for professionals such as counselors, psychologists, psychiatrists, health care providers, therapists and substance abuse treatment providers who evaluate and treat potentially suicidal persons.

"For counselors providing services to the public, students in a clinical setting, and who have medical/legal responsibility for client safety, the suicide risk management course is the course to take," said Quinnett. "For those school counselors, pastoral counselors or others who only assess and refer, but do not treat, the suicide triage course is more appropriate." Quinnett added that the curriculum is easy to access and fills a vital gap for students and professionals in rural, suburban and urban areas. The course includes online tutorials, Web links, interactions with an online instructor and an offline CD-ROM or VHS video of lectures. "Those are cutting-edge programs developed over the past few years with the College of Nursing Education at Washington State University," Quinnett said. "Basically, we teach those in the helping professions how to interview and assess suicide risk using a best practices and award-winning model and program.

The courses are modularized into 30 to 50 minute self-paced segments that allow students to take up to one year to complete the course. A final test is given at the end of the complete class segments.

"There are so few subject matter experts available, that if we are going to transfer this knowledge and put it into practice, then easy access to the training is vital," Quinnett said. "The reality is that suicide prevention education saves lives." He added that these programs cover the spectrum of awareness raising and primary prevention, to intervention and suicide risk assessment, as well as training in treating the aftermath effects of suicide and other trauma.

These courses:
- Enhance professional knowledge, skill and competency while protecting client safety.
- Standardize suicide risk data collection.
- Improve triage decision-making.
- Offer adult/older adult, pediatric and hospital versions.
- Offer tips for detecting the presence of suicidal ideation, feelings, plans and past attempts.
- Work well with other risk evaluation methods.

“We are very excited about this partnership with EWU and the ability to offer this life-saving, vital training all over the world via distance learning technologies. We believe that everyone needs suicide prevention training,” Quinnett said.

For more information visit http://suicideprevention.ewu.edu or call EWU’s Office of Professional Development at 800.331.9995. Course tuition is $229 (university credit) or $149 (CEUs or non-credit) and includes all materials. See the website for complete computer requirements before committing to the class.

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ACA members promoting public health

As more and more Americans strive to realize a greater level of physical health and psychological well-being, health-related issues have taken center stage in our contemporary society. The escalating health consciousness that is occurring in the United States is manifested in a number of ways. One indicator involves the number of persons who routinely engage in various recreational and physical exercise activities. A national study "Outdoor Recreation in America," conducted by the Illinois Department of Parks & Recreation, reported that 35 percent of Americans chose swimming as their leading recreation and exercise activity during the year. Other top choices for recreational exercise that the respondents incorporated into their daily routine included bicycling (21 percent), running or jogging (19 percent), and hiking and wildlife viewing (18 percent).

This study also found that persons who recreates most often were more likely to be satisfied with their choice of careers (36 percent of those who recreate weekly versus 31 percent of non-recreators), friends (54 percent versus 43 percent), and their perceived success in life (30 percent versus 26 percent). However, the report further suggested that the connection between recreation and family/life satisfaction may be at risk, based upon a comparison of the findings of this study with those in a similar 1986 national investigation. Comparing the outcomes of these studies, it was noted that the proportion of persons in the general public who stated that participating in outdoor recreation was very important during adolescence was down seven percent — from 32 percent of the respondents who participated in the 1986 study to 25 percent of the national sample group who took part in the more recent "Outdoor Recreation in America" investigation.

Another interesting research finding that points to the degree to which many Americans have committed themselves to more serious forms of exercise relates to the increased number of persons who participate in annual long-distance running events in this country. Ryan Lampa, a researcher with the USA Track & Field Association, recently reported that a record-setting number of people completed marathon races during 2002. Of the more than 450,000 marathon runners who attempted to complete this rigorous physical challenge, 40 percent were first-timers. Although final statistics for marathon runners are not in for all of the individuals who took part in a marathon during 2003, Lampa predicts at least a 3 percent increase from the preceding year, with even more marathon finishers expected for 2004.

Another factor that underscores people's interest in promoting their overall health and well-being relates to the tremendous increase in the sales of health foods in the United States during the past decade. MarketResearch.com, an online aggregator of more than 50,000 market research reports from more than 350 health-related companies in the United States, highlighted this point by acknowledging that "the $1.6 billion vegetarian food market in the United States has been growing rapidly (a 113 percent growth rate between 1998 and 2003) as more Americans look for ways to make their diets healthier and as suppliers continue to introduce new, tastier products to meet those demands."

The 2004 report, which was published online by MarketResearch.com, further explained that "until the mid-1990's, the nation's interest and investment in health foods was slow. But as mounting evidence pointed to the fact a diet high in fat was a serious form of exercise relates to the increased number of persons who participate in annual long-distance running events in this country. Ryan Lampa, a researcher with the USA Track & Field Association, recently reported that a record-setting number of people completed Marathon races during 2002. Of the more than 450,000 marathon runners who attempted to complete this rigorous physical challenge, 40 percent were first-timers. Although final statistics for marathon runners are not in for all of the individuals who took part in a marathon during 2003, Lampa predicts at least a 3 percent increase from the preceding year, with even more marathon finishers expected for 2004.

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programs that cover expenses for preventive health care services not only help to promote a greater level of physical and psychological well-being, but they also result in long-term fiscal savings in this nation's overall health care expenditures.

Recognizing the value that most Americans place on the need to secure adequate health insurance, and the fact that millions of persons are financially unable to access the types of services that would promote a greater level of physical health and psychological well-being in the wealthiest nation in the world, it is not hard to predict the wealthiest nation in the world.

The world's most respected multicultural counseling experts, summarized research findings from numerous investigators who have directed their attention to the racial/ethnic health disparities that continue to exist in the United States. Sue recently documented many of the past research findings in this area in a chapter of a recently published book entitled, "The Health Behavioral Change Imperative," edited by Jay Chunn, the director and principal investigator of the National Center for Health Behavioral Change.

In a chapter that focuses on the importance of becoming a culturally competent health care professional, Sue discussed many relevant research findings that underscore the racial/ethnic health disparities that continue to exist in our contemporary society.

As notted in this chapter, Sue reminded the reader that "the detrimental consequences of racism on the physical and psychological well-being of racial/ethnic minorities are well-documented." To clarify this point further, he referred to numerous research findings that have consistently indicated that "the health status for persons of color reveals disturbing disparities related to lifespan, death rates and susceptibility to illnesses; African American life expectancy in 1999 was 69.1 years, compared to 76.1 years for whites; excessive death rates for blacks under 70 were 23 percent, for American Indians 25 percent, and 14 percent for Hispanics."

Sue noted that there are generally higher rates of infant mortality and homicide among persons of color; poorer diets are characteristic of many minority groups; and people in these groups are reportedly more prone to various diseases, including diabetes and hypertension.

Of particular relevance for counselors is Sue's summary of numerous empirical studies that have demonstrated various ways that racism adversely affects the psychological well-being of African Americans, Latino Americans and Native Americans in our nation.

National Center for Health Behavioral Change

Behavioral Change

Few people would deny the urgency of working to reduce the racial/ethnic health disparity that continues to exist in the United States. Chunn, a former associate vice president for academic affairs at Morgan State University, is doing more than talk about the urgency of this challenge—he has also helped to establish the Baltimore-based National Center for Health Behavioral Change.

Among the numerous projects that Chunn oversees at the NCHBC is a special project that involves several ACA members. This special project involves developing and implementing a host of intervention strategies aimed at fostering a greater level of cultural competence among health care professionals in the United States. Recognizing the tremendous leadership that ACA has demonstrated in advocating for multicultural competence in the mental health professions, Chunn solicited assistance from several experts in ACA to develop a set of cultural competencies for public health professionals and to create a set of training materials that can be used in graduate programs in the health professions across the country.

Beverly O'Bryant, a past ACA president, serves as the chairperson of the NCHBC's Professional Development and Training Committee, which oversees the development of the cultural competencies and professional training materials described above. Commenting on the progress that this committee has made during the past several months, O'Bryant noted that "several multicultural advocates in ACA have played a substantial role in developing the first set of cultural competencies that are specifically designed for public health professionals in this country. These competencies are based on the minimum standards for multicultural competence that were developed by the Association for Multicultural Counseling and Development in 1992 and formally endorsed by ACA in 2003."

