Election establishes agenda outline for 109th Congress

The Nov. 2 elections have already set the table for next year. The re-election of President George W. Bush was combined with Republican gains in both the House and the Senate. It is still too early to tell how willing lawmakers from either political party will be to work in a bipartisan fashion, but with greater Republican control over both chambers, any legislation enacted is likely to resemble the relatively conservative House versions of such legislation considered this year. Following is a snapshot of the election's likely impact on key policy issues of concern to the American Counseling Association.

by Angela Kennedy
Senior Staff Writer

The American Counseling Association, in collaboration with President Dwight D. Eisenhower's People to People Ambassador Program, conducted a counseling delegation to China in early October. The People to People Ambassador Program provides foreign educational travel experiences for professionals. Through meetings, seminars and cultural activities, participants connect with people in similar professions overseas.

Thirteen members of ACA, the past chair of the British Association for Counselling and Psychotherapy and three guests traveled to Beijing and Shanghai to meet with counselors and representatives of the China Association for Mental Health and Beijing Association of Mental Health. The delegates had many lively professional exchanges with employees at hospital-based clinics, neighborhood mental health centers, and high school and university counseling centers.

The 11-day journey gave Western counselors a new perspective on Chinese culture as well as the country's mental health needs and treatment methods. One of the key concerns raised by Chinese mental health professionals was the psychological effect of the social and economic changes that have occurred in China during the last 25 years. In addition to straining people's coping skills, many of these changes clash with traditional Chinese values. This was cited as one reason for China's increasing rates of depression and anxiety.

Aca sponsors delegation to the Far East

Aca sponsors delegation to the Far East

According to the U.S. Census Bureau, nearly 47 million people, or approximately 18 percent of the U.S. population, speak a language other than English at home. Based on estimates from the 2000 census, a minimum of 11 million people (4.2 percent of the U.S. population) speak English either "not well" or "not at all." If those who speak English less than "very well" are included, more than 21 million people (8.1 percent) in the United States have limited English proficiency.

With the rise in the number of non-English speaking residents in the United States has come increased demand for English as a second language classes. But at this point, supply is not meeting demand. Unfortunately, the same is true in regard to health care language services for those who have difficulty communicating in English.

Continuing research has shown that those with limited English proficiency often have a difficult time accessing health care. Even those who do succeed in securing health care often receive fewer services or a lesser quality of care than patients who speak English. Health care providers nationwide have acknowledged that language difficulties and inadequate funding of language services are major barriers to the quality of care received by those with limited English proficiency.

That is why the American Counseling Association has signed on to support the Language Access in Health Care Statement of Principles, developed by a diverse group of interested stakeholders and coordinated by the National Health Law Program. nhlp plans to use the statement on Capitol Hill in efforts to improve health care services provided to indi...
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A growing number of counselors are exploring an evolving specialty known as distance counseling, defined by the Center for Credentialing & Education as an approach that takes the best practices of traditional counseling and adapts them for delivery to clients via electronic means. The technology-assisted methods of delivery can include telecounseling (telephone), secure e-mail communication, videoconferencing or standalone software programs.

The CCE, a corporate affiliate of the National Board for Certified Counselors, recently introduced a new credential for distance counseling. Distance-Certified Counselors will be nationally recognized as professionals with training in best practices for distance counseling. "We've learned from ethical, moral, legal and professional perspectives that there is a right way and a wrong way to do distance counseling," said Randy Miller, chairman and CEO of ReadyMinds, a company in Lyndhurst, N.J., that provides the DCC training program. Approximately 225 counselors have earned DCC status since the credential was introduced this year.

Miller admitted that many professionals are wary of distance counseling. "More often than not, people are skeptical," he said. "But I think they get surprised." There are two main reasons for distance counseling's appeal, Miller said. First is the convenience and time savings, both for the counselor and the client. Using distance methods also allows counselors to reach underserved populations for whom face-to-face counseling proves difficult, including the physically challenged or those living in remote areas. The second reason is the anonymity factor. "We have found that some people share more information about themselves because they're not as nervous," he said. "There is less of a fear factor involved."

Distance counseling has applications to career, school, mental health and rehabilitation counseling specialties, among others, Miller said. He points out to skeptics that distance counseling isn't necessarily a replacement for face-to-face counseling, but rather an enhancement that could allow them to reach more clients. "If there is a way to touch people's lives," he said, "why wouldn't you want to do it?"

For more information on DCC certification, contact CCE at 336.482.2836 or via e-mail at cce@cce-global.org.

The Last Word

"I describe it as Girl Scouts for grown-ups. It's made me more outgoing, and I've become more skilled at approaching and talking to new people."

—Joan George on participating in Women in the Wilderness

(See "Spiritual survival" on page 18)

J.D. Crowe

SURVIVAL RETREAT
DAY 12
I haven't showered or worn makeup in nearly 2 weeks. No cell phones, no appointments, no hauling kids to soccer games. A dinner party now means sittin' on rocks around a fire.

I feel like the Queen of the World.

ACA donates $1,573 to hurricane relief

When multiple hurricanes ravaged Florida this summer, the American Red Cross asked ACA to help with the recruitment of volunteers for relief efforts. ACA sent an e-mail bulletin announcing a mobilization alert for licensed mental health professionals willing to help those affected by the natural disasters. Many ACA members were able to answer the call and go to Florida (see "Counselors support hurricane victims," October 2004 Counseling Today), but the association also ran a promotion allowing those who couldn't volunteer to contribute to the relief efforts. ACA made the decision to donate $1 to the American Red Cross for every book purchased from the association's publications catalog in October. The final tally for the month was $1,573.

"ACA was very pleased that we could take the extra step of helping those in need through our "$1 per book" donation project," said ACA Executive Director Richard Yop. "This is just one more example of the way in which professional counselors help others."

Play therapy project needs participants

The National Play Therapy in Counseling Practices Project, a first of its kind joint research effort between the American Counseling Association and the Association for Play Therapy, invites counselors who conduct play therapy to participate in the first phase of this exciting research. Approximately 15 minutes of your time is all that is needed to complete the survey.

As a thank you for participating, 10 randomly selected participants will receive either Counseling as an Art: The Creative Arts in Counseling, 3rd edition by Samuel T. Gladding or Play Therapy: The Art of the Relationship, 2nd edition by Garry L. Landreth.

Counselors who conduct play therapy are encouraged to complete the brief survey at www.coe.unt.edu/ray/. Results of the study will be presented at the 2005 ACA Convention. For further information, please contact: Simone F. Lambert, Co-Chair, National Play Therapy in Counseling Practices Project at 703.591.9600 or e-mail simonelambert@mainstreetchi.com.

Feedback sought for Code of Ethics

The American Counseling Association Code of Ethics Revision Task Force asks all association members to review the 2005 Draft of the ACA Code of Ethics. All feedback should be provided online at www.counseling.org/ethicalcode by Dec. 31. An online version of the draft code is available at the website address. A draft also appeared in the November 2004 issue of Counseling Today.

PCF gives to House Medicare leaders

The Professional Counseling Fund, the national political action committee dedicated to advancing the counseling profession's federal policy interests, continues its efforts to raise the profile of counselors among lawmakers. PCF is in no way affiliated with the American Counseling Association, which as a 501(c)(3) organization is prohibited from engaging in political activity.

Before the Nov. 2 elections, PCF made contributions to the campaign committees of House Energy and Commerce Committee Chairman Joe Barton (R-Tex.) and House Ways and Means Committee Chairman Bill Thomas (R-Calif.). The two committees share jurisdiction over the Medicare program, and Reps. Barton and Thomas are arguably the most influential House members on Medicare issues. Both were re-elected to the 109th Congress, and both will maintain their chairmanships.

Gaining Medicare coverage for the services of state-licensed Professional Counselors is a top priority for PCF. For more information regarding PCF, contact Treasurer Pat McGinn at 773.363.8213, or by e-mail at bcmcgin@nethnicpeagou.edu.
Productivity burden heavy for counseling profession

I enjoyed the article on "Counseling as a business proposition" (Student Focus, November 2004). I found it a bit naïve, but maybe the situation is different at Steven University and in Florida than in my state of Ohio. Still, I would like someone to discuss in print the heavy burden of "productivity" demands on the counseling profession.