She added that she is "proud of the ways that ACA members are working to narrow the..."
Helping your child form a positive self-concept

It’s common for parents to wonder how their children feel about themselves, but it can be a difficult question to answer. Where do you begin? Do you know how your child feels about his or her home, family, school or future? And what can you do to help your child develop a positive self-concept?

Simply put, your child’s self-concept refers to the variety of ways they figure out how they feel about themselves in relation to their families, schoolwork, social lives and even their sense of right and wrong.

For children, every day consists of a collection of events that call for them to evaluate how well or badly they’ve handled the day’s events. Successes and failures are experienced, and the child determines the impact of each accomplishment or defeat.

Those daily successes and failures, and how a child evaluates them, help determine the child’s self-concept. In some children, it will come out as confidence or even arrogance — and a strong personal belief in their own abilities. In others, it might mean sadness, shyness or possibly anger. For children whom success does not come easily, their reactions may include looking for alternative means or areas where they will feel successful. Kids may look to gangs, or they might try adopting values that are opposite those of their home and community, just because it’s an avenue that provides them with positive feelings.

But how can you, as a parent, help your children form a good self-concept? One starting point is by trying to understand the areas in which children typically have to make personal judgments and by respecting how they organize their self-evaluations.

Your children are exposed to many different things in a day. For school-age children, the education and social environment covers a wide variety of events that call for them to determine where their “fit” is located. Remember your own school days. Were you a “jock,” a “brain,” a “fancy dresser,” or one of the “popular” kids? Your children face those same issues of deciding where they fit.

Parents can help to some extent with these issues. Not every child can be a good athlete or scholar or the most popular. Talking with your children about how people fit into different slots and helping them clarify and figure out their own “social status” in the community, can be helpful. You can assist them in figuring out how their appearance, dress and attitude affect the way they fit into society.

But no matter how hard you try, the ultimate decision on what your child will hold most important rests with them. Children make their own decisions, whether they know it or not, about the scale of things in their lives from most to least important.

It’s also important for parents to understand that, for the most part, children like options. Children who feel they have few options typically get frustrated and make decisions that reflect that frustration. In such situations, people and groups who don’t have a child’s best interests at heart can often be more influential than a child’s parents.

One way to avoid this, and to help your child develop a more positive self-concept, is to work to understand the reality of your child’s situation. The demands and pressures your children face may seem minor compared to your own problems, but they are very real and strong for your children.

Encourage your children to express themselves. Listen and ask questions to help them explain their point of view. Sometimes the words may be hard for them to find. Accept that not every issue can be solved in one meeting. Sometimes a conversation might have to stretch out during the course of several days.

You can help build a stronger self-concept by acknowledging a child’s feelings — and even confusion — while also offering alternative perspectives for dealing with the dilemmas he or she faces. Focus on your child’s uniqueness rather than comparisons to or her to other people and times.

Finally, focus strongly on what the child actually has, not on what he or she doesn’t possess. Help your child see his or her unique strengths. Celebrate your child’s successes and work through your child’s failures. When you stay positive and involved with your child, ultimately you will be the main reference point as your child evaluates and determines his or her inner feelings. And that will make a good self-concept for your child.
found that a more helpful approach is one that attends to endings while also honoring continuity and connection. (Incidentally, we have found this an important step for all of our clients, regardless of ethnicity.) When we honor the leaving and the relationships we have with people even after they have physically exited our lives, we acknowledge other cultural paradigms as well as the reality of human interconnectedness. To do not so could indeed be harmful to our clients. Thank you for providing a wider theoretical framework and big picture for what we see happening here on the ground.

Giada Garofalo Seattle
garofag@seattleu.edu

Legendary steps
It is especially exciting and even astonishing that, at this point in the history of the counseling profession, the American Counseling Association honors living legends for their outstanding contributions to the helping professions. Joe Carlson, an Adlerian; Albert Ellis, the founder of Rational Emotive Behavioral Therapy; John Krumholz, a behavioralist; and William Glasser, the founder of Reality Therapy.

These values espoused by these men assume positive beliefs about human beings: that we need not see ourselves as victims of external forces; that we can become more autonomous, responsible and inter-directed; that independence and interdependence are quite compatible.

People from thousands of ethic, racial and national groups freely choose to learn these theories and other counseling methods in North America as well as in countries around the world.

Bestowing honor on these giants is a prodigious step beyond the fundamentalist, anti-intellectual multiculturalism heretofore promoted and seemingly endorsed in the pages of Counseling Today.

The counseling theories and methods represented by Carlson, Ellis, Krumholz, Glasser and others stand in glaring opposition to the outdated oppression/victimology model espoused by a dwindling number of counselors.

Viewed from the perspective of their fundamental philosophical principles, counselors can affirm clients as individuals and potentially competent, achieving, rational and contributing members of society.

Robert E. Wabbolding
Cincinnati, Ohio

Correction:
In the March 2004 issue, Sergei Kremen was misidentified as Sengal Analoyevich in the article “Faculty exchange program promotes counseling globalization” on page 35.
Understanding the military culture

Upperclassmen backing out orders, wearing a uniform to class every day of "college" life, shining shoes to a high gloss, waking up at 0515 and going to bed at 0300 — all were staples of daily life during my four years as a cadet at the United States Military Academy at West Point. Currently, I spend most of my time talking to individuals about feelings, asking people to dialogue with empty chairs and supporting clients unconditionally. The military profession versus the profession of counseling — what a difference.

At West Point, cultural bridges are expected to be nonexistent. With each class typically representing all 20 states and a handful of other friendly foreign nations, individuals are expected to embrace each other as strangers (and less frequently, sisters) regardless of race, color or creed. Looking back through my four years spent at the Academy, I don't remember having even one class on multicultural issues. Not that one was needed though, as other experiences gave a multicultural angle to nearly all daily activities. My junior (or "cow") as is the term at West Point year, I roomed with a native from Cameroon for six months, giving me more of a lesson on African cultural issues than I ever could have received in a class. Indeed, in his book, "Absolutely American: A Year at West Point," David Lipsky noted, "Of all the places I've been in America, including the 35 or so colleges I've visited as a reporter, West Point strikes me as the most successfully integrated, the least afflicted by racial tension" (2003). For the most part, the Academy and military as a whole are tightly woven communities irrespective of cultural differences. Of course, a much more controversial topic is the issue of gender.

During my four years at the Academy, the institution boasted an approximate 15 percent female composition, hardly representative of national demographics. Truth be told, when I began my computer science major (my last two years at the institution), I probably only had class with a female one or two times.

The profession of counseling oftentimes places the "shoe on the other foot" in many differing aspects of my daily life. Currently, I am the only male in a fair number of my classes, multicultural and ethnic discussions abound, nothing has to do with military tactics or computer science, and professors don't seem to notice my highly shined shoes. So did West Point prepare me for a profession in counseling? As an individual who earned a Bachelor of Science in computer science, I am the first to say that most of the specialized coursework during any years at the Academy did nothing to prepare me for a career in counseling; the military tactics training also did relatively little for my counseling interests. How, then, did West Point prepare me to enter the field of counseling? It can be summed up in three words spoken by General Douglas MacArthur on May 12, 1962, "Duty, Honor, Country." While brief, those three words are the only I can think of that give justice to the breadth of my bachelor's-level education; they are truly the most valuable aspect of my experience at the school. Of course, these three principles also apply to any time spent as a Second Lieutenant in the Army with little effort. I also propose that not only should these ideals apply perfectly to the profession of counseling, Counselors have the shared duty to help and serve clients in whatever way possible. We also need possess the honor to treat individuals whom we serve both ethically and respectfully. Finally, country is the aspect of our profession that drives us; counselors have an innate desire to see clients raise their level of functioning, thus giving us some hope that, in a like manner, we are helping society.

Now perhaps the better question is why I wrote an article about the differences between counseling and the military. With the ever-present issue of multicultural counseling in mind, we are helping us can we have a good understanding of how the military operates, what types of individuals typically serve in the armed forces or how military service impacts personality development? What about the military as a career option? Do counselors understand the type of individual who will likely be successful in the Marine Corps versus the Air Force? Questions abound with respect to the profession of military arms, but could perhaps be best summed up with one final question. Is not the military a culture, in and of its own? As helping professionals, we have the duty to provide our clients with the best therapy possible. In the case where the client is military personnel or prior military personnel, this duty includes learning about the culture of military service. As a society, we find ourselves in a unique position within the scope of history. Whether or not we choose to admit it, the United States is currently fighting wars in both Iraq and Afghanistan. Soldiers fighting in those countries are no doubt bearing daily witness to many horrific crimes. The operational tempo of the military increases every year and has shown no signs of slowing down. In addition, discharge rates within the armed forces typically increase

Reader Viewpoint
Continued from page 28

How career counselors can help demanding clients
Be familiar with mental health conditions, terminology and treatments for individuals with a wide range of mental disorders. In particular, knowledge of new psychotropic medications and other treatment modalities is almost essential. An undergraduate or graduate course in psychopathology and treatment planning would update knowledge in this area.

Be a member of professional organizations that serve mental health counselors — such as the American Counseling Association (www.counseling.org) and its divisions — with a mental health focus. Attending their national and state conventions is highly recommended to promote professional effectiveness. Obtain supervision from other professional counselors, paying attention to supervisory credentials (certifications) and experience. When a caseload of clients starts wearing on the counselor, supervision is virtually essential for maintaining a balanced perspective and effective performance. Mentoring and coaching from other counselors are also beneficial.

Staying on top of developments in the field
Trends in labor market changes, education and training options and requirements are addressed in professional organizations serving career counselors, such as the National Career Development Association (www.ncda.org). For international career counselors, the National Employment Counsellors Association (http://geocities.com/employmentcounseling/ncea.html) and for international career counselors, the International Association for Educational and Vocational Guidance (www.iaevg.org). These organizations provide links to products, services and other organizations that improve career counseling practice.

Keeping up with labor market and occupational trends
To augment professional career counseling organizations, career informational publications, such as Career Opportunities News (arguably the best publication of its type), and those with a career and labor market emphasis — notably the Wall Street Journal and Business Week, not to mention business and employment periodicals keep readers up on hiring trends and developments. The Chronicle of Higher Education is the best source for what is happening in colleges and universities. Related websites — such as that of CareerBuilder.com and Gannett newspapers, the U.S. Department of Labor's Bureau of Labor Statistics and state departments of labor — offer everything from interest inventories, occupational descriptions, job openings, and links to educational and training opportunities. The Association of Career Computer Based Systems for Career Information (www.scel.org) offers software for the delivery of career information as well as a list of leading Career Information Delivery Systems for more than 30 states. Finally...

Maintaining balance in life and work is important, and choosing a lifestyle that neither taxes nor relaxes to extremes is recommended. When your mind and body are suffering, your work is not at its best. Ethically speaking, you should work only when you are functioning at a high level. Too much is at stake to not heed this: a person's career and work life is a very important part of her or his life that impacts so many others.

Editor's note: This article originally appeared in Career Opportunities News.
Comprehend the culture they are over-exaggerated picture; counselors will likely see a small percentage of these individuals. Just the same, we stand a chance of helping a good many more ex-soldiers if we comprehend the culture they are exiting. Remember when I mentioned how the military functions as a tightly knit unit? Word of mouth travels fast, and the reputation of an excellent counselor is no exception. To the rule.

Resources to learn about the military are sparse—well, good resources anyway. The best website I have found to describe the organization of the Department of Defense and subordinate branches of the military is located at www.globalsecurity.org/military. Unfortunately, books promoting cultural understanding of the military prove a difficult find. However, the Discovery Channel provides interesting and accurate information regarding the military lifestyle. A few of their documentaries place the viewers in the middle of the action, letting them experience the culture for themselves.

Of course, the best way to find more information is to become immersed in the culture. If you live somewhat close to a military base, head over to it the next time a parade is scheduled. and then talk to a few of the soldiers afterward. Despite the crisp uniform and steely-eyed gaze, soldiers enjoy talking about their profession—they take pride in it! If visiting a military post is not an option, then talk to a friend who used to be in the service and ask a few questions. What is it like living in the barracks? How do deployments and field exercises impact your family life? When do you begin your typical day? Does it take to make it as a soldier in the Army?

Regardless of the way you learn about it, realize your duty is not complete until you arm yourself with pertinent information about military culture. I challenge you to utilize the information you learn to spark more conversation and gain an even better understanding of the culture when you counsel your military/prior military clients. Then, and only then, should you have the peace of mind in knowing you performed the duty of serving your client, maintained personal and professional honor by demonstrating respect for the client's cultural background, and served the country by making one of its finest an even more complete individual.

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**Innovations in counseling: highlights from recently published ACA journals**

**Editor's note:** To order any of these journals, contact the American Counseling Association's Member Services staff at 800.347.6647 ext. 222.

**Internet use, sexual addiction: suggestions for counseling gay men**

Counselors are seeing an increase in number of clients who struggle with sexual addiction, the loss of control over sex and persistence in sexual behaviors despite adverse consequences. This increase in sexual addictions is partially due to greater availability of sexually erotic material and chat on the Internet. Nearly 29 percent of Internet users have engaged in some kind of online sexual activity, from searching for information on sexual health to face-to-face offline encounters. Access, affordability and anonymity of the Internet make online sexual activity seductive and potentially addictive. This manuscript discusses Internet use and sexual addiction among gay men. The authors suggest using a multi-modal form of treatment with gay males who are sexually compulsive. Sexual Addiction Anonymous 12-step meetings are also available.

**Evidence-based effective practices with older adults**

Older adults comprise a unique and underserved population for counseling services. Although persons age 60 and above comprise almost 13 percent of the total United States population, less than 3 percent of persons served across mental health settings are in this age group. Barriers to service include bias among service providers and reluctance of older persons to seek counseling. As a consequence of under-service, little is known about effective strategies for counseling with older adults.

The authors provide a brief overview of the older population and discuss the major differences in counseling with older and younger persons. Common concerns relate to differences in age and life experience as well as heterogeneity and diversity within the older population, and include issues such as adjusting to retirement, changing family dynamics, health, disability, loss, and depression. Outcome studies that reveal effective strategies and best practices for counseling with older persons are reviewed and discussed. Implications for clinical practice, counselor training, and needed research are considered.

**Counselors, clergy encouraged to collaborate on campus**

Counselors can benefit from collaboration with religious clergy when working with religious clients. Not only can collaboration increase the counselor's understanding of religious clients' perspectives and experiences, but it can also increase these clients' trust in the counselor, thereby strengthening the therapeutic alliance.

Unfortunately, many religious individuals fear that their beliefs will not be respected by counselors or that professional counseling will encourage secular values and the ultimate erosion of religious beliefs. Counselors, especially those working with religious clients, face potential dilemmas that can promote mutual understanding and foster ongoing collaborative relationships between counselors and campus clergy.

This article provides relevant suggestions for counselors working on college campuses, including potential actions that can promote mutual understanding and foster ongoing collaborative relationships between counselors and campus clergy.

**Chinese women in America: integrating old, new lives**

East meets West in this study, which examines how immigrant American women negotiate cultural differences in values and self-perceptions. Participants were raised in the East—in a collectivist culture—and are now residing and rearing their children in a Western (individualistic) value system, and their struggles to adapt, become culturally savvy in their new homeland and retain aspects of their traditional cultures is documented. Also, it was found that organizing principles remained largely unchanged over the two generations. The experiences of the Chinese women suggest that assimilation is a long-term and ongoing process, and this study addresses this gap during the negotiation of values and the ultimate perception of self.

**Citation:** "Immigrant Chinese American Women: Negotiating Values and Perceptions of Self in the Cultural Borderlands of East and West—A Qualitative Study." The Family Journal, April 2004. For ordering information, contact Sage Publishing at 805.499.0721 or info@sagepub.com.
ACCA: reaching the masses
Submitted by Carol Holland
carol.holland@rsu.edu

There are many ways to evaluate the success of a conference. For me, the American College Counseling Association’s conference held in Biloxi, Miss., with its professional, relevant continuing education presentations have renewed my enthusiasm for my life’s work. For many of us, the conference sends us back to our home states to share information with our active divisions, to re-energize our inactive state divisions or charters, and, if none exist, to form a division. ACCA has chartered 23 state college counseling divisions, including Alabama, Alaska, California, Colorado, Connecticut, Georgia, Illinois, Indiana, Kansas, Louisiana, Massachusetts, Maryland, Michigan, Nebraska, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Texas, Virginia, West Virginia and Wyoming.

Our work as college counselors is challenging and state divisions are the necessary link and lifeblood for our national organizations, ACCA and the American Counseling Association. State divisions promote the mission of ethical college counselor practice and training in higher education settings. They offer opportunities for advocacy and leadership and provide continuing education close to home. They support personnel within a state or region who may form a state division. Persons interested in forming a state division of ACCA should contact the State Divisions Committee Chair, Scott Borne at sborne@dcc.edu. The State Divisions Chair can provide details, contacts and resources to facilitate the creation of a division.