Where I currently work, we are directed to schedule at least 30-32 clients per week with the idea that no-shows and late-canchelite appointments will leave us with at least 28-30 clients per week. Maybe I am naïve, but this puts a major strain on the actual counseling relationship due to the hours we must work on my given day. Due to such productivity demands, combined with all the required paperwork and phone calls, a 12-hour day once or twice a week is not unusual in order to keep on top of client needs.

I know I probably wouldn't be compensated salary-wise for my degree, but at least I expected that the workload would not exceed what can be accomplished in a 40-hour workweek. Can the American Counseling Association address this problem? Is this just an "Ohio" problem? Thank you!

Margaret H. Ostrowski
Xenia, Ohio
lomostrowski@yahoo.com
The ‘isms’ at play in counseling

Alone, she walks slowly home after a day of giving herself away at the office to the people who genuinely need her care and service.

In body, she is as weary as the cold, night air is dreary. But she ignores her fatigue and the dark as she listens to the beat of her heart in silence that she has made a difference.

Counseling, like life, is full of ‘isms.’ An ‘ism’ has a number of definitions, and its implementation varies in degree from negative to positive. One definition of an ‘ism’ is a distinct doctrine, system or theory. A complementary definition is that an ‘ism’ may be a practice, process or action. There are literally dozens of ‘isms,’ so I will be able to mention only a few here.

Negative ‘isms’

On one side of the ledger, racism — the belief that one group of people is superior to another and should be treated better — is an example of a harmful ‘ism.’ Terrorism, which is the use of violence to intimidate or coerce others for political or ideological gain, falls into the destructive ‘isms’ category, too. Indeed, many people live in fear of what may befall them as a result of the practices of others. Both racism and terrorism are among the worst ‘isms’ we face in the world today. They have a long history and have plagued the world with barbaric beliefs and horrific acts for hundreds of years. Think of slavery and the events of 9/11 for example. Tragically, they have caused the death, destruction and ruin of many innocent lives.

A second class of ‘isms’ is somewhat milder in degree, at least on the surface, but no less destructive in the long run than those just cited. Two of these, sexism and ageism, stand out because of their prevalence in society. They are not seen as being as blatantly brutal as other categories of injurious ‘isms.’ Indeed, they usually aren’t at first. However, to discriminate against an individual because of sex, sexual orientation or age and to deny someone privileges and possibilities when there are no overt reasons for doing so, is in the words of Stiren Kierkegaard, a “sickness unto death.” The beliefs and behaviors that accompany this second class of destructive ‘isms’ hurt and slowly destroy the persons at which they are aimed. Society, as a whole, is weakened also.

As counselors we need to stand up against demeaning and devastating ‘isms.’ We all have a stake in each other’s lives, for when one of us is hurt or brutalized for reasons beyond that person’s control (such as being Asian, Jewish, female, gay or 70), all of us suffer. Our humanity transcends our individual identities, and an act against one of us is an act against all of us. We are all connected. Unless we consciously fight against the ‘isms of affliction,’ we all will be infected with the callous and caustic spirit that will indeed kill us ethically, morally, emotionally and physically.

Positive ‘isms’

Despite the deplorability of the ‘isms’ I have just mentioned, there are at least three positive ‘isms’ that we need to talk more about. They are at the heart of counseling, and we must be ever mindful of them.

The first is altruism, an unselfish concern for the welfare of others. This kind of unselfishness is a core reason most of us become counselors. We want to help others find their identities, make sound decisions, overcome trying circumstances and live productive lives. The financial rewards and public recognition for such services are modest at best. Yet the payoff is an internal satisfaction at having made a difference in the lives of our fellow voyagers. Money and acknowledgment cannot compare to the satisfaction and pleasure we derive from these kind acts of helping.