In general, formation of a state division requires:
• A minimum of 15 charter members who all belong to ACCA or one charter member who is an active member may be invited by the ACCA Executive Council.
• Elected officers (president, president-elect, secretary/treasurer required; others as needed).

Bylaws. State division bylaws must be consistent with those of ACCA and ACCA and should be presented to the ACCA Executive Council for approval. (Note: “Bylaws” is a members-only link that requires a password.)

Once the state division has been organized and the above activities achieved, the state organizers submit this information to the ACCA Executive Council. The Executive Council will review and vote on its acceptance during an official Council meeting. Once chartered, state divisions are required to submit a roster of members and officers, including minutes of leadership meetings, to the ACCA Executive Council annually. The ACCA Executive Council will provide input for this report so that it can be received by June 1 of each year. State divisions may have members who are not members of ACCA, but the charter members must be ACCA members.

ASERVIC offering CEUs for ‘Breath and Spirit’
Submitted by Craig Cashwell
cashwellw@unr.edu

The Association for Spiritual, Ethical and Religious Values in Counseling is sponsoring a workshop entitled “Breath and Spirit” in Atlanta from April 30 through May 2. Participants are eligible to earn two Continuing Education Units through the National Board for Certified Counselors. Carol Lampman of Integration Concepts will conduct the training, along with Craig Cashwell, current ASERVIC president, and Scott Young, past-president of ASERVIC. Information about the workshop is available online at www.breaththerapy.net or by calling Integration Concepts at 877.491.3355.

Have a ball at ASCA’s June conference in Reno, Nev.
Submitted by Colleen Fisher
cfisher@schoolcounselor.org

This year, attendees at the American School Counselor Association’s annual conference will have a “ball” ... literally! This year’s Recognition Ball at ASCA’s annual conference in Reno, Nev., June 27-30 is sure to be an evening to remember. With a special post-awards ceremony concert by the World Philharmonic, with top prices and dinner, this first-class black-tie optional event is guaranteed good time with your peers. Registered attendees pay just $13; guest fee is $20, though it’s worth it. Should you and all guest registration credit card of $15. Even better, there’s still time to register for the conference and save — simply register by May 1 and save $25 off the regular member or non-member registration fee.

From educational sessions to networking events, pre-conference and intensive-training workshops to inspiring keynote speakers, ASCA’s conference helps you meet your professional development needs. Conference sessions cover current and upcoming challenges, innovative and best practices, school and community issues and new futures in school counseling. For more information or to register online, visit www.schoolcounselor.org.


And, if you’re looking for national news, we have that, too. Want to know how school counselor-to-student ratios are faring nationwide? Is that national ratio documentation is now available to members via direct download from ASCA’s resource center. Some of the most recent findings include:
• U.S. ratios continue to decline; since 1986, the school counselor-to-student ratio has gone from 1:588 to 1:477 nationwide.
• From the 2000-01 data to the 2001-02 data, 40 states (including the District of Columbia) saw their ratio decrease, 10 saw them increase and one remained the same.
• The state with the highest counselor-to-student ratio is California, with 1,971.
• The state with the lowest counselor-to-student ratio is Louisiana, 2,926.
• Kentucky experienced the most change of any state — the 2000-01 data was 1:510; in 2001-02, it dropped to 1:442.

To download the complete PDF file, visit www.schoolcounselor.org and click on “Resource Center.”

It’s almost spring, and this “May Day” is all for a good cause. Join ASCA in commemorating National Day to Prevent Teen Pregnancy on May 5. Sponsored by the National Campaign to Prevent Teen Pregnancy and National Day founding partners Teen People magazine and Teen People Online, this day is designed to focus the attention of policymakers on the importance of avoiding teen pregnancy and other consequences of sex. For ideas on how you can promote the National Day with your students, go to http://www.teenpregnancy.org/ nationalday2003.asp.

For more information on these happenings and more, visit www.schoolcounselor.org.

NECA featured on CNN
Submitted by Kay Brawley
kbrawley@mindspring.com

The National Employment Counseling Association received a request for assistance on workforce issues for CNN’s workload and technology show, “NEXT@CNN,” which aired on March 13 and 14. The show’s topic focused on the partnership between Yahoo! HotJobs.com and ChoicePoint (an information security firm) who are now offering comprehensive access to the same background information already available to businesses.

The narrative for the media coverage follows:
CNN: As more employers check the backgrounds of job candidates, job seekers may want to have access to that same information. According to ChoicePoint, the service will give people the opportunity to view their information — in many cases — before they even apply for jobs, and ensure that the data being sent to potential employers is indeed correct. It is similar to the process of getting one’s credit report to double-check the data and ensure accuracy...and according to the company, security is top priority ... no checks are done without the consent of the person being checked (as is the process even for a potential employer reviewing personal information). The company also says that, in this shift work environment, proactively offering a company a background check along with one’s resume may help people stand out when applying for a job.

NECA: This type of service seems beneficial, particularly in the global job marketplace, and if the quality of the information is high enough that employers will accept it as reliable data. It would provide NECA the opportunity to offer the spon- ses to establish and maintain high standards and to communicate this to users.

To provide assurances about security, the applicant should approve or initiate the sending of the information, and the information provided would normally be available via other means. Software to protect sensitive datafiles has been developed and is in wide use by the online services of banks, brokerage firms, mutual funds and other services requiring tight security.

In most cases, attaching a background check to one’s resume certainly would not hurt and may increase a person’s chances of getting a job. It would demonstrate the seriousness of the candidate as well as provide information different than usually found in a resume. Even if the position sought is not one in which a background check is usually made, it would most likely increase the chances of an applicant getting to the interview stage.

Websites with this service should be one of several good ways to job search, but websites typically are better for some categories of positions than they are for others. Use of websites along with other sources helps ensure that relevant openings are not missed. However, it is usually true that openings listed on websites receive more applicant inquiries than ones listed in other media, and it is therefore easier for an applicant to get “lost in the shuffle.” The traditional job search techniques and strategies are most important when considering the hidden job market and jobs or positions which would not make it to the online job search service.

NECA, MANCDA: capitalizing resources for workforce development
Submitted by Kay Brawley
kbrawley@mindspring.com

The National Employment Counseling Association and the Mid-Atlantic Networking for Career Development are pleased to announce that the 2004 MANCDA Conference
will be held in Lancaster, Pa., on April 19 and 20. The conference is a must for anyone involved in career and workforce development. The conference theme is “Capitalizing Resources for Workforce Development.”

The conference will be held at the Eden Resort Inn and Conference Center, Routes 30 and 272, Lancaster, Pa., and will be preceded by a NECA-sponsored Professional Development Institute on the Working Ahead Global Career Development Facilitator Instructor training. An application for the GDPI training is required; please contact Kay Brawley by e-mail kbraley@mindspring.com.

Visit the MANCDA Conference website at www.mancda.org today for full conference information on speakers, workshops and registration forms.

AACE: setting the standard
Submitted by Randy Watts
rhwatts@comcast.net

The Association for Assessment in Counseling and Education continues its rich tradition of leadership in the development of standards on which counselors and educators can rely to inform their ethical and professional practice. In the past year, AACE has finalized a revision of the Responsibilities of Users of Standardized Tests and Standards for Multicultural Assessment.

Currently, AACE is collaborating with several divisions of the American Counseling Association to develop specialty area assessment standards. Assessment standards for substance abuse counselors have been drafted between AACE and the International Association of Addictions and Offender Counselors. Similarly, draft assessment standards for mental health counselors have been developed between AACE and the American Mental Health Counselors Association.

AACE is proud to announce the availability of several publications available for purchase through the website, http://aace.edu, including “A Parent’s Survival Guide to School Testing” ($11), “Applying the Standards for Educational and Psychological Testing—What Counselors Need to Know” ($10), and the Measurement and Evaluation in Counseling and Development’s special issue on high-stakes testing ($20).

After many years of faithful and stellar service, Patti Elmore has announced that she will not seek another term as MECD editor. As such, AACE is seeking applicants for the position to begin a one-year term as editor-elect on July 1, followed by automatic appointment to a three-year term as editor beginning on July 1, 2005. Interested applicants may learn more about the position from the current MECD editor, Patti Elmore (e-mail: pbelmore@siu.edu) or the AACE Board representative David A. Jepson (e-mail: david.jepson@uiowa.edu). Letters of applications and curriculum vitae should be submitted in triplicate to David A. Jepson, University of Iowa, N338 Lindquist Center, Iowa City, IA 52242. ■

Building bridges

ACA President Mark Pope (right) met with William Salzman, principal of the Harvey Milk High School in New York City, and the school’s counselors recently to discuss how to more effectively assist sexual minority youth in the schools. The Milk School is the country’s first publicly funded school dedicated to educating gay, lesbian, bisexual and transgendered students.