A second productive ‘ism’ that we too seldom celebrate is optimism, the tendency to expect the best and to dwell on continued on page 11
The 'world' of counseling

In late October, I had the opportunity to attend the conference of the European Branch of the American Counseling Association in stove, Germany. At this conference, more than 120 people from nine different countries were represented. There were many education sessions, Learning Institutes, and opportunities to exchange information. At one point, I even found myself taking a short hike with professional counselors who came from the United States, the United Kingdom and Turkey. What I was struck by was the fact that we really do live in a global village. Many of the challenges facing professional counselors and counselor educators in the United States are similar to the obstacles that their peers in other nations are also grappling with each day.

The fact that people would travel several hours to attend the EB-ACA conference is a testimonial to a number of things. First, that the conference has developed a reputation for delivering quality programs at a reasonable cost and attracts some well-respected presenters in the field of professional counseling.

In addition, the EB-ACA conference is a place where professional counselors and counselor educators have an opportunity to network and discuss important issues facing the profession.

Lastly, visiting other attendees made me realize that living in the United States can sometimes result in faulty assumptions. For example, there is a perception by some that, given the wealth of the United States and its commitment to education and research, we know the best ways to provide professional counseling services. Living in the United States can provide a false sense that there is no need to look beyond our physical borders when it comes to the exploration and discussion of counseling issues. Those who think that are wrong. Being at the EB-ACA meeting helped me to put things in perspective. While the United States does indeed have great wealth and upward of 275,000 professional counselors, individuals living in other parts of the world are doing some amazing things relative to teaching, research and service.

What is your outlook on professional counseling around the world? This question is rhetorical in that the very scope of thinking about counseling "throughout the world" is both overwhelming and complex. What I encourage you to do (regardless of where you live in the world) is to reach out in some way to experience how counseling services or the education of counselors occurs in a country other than your own. I believe this type of activity is helpful in seeing both the similarities and differences in the practice of professional counseling throughout the world.

When we look at people from other places, other countries and other cultures, we first notice our differences. However, the longer we look, the more we begin to see our similarities. Finding these commonalities, and working toward how best to serve those who are in need of professional counselors, is something that the ACA community should continue to pursue. We use the phrase "international" to describe those from other nations, but when we say "global," we are then able to see ourselves as a community.

Just four months from now, thousands of counselors will gather in Atlanta to attend the 53rd Annual ACA Convention. For those of you planning to attend the event, which will run from April 6-10 next year, I hope you will take the opportunity to participate in some of the events that present counseling from a global perspective. The complete list of pre-convention Learning Institutes as well as the convention's education sessions is available online at www.counseling.org/convention.

When you have the chance, take a moment to look at all that is being offered. And if you have colleagues from other nations, please encourage them to join us for what promises to be a very special gathering.

This is the final issue of Counseling Today for the calendar year. The ACA staff and I would like to thank you for your support this past year. We hope the services, programs and advocacy of the profession that we provide have been of benefit to you. Please accept the wishes of the ACA staff for a happy holiday season and a bright, prosperous New Year. As always, please contact me via e-mail at rye@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.
International students must confront many challenges

The training and supervisory needs of international students in counselor education programs have received little attention. As I began to reflect on my experience as an international counseling student, I reviewed the literature and did some research on my own. There are many issues and challenges that confront all international students, but my personal experience also highlights areas of concern somewhat unique to international students in a counseling training program.

Scaling language barriers

English proficiency is one of the major academic hurdles many international students encounter and is a significant predictor of their academic success. This was true for me even though I grew up in a multilingual society and received part of my education in English. I was considered above average on the Test of English as a Foreign Language when I came to graduate school in the United States. But I was not prepared for the difficulties in decoding American colloquialisms, adjusting to various accents (e.g., Midwestern and Southern), changing from British spelling to American spelling (e.g., “programme” to “program”) and speaking with less “Malaysian” accent so locals could understand me. It was critical for me to improve my verbal skills before proceeding because communication is crucial in counseling American clients.

I took an evening course in American English pronunciation and debated the need for a second English course to remove my accent but decided against it. I wasn’t ready to give up that much of who I am linguistically. All this extra work still left me with instances where clients were uncomfortable with my accent.

Upon answering the phone, for example, the inquirer politely told me that he had nothing against me, but would like to speak with a therapist who spoke American English. Another time one of my colleagues told me that the parent of the family she had referred for counseling was not sure if she could understand me, after the parent spoke to me briefly over the phone to set up an appointment. The colleague assured her of my ability to communicate and of my experience with family counseling and encouraged them to give me a try. I was grateful that they took the risk. My colleague later reported that this parent, despite her initial doubts, said that my English wasn’t a problem at all.

Language-related experiences seem to be magnified for international counseling students who come from non-English speaking countries. One survey I conducted found that counselor educators thought international counseling students from non-Western countries have more English proficiency problems than those from Western countries in both clinical settings and other clinical courses. An additional problem for those of us experiencing a language barrier is internalizing the struggle and wondering whether it indicates an inability to be an effective counselor. Resilience and courage have empowered us to cross geographic and cultural barriers in coming to the United States and pursuing our dreams to become professional counselors. These same characteristics can be used to proactively find ways to overcome the language hurdle.

Skills and resilience are not necessarily enough for a good counseling relationship. We must also remember to respect clients’ choices and understand their discomfort about communicating with someone from another culture who speaks differently. Such hurdles are sometimes intentionally avoided, but they can also be embraced as great opportunities to expand the multicultural awareness and skills of international counseling students—and clients as well.

My encounters with American clients have taught me to quickly inform them of my nationality and encourage them to let me know when my communication is not clear. I use the obvious differences between us to open a conversation on the importance of addressing cultural differences in counseling.

Overcoming missing background studies

International counseling students often do not possess the thorough psychology background that others have when entering a counseling program. Most reading materials deal almost entirely with Western-based psychological concepts, so I was embarrassed when I asked my theory professor, “What is operant conditioning?” The look of surprise on his face, and on the faces of my American colleagues, later told me that I was being taught to be a professional counselor.

The multicultural awareness and skills of international counseling students have been useful in preparing them to become professional counselors. These same characteristics can be used to proactively find ways to overcome the language hurdle. Skills and resilience are not necessarily enough for a good counseling relationship. We must remember to respect clients’ choices and understand their discomfort about communicating with someone from another culture who speaks differently. Such hurdles are sometimes intentionally avoided, but they can also be embraced as great opportunities to expand the multicultural awareness and skills of international counseling students—and clients as well.
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Female bullies and their prime targets

Editor's note: This is the final article in a three-part series that defines bullying as a form of child abuse perpetrated by children against other children. See the October 2004 and November 2004 issues of Counseling Today to read the first two articles.

"Sugar and spice and all things nice" are words from a childhood nursery rhyme that attempts to idealize society's vision of girls in terms of their femininity, personality and character. But ask any girl who has been the target of the female bully and she will most likely tell you: "That couldn't be further from the truth!" While girls are still the primary victims of familial abuse and violence, they are also fast becoming perpetrators of bully abuse. And often the targets of their abuse are other girls.

At times, female bullies can become just as physically abusive and violent as male bullies. They have been known to band together and physically assault both boys and girls. In a Canadian study, girls reported that they had taken another student's lunch money, beat up or threatened somebody with a weapon and engaged in stealing by using threats of physical violence at school. However, this stereotypical pattern of male bully behavior does not always hold for the female bully. The male bully will often act alone, but while seeking the approval of peers who witness his abuse in school. The female bully often engages other peers to be a part of the abuse by taking an active role in maintaining an abusive cycle with another student.

How female abuse differs

Girls who abuse other children are more covert. They use indirect, seemingly subtle, behind-the-back, manipulative tactics of abuse. They often engage in coercion, gossip, isolation tactics, backstabbing, verbal taunting, threats of aggression, character assassination and exclusion. Their abusive behavior is often more difficult for adults to ascertain and identify than the typical male's behavior of physical aggression, sexual harassment or threats of violence.