Martha Woolsey
The American Counseling Association’s art director recently won two awards from the Printing Industries of Virginia. Martha created letterhead for the American Counseling Association Foundation, which won an Award of Excellence and, additionally, created a Certificate for our International Association of Marriage and Family Counselors’ division, which won first place.

David Kaplan
ACA’s immediate past president has joined the ACA staff full time as its associate executive director for professional affairs. He and his wife Vickie have relocated to Northern Virginia from Kansas, where Vickie was director of career services at Emporia State University and David was chair of the counselor education and rehabilitation programs there.

David was also recently listed in “Who’s Who in America’s Teachers” for the second time. According to “Who’s Who” materials, fewer than 2 percent of instructors in the United States are listed more than once in the publication. Speaking of teaching, he is teaching a course on substance abuse counseling at George Mason University.

Since “crossing over” from association leadership to staff member, David has served as a keynote speaker at the Idaho Counseling Association annual conference, contributed to the new ACA book on critical incidents in group counseling, presented at the American College Counseling Association conference on family counseling for college counselors and made presentations at the ACA convention on family counseling and the implications of changing demographics for counseling leaders. Presently, he is gearing up to lead a delegation of professional counselors to China in the fall, through an agency set up by President Eisenhower.

Christopher Campbell
The government relations representative was selected to serve as co-chair of the 2004 Committee for Education Gala, slated for Sept. 22, in Washington, D.C. The Gala is one of the premier events each year for the education community, and features a legislative conference during the day and an awards banquet and reception in the evening. The Gala Awards Banquet provides 600-plus educational professionals, leading Congressional staff, and members the opportunity to honor champions of education funding and recognize them for their hard work and dedication on behalf of all our nation’s students. By virtue of his position as co-chair of this year’s gala, he also serves as an ex-officio member of the CEF Executive Committee. As the largest coalition of education associations in existence, CEF provides a strong and unified voice in support of federal education funding.

In addition, Christopher is serving as a section editor for this year’s CEF “Budget Alert.” This annual publication provides a comprehensive study of federal funding for education according to the President’s budget for the upcoming fiscal year. Written by education funding experts, this publication is used by government officials, the media and education leaders as a convenient guidebook to all of the federal programs that serve more than 63 million Americans engaged in formal learning. ■
**In Brief**

Ohio House of Representatives passes MH parity legislation

House Bill 225, sponsored by State Rep. Lynn Otman (R-Maumee), was passed by the Ohio House of Representatives in February by a vote of 52-40. The bill provides parity for mental health illnesses under insurance policies and was supported by the Ohio Counseling Association. The bill will now head to the Ohio Senate, where it will be referred to a Senate Committee and begin the hearing process.

As passed by the Ohio House of Representatives, House Bill 225 establishes the following:

- Prohibits discrimination in the coverage provided for the diagnosis, care and treatment of biologically based mental illnesses in sickness and accident insurance policies and in private and public employer self-insurance plans.
- Includes biologically based mental illnesses as part of the definition of "basic health care services" for purposes of the health insurance corporation law, thereby requiring all health insurance corporations to offer coverage for basic health care services to offer like coverage for these services.
- An amendment passed on the House floor allows the insurance companies to opt out if the cost of the coverage causes premiums to exceed a 1 percent increase.

All members of the Ohio Counseling Association are asked to please contact their State Senator to urge his or her support for House Bill 225. If you are unsure of who your Senator is, visit the legislature's website at www.legislatu re.state.oh.us and type in your ZIP code to locate your Senator. The bill has passed the House but has not yet been referred to a committee in the Ohio Senate.

The following are talking points, which may be used to help formulate your letter, which you can send to your senators (c/o the Ohio Senate, Statehouse, Columbus, Ohio 43215-4276):

- Passage of House Bill 225 will help many families access appropriate mental health needs in a timely manner, before crises escalate.
- Basic health care is mandated in Ohio and should cover all the major organ systems in the human body; however, it does not. Ohio leaves major systems of the human brain uncovered, excluded or poorly covered.
- The treatment of mental illness is an essential component of basic health care.
- The lack of insurance coverage for persons with mental illness is a form of discrimination.
- House Bill 225 seeks coverage for only the most severe cases of mental illnesses and does not seek to mandate coverage for treatment of individuals with substance abuse problems.

**ADHD service provider directory**

Are you providing services to clients with ADHD? There's an easy way for clients to find you — by listing in the National ADHD Directory, which aspires to be the most comprehensive listing of service providers on the Internet. A listing is free. Learn about it at www.adhddirectory.org, a non-profit organization whose mission is to help people with ADHD to achieve their full potential.

**PFLAG assessing schools nationwide on GLBT-supportive environments**

The Parents, Family & Friends of Lesbians and Gays recently launched its National Schools Assessment. Through this confidential and anonymous survey, The assessment survey is located on the Internet at www.pflagassessschool.assessment.org.

Available research indicates that many gay, lesbian, bisexual and transgendered youth — and even some of their heterosexual peers — drop out of high school, engage in high-risk behaviors or take their own lives after being subject to high levels of anti-GLBT discrimination and harassment from their peers and, often, from their teachers. These data come from various sources, including risk assessment and climate surveys that are willing to ask about the issues.

PFLAG's assessment is designed to systematically measure policies and practices that schools and school districts are implementing and enforcing to protect all students from the impact of anti-GLBT hostility. The end product will be a picture of how our national education system acknowledges the reality of this problem and what specific steps are being taken to provide a safe environment for all students — and particularly GLBT youth — so that all may obtain the best benefit from their education.

**New assessment tool enables persons with intellectual disabilities to lead fuller lives**

The American Association on Mental Retardation recently released the Supports Intensity Scale, paving the way for a major shift in the way services and supports are delivered to persons with intellectual disabilities. The SIS is a unique planning tool that enables professionals to assess the daily needs and life goals of a person with an intellectual disability and identify practical support strategies to fulfill them. Breaking away from the traditional approach to assessment, the SIS begins with the needs as opposed to deficits — of the person with an intellectual disability as the point of departure for planning supports and services. The positive, direct and person-centered focus of the scale makes it a breakthrough in disability services.

The Supports Intensity Scale evaluates the needs of a person with mental retardation in 57 key activities through a one-on-one interview process between a qualified professional and the individual with a disability and those close to him or her. The professional gains a comprehensive overview of the type and frequency of support needed to fulfill required and desired life activities in the areas of home and community living, lifelong learning, employment, health and safety, social activities, safety and protection and advocacy. This practical information is then used by the care giver to create personalized support plans for the individual with mental retardation.

The evaluation tests how current medical and behavioral conditions commonly associated with mental retardation affect the overall support requirements of a person with mental retardation. This combined assessment of medical conditions and daily support requirements is new. In addition, the SIS also assesses the help a person with an intellectual disability requires to advocate for his or her own rights. Sample tasks evaluated in this category include, managing personal finances, obtaining legal services, and protecting oneself from self-exploitation.

The SIS will be used by agencies and individuals who provide services for people with mental retardation and related developmental disabilities. More information on the scale, sample interview forms and a case study are available at www.sisrr.org.
**ACA 2005—’06 Election Results**

Election results for the offices of ACA, ACA divisions and ACA regions for the 2005–06 year are listed below. Names marked with a star (*) indicate the winner(s) in each category, and the numbers following each name indicate the number of votes received.

The Washington, D.C., accounting firm of Tate and Tryon supervised and certified this year’s elections.

### American Counseling Association

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<tr>
<th>Office</th>
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### Association for Assessment in Counseling and Education

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### Association for Counselors and Educators in Government

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### Association for Assessment in Counseling and Education

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Empowering Young Black Males—III: A Systematic Modular Training Program for Black Male Children and Adolescents


A useful training manual should be well-written and clearly organized. Pragmatic suggestions, practical examples and usable handouts are invaluable. Courtland Lee's book fills the bill on all counts.

He has created a clearly written and well-thought-out manual for effectively empowering the target population: young black males. This volume should prove valuable to a myriad of groups including counselors, counseling students and laypersons.

The book is organized into five modules designed to cover a wide developmental range, each of which contains activities that augment individual learning activities. Modules cover (1) empowering young black males (grades three to six), (2) training and initiating adolescent black males into adulthood, (3) tapping into adult male role models, (4) empowering young black male students, and (5) empowering black parents.

Each of these modules comprises a series of sessions that articulate the movement necessary for successful module completion. Sessions contain easy-to-use material that is conveyed clearly and directly. Lee lists the goals of each activity, provides a number of examples of what to do and gives clear direction on how to conduct each session.

It appears that Lee exerted extra effort to visualize how each of the pieces of the program fit together, overlap and complement previous learning. Well-designed, succinct and practical handouts appear throughout the book. Lee uses both direct suggestions, such as behavior contracts, and more indirect methods like self-appraisals. These handouts seem well-connected and matched to the intent of each particular session or module.

One of the strongest parts of the book is the section called Methods of Facilitation, which appears at the end of each module. In these areas, he provides specific and practical resources that will help the practitioner connect with the target population. Many times, he uses alternative educational materials in bridging the gap, such as rap music.

While teaching my diversity course, I have been struck repeatedly by the multicultural authors who suggest how important it is for counselors to work effectively in a multicultural environment. Unfortunately, there is a dearth of useful and practical literature in the field that addresses this vital need. Lee's book gives the user a chance to first envision and then work effectively to change some of the key factors that limit the successful development of young black males.

This book should be a real help to any counselor, counselor educator or layperson who is interested in making a difference in the lives of young black males.

Reviewed by Bill McHenry, an assistant professor at Central Missouri State University.

Handbook of Career Planning for Students with Special Needs, Third Edition


If professional counselors could have but one career reference, then this handbook would be an excellent choice. The text stresses that people are more alike than they are different, and that counseling techniques appropriate for one population can be equally effective with others. Thus, information contained within this book is helpful with general clients and, at the same time, offers specific strategies and considerations for working with persons with disabilities.

Thomas Harrington, co-creator of the Harrington-O'Shea Career Decision-Making System and also this book's editor, has gathered an eclectic group of experts to discuss various aspects of career planning. Topics include current career theories, human development, treatment models, contemporary career issues, vocational and transition planning, and postsecondary training.

The text begins with a concise, yet surprisingly comprehensive, review of current career the-
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Appropriations for the Elementary and Secondary School Counseling Program

President Bush's FY2005 budget request to Congress once again would eliminate all funding for the Elementary and Secondary School Counseling Program (ESSCP). ESSCP serves thousands of students in 32 states and the District of Columbia in 98 school districts and hundreds of schools. ESSCP is the only federal program focused on providing school districts with the necessary resources to expand school-based counseling services. In fiscal year 2005, ACA is asking Congress to provide $75 million for ESSCP. In FY2004, the program received $33.8 million. Why the increase? The law includes a financial trigger that requires the first $40 million appropriated for the program to go to elementary schools. Thus, more funding for the program is needed in order to allow secondary schools to participate.

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Dara Alpert
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Internet briefing paper:
http://www.counseling.org/public

Media Reimbursement of Licensed Professional Counselors

Congress has passed and the president has signed into law major Medicare legislation establishing a prescription-drug benefit for the program's beneficiaries. Unfortunately, the legislation did not include a provision establishing Medicare coverage of outpatient mental health services provided by state-licensed professional counselors, as was approved by the Senate in its prescription drug bill. House conferences on the Medicare legislation opposed the provision for reasons we are still trying to determine.

Consequently, we must continue exerting pressure on members of Congress — and particularly House members — to raise the profile of our issue even higher. It is imperative that we maintain the momentum established through Senate passage of counselor coverage legislation, in order to be on members' 'to do' list when the next significant Medicare legislation begins moving through Congress.

Access to Rehabilitation Services Under Temporary Assistance for Needy Families (TANF) Programs

Legislation re-authorizing the welfare program (properly known as Temporary Assistance for Needy Families, or "TANF") has been passed by the House of Representatives (H.R. 4), and is being considered by the Senate. In general, the legislation fashioned by the Senate Finance Committee is far less draconian and punitive than the House-passed bill. However, ACA and other advocacy organizations are working to improve the Senate's legislation even further before it is passed on the floor. Currently, the Senate's welfare bill would allow states to count as "working" those beneficiaries receiving rehabilitative services for up to three months, with eligibility for TANF extended for an additional three months of rehabilitation services allowed if the beneficiary is also working part time. After six months, states would no longer be allowed to classify these beneficiaries as meeting "work activity" requirements, even if further services were needed. (This compares to only three months of eligibility for rehabilitative services under the House-passed welfare re-authorization bill.)

S. 1523, bipartisan legislation introduced by Senators Gordon Smith (R-Ore.), James Jeffords (I-Vt.), and Kent Conrad (D-N.D.), would address this issue by extending recipients' access to rehabilitative services beyond six months, for as long as necessary, provided the recipient is also engaged in work half time. A growing number of TANF beneficiaries are individuals with disabilities, and ongoing access to rehabilitative services is often a necessity for such individuals to participate in the workforce and gain independence. The rehabilitative services provision of S. 1523 should be adopted as part of the Senate's welfare re-authorization legislation.

Who to Contact

Your Senators

Capitol Switchboard
202.224.3121

www.senate.gov

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Dara Alpert
APRIL

International Assoc. for Counselling Conference
Crossing Boundaries in Counselling
Global Issues - Local Context
April 21-23
Renaissance, Jamaica Granda Resort, Ocho Rios, Jamaica

As the concept of global interconnectedness continues to grow, it has prompted efforts in many parts of the world to reconfigure social and economic institutions to make them more responsive to interactions across national boundaries. As part of this effort, many professions are exploring ways to adopt a global perspective in order to more effectively address challenges that increasingly transcend political borders. In recent years, for example, the counseling profession has taken a series of significant steps to internationalize the scope of mental health and educational intervention. This has resulted in an emerging process to develop an international helping paradigm that will encompass a universal consciousness for social action to promote human development. The purpose of this conference is to present ideas for international collaboration among counselors and related professionals to address contemporary global cultural, economic and social challenges. This conference is intended to help participants think globally about systemic challenges and then proceed to address them. Conference information is available on the IAC website at www.iac-intao.org.

F.Y.I.

Call for programs

The American Counseling Association is calling for programs for its 2005 Learning Institutes and Education Sessions for its convention slated for April 5-10, 2005, in Atlanta, Ga.


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

Call for editorial review board members

Scott McGowan, editor of the Journal of Counseling & Development, seeks applicants for three-year appointments commencing July 1, 2004, to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Given the broad scope of the journal, we are seeking applicants from people who represent all the various specialty areas of counseling. We are also looking to increase ethnic and racial diversity and to achieve a geographic balance on the board. Although not required in the letter of application, sharing such information relative to these characteristics is appreciated.

Applicants must be ACA members and must agree to provide high-quality reviews on a timely basis. Applicants interested in reviewing quantitative research manuscripts should identify their areas of expertise in terms of research design and statistics. Reviewers for qualitative research are also needed. Applications must be made electronically; hard copies also required.

To apply, send electronically as attachments to amcgowan@liu.edu the following material: a letter of application describing qualifications and areas of expertise, a vita and a list of publications. In addition, send hard copies, along with a recent representative publication of an article the applicant has successfully published in a refereed journal, via regular mail, to A. Scott McGowan, Editor, JCD, Department of Counseling & Development, Long Island University/CW Post Campus, 720 Northern Blvd., Brookville, NY 11548. Incomplete or late applications will not be considered. Applications invited immediately.

Applications are now being sought for a three-year appointment on the editorial board of the Journal for Specialists in Group Work, beginning Jan. 1, 2005. Interested applicants should send a letter of application, vita and an electronic copy of the vita in IBM-compatible Microsoft Word format and a representative article from hard copy to Donald Ward, Editor, Journal for Specialists in Group Work, Department of Psychology and Counseling, Pittsburgh State University, Pittsburgh, PA 66762.

Applications are being accepted until Sept. 1. For more information, e-mail Ward at dward@pittstate.edu.

The Journal of Humanistic Counseling, Education and Development is seeking Editorial Board members and a Statistical Research Consultant. Both positions will serve a three-year term commencing July 1. The Editorial Board members: Functions include review of manuscripts and other related materials for publication within the JHECD. The ideal nominee will be able to conform to deadlines to ensure the timely production of JHECD.

Consultant: Functions include evaluating aspects of empirical manuscripts relevant to statistical methodology (e.g., appropriateness of selected statistical procedures). The qualified nominee will be proficient in current statistical methodology.

Nominations can be made either for candidates you judge appropriate, or for yourself. All nominees must include a current vita highlighting those areas pertinent to the position, a writing sample, and a one-page statement discussing qualifications and interest in the position. Applications should also include a representation of recent articles in refereed journals relevant to the specialty area of the nominee.

Applications are currently being sought by the American College Counseling Association for counselors who represent all of the various specialty areas in college counseling, particularly those with a record of writing and publication, are encouraged to apply, as those from underrepresented groups in the profession. Applicants must be ACA members and must be willing to provide quality reviews on a timely basis.

Interested applicants should submit a letter of application describing qualifications and areas of expertise (e.g., counseling, administration, racial-cultural counseling, statistics), CV, recent publications and contact information (including e-mail addresses) for three professional references. Reviewers with special expertise in college counseling are encouraged to apply.

Applications can be mailed to Timothy B. Smith, Editor, Journal of College Counseling, 340 MCKB, Brigham Young University, Provo, UT 84602. Applications should be postmarked by May 1.

Call for editor

The National Career Development Association calls for applications for the editorship of The Career Development Quarterly (CDQ; Aug. 1, 2006, to July 31, 2009). Ellen Piel Cook is the incumbent editor. The following qualifications are desired in applicants: (1) evidence of previous experience as an editor or editorial board member, (2) earned doctorate in counseling or a related field, (3) membership in NCDA, (4) a vision for CDQ that is consistent with the journal's purpose and mission, (5) significant publication record, (6) evidence of strong organizational skills, and (7) employment/institutional support for serving as editor. The incoming editor should be available to start receiving manuscripts on Aug. 1, 2005. NCDA encourages participation by members of underrepresented groups in the publication process, and would particularly welcome such applicants. To apply, please submit a vita, three-page samples, three letters of reference, a 1-2 page statement discussing the applicant's vision for the CDQ, and a letter of support from the candidate's employer. Application deadline: May 1. Finalists will be interviewed by the editor search committee at the NCDA Conference in San Francisco (June 30-July 3, 2004). Send applications to Y. Barry Chung, Editor Search Committee Chair, Department of Counseling and Psychological Services, Georgia State University, Atlanta, GA 30303 (phone 404.651.3149; fax 404.651.1160; e-mail bc Chung@gsu.edu).

The Journal for the Professional Counselor invites the submission of manuscripts to address the interests of counselors in school, college, agency and private practice settings. Scholarly research on a broad range of counseling-related topics is welcome. Submissions may address varied domains such as disability, wellness, performance, spiritual awareness, advocacy, diagnosis and treatment, but practical implications should be explicit. JPC is a refereed journal based in current professional issues, theory, scientific research, innovative programs and effective practices.

Manuscripts may be sent to Paul M. Parsons, Editor, The Journal for the Professional Counselor, Medallie College, 18 Agassiz Circle, Buffalo, NY 14214-9983. The guidelines for authors are listed in each issue including the use of the reference style of the "Publication Manual of the American Psychological Association, Fifth Edition."

Call for manuscripts

ADULTSPAN Journal is soliciting manuscripts for publication on the following topics, in addition to general adult development issues:
- Career Development of Adults
- Diverse Lifestyles and Adulthood
- Elder Care Issues/ Caregivers
- Teaching and Learning About Adult Development
- Changes in Family Configurations in Later Life
- Wellness and Adult Development.

Please e-mail Catherine Roland, ADULTSPAN Journal editor, for more information: rolandc@mail.montclair.edu or fax three hard copies of manuscripts to APA (Sb) form, to Catherine B. Roland, Professor and Chair, Dept. of Counseling, Human Development and Educational Leadership, 318 Chipin Hall, Montclair State University, Montclair, NJ 07042.

Mark your calendars

The North American Society of Adlerian Psychology’s annual conference will be held June 3-6 in Myrtle Beach, S.C. It is featuring an International Forum titled "Work & Play: Two Sides of the Same Coin." For more information, visit www.alfredadler.org or contact NASAP at info@alfredadler.org or 717-579-8795.

The World Council for Psychotherapy African Chapter will hold its 4th Conference on Psychotherapy June 30-July 2 at the University of the North, Polokwane, Northern Province, South Africa. The main theme is "Stress, Societies & Psychotherapy." Deadline for early registration is April 30. For more information, e-mail A. Apane at psychotherapy@unorth.ac.za.
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**CHILD MANAGEMENT SKILLS TEST (CMST)**

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**DISSERTATIONS/THESSES.**

Professor consults with doctoral and masters students on research design, instrument development, and statistical analysis. Services range from choosing a topic to final editing. Dr. S. Kopel, E:Mail: suekopel2@cswebmail.com 561-575-6704

**DISSERTATION/THESIS PROBLEMS.**

Get help by phone, by FAX, by mail, by e-mail. Call (888) 463-6999 or go to www.academ icinfocenter.com

**DISSERTATIONS/RESEARCH CONSULTING**

Professor will help with research design, statistical analysis, and editing. Dr. J. Bryan: 757-229-8507, jreynbryan@yzoo.net

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**FLORIDA**

**UNIVERSITY OF FLORIDA**

The Rehabilitation Counseling Department seeks a Chair to lead faculty in maintaining excellence in its degree programs, building a strong research program, and shaping a clinical service program. Desired candidate will possess a strong record of research and scholarship. The position requires prior faculty experience and sufficient qualifications for appointment at the level of associate or full professor (with tenure). Candidate must possess a doctoral degree in rehabilitation counseling or a closely related area, and be a CRC or CRC eligible. The Rehabilitation Counseling Department is housed within the College of Public Health and Health Professions (http://www.phhp.ufl.edu) at the University of Florida (http://www.ufl.edu), an AAU, doctoral-granting, research university. Eight rehabilitation counseling faculty members participate in an interdisciplinary Ph.D. program in Rehabilitation Science, a masters degree program in Rehabilitation Counseling, and a baccalaureate program in Rehabilitative Services. Offices are located in a beautiful new (2003) building in the Health Sciences area of the University of Florida campus.
With more than 46,000 students, the University of Florida is one of the five largest universities in the nation. The 2,600-acre campus is located in the heart of North Central Florida in the city of Gainesville (http://www.cityofgainesville.org), convenient to the Gulf and Atlantic coasts. UF has state-of-the-art research facilities, including the McKnight Brain Institute and is partnered with Shands Healthcare (http://www.shands.org), one of the southeast’s premier health systems. Deadline for application is May 1, 2004. Please send a letter of application, curriculum vita, and 3 letters of reference to Dr. William C. Maan, Search Committee Chair, PO Box 100164, University of Florida, Gainesville, FL 32610-0164. The University of Florida is an Affirmative Action, Equal Opportunity Employer.

ILLINOIS

CHICAGO AREA

Rapidly-growing group practice seeks full or part-time LPC/LCSW to work with adults/children/families in Oak park and SW-side Chicago offices. Psychodynamic orientation. Interest in Spanish-speaking therapists. Mail vitae to Dr. Heidi Schwarz, 1101 Lake St., Suite 404, Oak Park, IL 60301.

KENTUCKY

EASTERN KENTUCKY UNIVERSITY

Department of Counseling and Educational Leadership at Eastern Kentucky University has two anticipated counselor education tenure track faculty positions available starting in Fall 2004. Both the School and Mental Health Counseling programs at EKU are CACREP accredited. The specific requirements, qualifications, and expectations for these two positions are outlined on the web at http://www.education.eku.edu/Counseling/ position_information.html. Contact klm.yna@eku.edu for further information. Eastern Kentucky University is an EEO/AA institution that values diversity in its faculty, staff, and student body. In keeping with this commitment, the University welcomes applications from diverse candidates and candidates who support diversity.

LINDSEY WILSON COLLEGE

is seeking applicants for an Assistant Professor of Counseling and Human Services to teach in on-campus and off-campus programs. The Assistant Professor of Counseling and Human Services is responsible for all elements of class preparation, instruction, student mentoring, and assessment. Responsibilities include: a) teaching 27 hours of graduate and undergraduate courses in Counseling and Human Services normally split between campuses, b) support of recruiting efforts, academic advisement, student mentoring, and c) functioning as a conduit on behalf of the college with local agencies, related educational institutions, and other stakeholders. Responsibilities also include mentoring of assigned part-time faculty teaching in the program. Qualifications include: a terminal degree in counseling or a related field with eligibility for state licensure as a mental health professional, a strong commitment to teaching, a current professional knowledge base, and an interest in pursuing development and professional counselor preparation in the Appalachian community. A flexibility that allows weekend teaching in off-campus sites. Experience in a CACREP or similar counselor education program is preferred. Experience in networking with program stakeholders, graduate-level teaching experience, and a history of successful clinical practice are highly desirable. Applicants should forward a letter of interest, a current curriculum vitae, and a letter to the Director of Human Resources, Lindsey Wilson College, Columbia, KY 42728. For further information, please contact Dr. John R. Rigney, Dean of the Graduate Programs and Extended Studies, at rigneyj@lindsey.edu or Dr. Angela Bryant, Division Chair at anglyna@lindsey.edu.

UNIVERSITY OF LOUISVILLE

College of Education and Human Development

Department of Educational & Counseling Psychology Tenure Track Position - School Psychology/School Counseling. The Department of Educational & Counseling Psychology (ECPP) in the College of Education and Human Development (CEHD) at the University of Louisville is seeking outstanding scholars in the area of School Psychology/School Counseling: We seek an individual who will join colleagues in improving existing programs with an emphasis on preparing elementary and secondary counselors, counselor educators, and school psychologists. We are particularly seeking individuals with a strong knowledge of curricular development, promotion and promotion efforts in public schools, particularly whole school models, and those with strong skills in evaluation, assessment, supervision, school/community partnerships, supporting academic achievement and the evolution of the counselor role as a leader in the efforts of public schools to serve all students. The selected candidate will be expected to work within the City of Louisville, Mayor's and Doctoral students and colleagues, and to develop a strong, nationally visible line of scholarly research. Visit the University of Louisville web site at www.louisville.edu, click on Faculty/Staff, go to bottom of page to search for this opening. It will take you to Faculty Job Openings - College of Education and Human Development for more information. APPOINTMENT: 10 month with the strong possibility of summer teaching should the successful candidate so desire. DUTIES AND RESPONSIBILITIES Tenure-track faculty members are expected to teach, conduct research, and perform service activities within their field of study. The ten-month appointments include the possibility of summer employment. Responsibilities include teaching graduate courses, advising, conducting research, seeking grant funding, working with community, agencies, and schools, participating in ongoing development of the program, department and overall College, clinical supervision of students, and providing service to the college, university, professional associations and discipline-related community partners. Minimum Qualifications: Doctoral degree in a positionally-related field (outstanding ABD candidates will be considered); Demonstrated strength and potential for leadership in research and scholarly publications; Commitment to equity and social justice; Demonstrated ability to work well and ethically with colleagues; Demonstrated interest and experience in working in partnership with the community and schools; Demonstrated clinical/practical skills as appropriate to the area of candidacy; Preferred Qualifications: (appropriate to level - entry, advanced, or senior) experience and/or successful experience in collaborative scholarship; Evidence of successful school, university, and community partnership experiences in diverse settings; Demonstrated successful teaching experience in the relevant programs in higher education; Evidence of a high-level of skill in research-based practice; Demonstrated successful history or potential for new graduates) for grant writing and grant-funded research; Demonstrated commitment to diverse students, communities, and to social justice and equity; Experience working with accrediting bodies such as APA, NCATE. BEGINNING DATE: July 2004 (anticipated).

APPLICATION DEADLINE AND PROCEDURES: Pending budgetary approval, formal review of applicants began Feb. 20, 2004, and will continue until suitable candidates are found and all approved positions filled. Send nominations or letters of interest explaining how minimum and preferred qualifications are met and describing relevant experiences and interests, along with an unofficial, expanded vita, three references, sample publications (if available), and three current letters of recommendation (review may begin before all letters are received) to: School Counseling Search Committee, Daya Sandhu c/o Rose Wade, Unit Business Manager, Department of Educational & Counseling Psychology, University of Louisville, Louisville, Kentucky 40292. (502) 822 - 6834; (502) 857 - 0629 FAX. Email: rose.wade@gwls.unl.edu. See http://www.louisville.edu/edu/ecpp/programs/med_mhc/contact.html. UofL is an AA/EEO employer actively seeking minority and women candidates.

MINNESOTA

ST. CLOUD STATE UNIVERSITY

seeks applications for an Assistant/Associate Professor of Counseling Education and College Student Development. Tenure-track to begin Fall Semester, 2004. Salary commensurate with experience. Responsibilities: Primary responsibilities include teaching, advising, and coordinating the College Student Development master's degree program. Teaching assignments may include foundations of student services, issues in college student development, counseling theories, counseling procedures, career development, multicultural counseling, group counseling, individual and group practicum, and internship supervision. Additional assignments may include teaching undergraduate courses in educational psychology, human growth and development, and research methods. Other responsibilities include graduate student advising, supervision of graduate level student research, ability to teach effectively, evidence of continuing preparation and study, contribution to student growth and development, as well as participation in department and university committees.

Qualifications and Experience: An earned doctorate in counseling with an emphasis in college student development, or closely related field, at time of appointment. Graduation from a CACREP accredited program with ability to contribute to accreditation activities is desirable. Successful experience in college student development, college student affairs, and/or college student counseling. Must also have an ability to use technology as a teaching tool. The successful candidate will have demonstrated ability to work with persons from culturally diverse backgrounds. Brad Kuhlman/Trae Dowling, Co-chairpersons, Search Committee, Department of Counselor Education and Educational Psychology, St. Cloud State University, 720 South 4th Avenue, St. Cloud, MN 56301. Send letter of interest, vita, copies of graduate transcripts for initial screening, and three letters of recommendation. Applications will be reviewed beginning April 26th and continue until the position is filled. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, GLBT, women, persons with disabilities and veterans.

PRIVATE PRACTICE?


MISSOURI

THE UNIVERSITY OF MISSOURI—ST. LOUIS

is seeking an experienced scientist practitioner for the position of Director of the Children's Advocacy Services of Greater St. Louis (CASGSL). Applicants should hold a doctoral degree and meet an appointment as an Associate or Full Professor in a tenure-track position in the Department of Psychology, Social Work, Nursing, or Counseling. Appointment are for a 12-month period. CASGSL is a center of excellence in the region for the delivery of comprehensive services (forensic, clinical, and medical) to sexually abused children and their non-offending parents. The center annually serves approximately 500 children, and staff train over 1,500 professionals through an annual symposium, workshops, national presentations, colloquia, seminars, internships, and classroom teaching. The CASGSL is a full member of the National Children's Alliance and one of the SAMSHA selected sites for the National Child Traumatic Stress Network. With an annual budget of approximately $1 million, the agency is staffed by 9 experienced clinicians/forensic specialists and 5 administrative staff. CASGSL works with the University's academic units and continuing education to accomplish its mission. The Director will provide leadership in clinical/forensic programs, training, and research. Limited direct service also is expected. The successful applicant must have experience in trauma, research, administration, and external funding. The Director will report to the Provost. Salary is commensurate with qualifications. 

- NEBRASKA

CHADRON STATE COLLEGE

is accepting applications for a Counseling & Psychology Faculty position. Position is open until filled. Start date is July 1 or August 19, 2004. Salary is commensurate with qualifications. Doctoral degree in Counseling preferred; doctorate from a CACREP accredited program preferred. ABD with one year required. Doctorate required for tenure. Responsibilities include teaching in the undergraduate psychology program and teaching graduate counseling classes in the school counseling and community counseling programs. Effective use of technology is a requirement. Participation in curriculum revision, program development and assessment, campus service activities, student advising, retention and recruitment, scholarly endeavors, and collegiality are expected. Send a cover letter, resume, three current letters of reference, and transcripts to: Human Resources, Chadron State College, 100 Main Street, Chadron, NE 69337. Phone: (308) 432-6224. E-mail: khinkel@csc.edu. For more information, please visit our website at www.csc.edu/hr.

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- MONTANA

CHRYSLIS SCHOOL

Full-time psychotherapist position open at Chrysalis School, a private, adolescents girls emotional growth boarding school in Eureka, Montana. Master’s Degree in psychology or counseling, or M.S.W., required. Experience working with adolescents in residential settings preferred. Provide individual, group and family Psychotherapy. Ability to work as part of a team is essential. Flexible scheduling required. Chrysalis School uses outdoor adventure and experiential learning as a primary means of helping students to develop their potential.
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