The motivation for girl bullies is also less related to the gender stereotypes of bully abuse and more related to dominating social circles, maintaining popularity and appearance, controlling a peer group and having their power accepted by their students whom they call their friends. These are the reasons female bully abuse is often referred to as "relational abuse."

Patterns of abuse

Like their male counterparts, girl bullies can grow up to become adults who use or threaten abuse within their families, in the workplace or in their neighborhoods. Recent studies indicate that while women make up 86 percent of those who are targets of workplace bully abuse, they also make up 58 percent of the perpetrators. Just like when they were in school, women engage in emotional and verbal abuse against other women within the workplace.

Continued on page 12

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Counseling Today 21 December 2004 9
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The final dynamic, good "ism" I think we need to understand in counseling is heroism. Think of the professional counselors who have made a difference in your life or in the lives of others: counselors such as Fannie Cooley from Tuskegee, Ala., or Dick Hackney, from Syracuse, N.Y. Most likely the professionals you envision have been heroic in the best sense of the word by putting aside personal agendas and acting with courage to assist the individuals who sought their support. Because of their ability and determination to go forward in a quiet, nonpartisan way, lives were changed and choices were made that enabled and empowered. There is no greater service than to stand in the background and do such unnoticed, yet significant, first-rate deeds.

Therefore, we should, whenever possible, publicly commemorate the helpful and constructive "isms" that make a significant difference in our world. Altruism, optimism and heroism are the bedrock values on which counseling is built. They are qualities that are embraced and cultivated by counselors who make a difference. In addition, they are characteristics we must keep emphasizing regardless of where we are in our careers. To dwell on the negative "isms" of our world, such as racism, sexism and ageism, is important up to a point, but it is also true that the farthest reaches of humanism may yet evolve, as Pierre Teilhard de Chardin hypothesized and Abraham Maslow wrote about, so that the point where destructive "isms" are eliminated. If that happens, there will be convergence and the farthest reaches of humanity may be realized. Regardless, we should use the power we have now to promote helpful "isms" — altruism, optimism and heroism. Interestingly, if the more pro-social "isms" are enlarged, those that are detrimental will lose power. As counselors we work with a variety of clients, ranging from the anxious to the anorexic, the behaviorally depressed to the blatantly oppressed, the careless to the calloused, and the disordered to the disengaged.

Employing productive "isms" in caring for those who seek our help may promote within them a vision of "what is" as well as "what can be." If that happens, then there is movement. And if there is movement, we may become like the woman in the opening poem as we reflect with modesty, but with some reassurance, on how we have made a difference in the lives of those we have encountered.

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is important to remember that people who abuse seldom “grow out” of this destructive, aggres-
sive and violent behavior unless meaningful intervention takes place. One of the positive out-
comes of studies with adoles-
cent offenders is that early ther-
apetic intervention shows
promise at preventing more de-
structive patterns later in life.

The immediate effects of
emotional and verbal abuse by
girls are not always apparent
because, unlike physical abuse,
there may not be recognizable
injuries or immediate identifi-
able repercussions of the bully’s
behavior. But emotional and
verbal abuse leaves injuries that
can last a lifetime, leaving
permanent marks upon a girl’s
lives. More recent are attempts
that abuse extend into their adult
years. Many recent are attempts
to understand what causes girls
to develop into bullies (and
adult perpetrators). While the
answers are not yet definitive,
the available information does
point to some readily discern-
cible and emerging conclu-
sions worthy of further study.
These conclusions are not stereotypes of girls as backbit-
ing and vicious. Rather they
give thoughtful consideration
to understanding this ever-growing
problem and developing inter-
ventions that are solution-ori-
ted on behalf of girls — both
the bullies and their victims.

Among the emerging factors
that contribute to girls becoming
perpetrators of bully abuse:

- The media. There is no deny-
ing the impact the media have
had and will continue to have
upon this generation of children.
Given the ever-increasing hours
children spend in front of the tele-
vision and the lack of supervision
within the home (often due to
multiple reasons), children are
inundated with potentially nega-
tive images and see only a few
positive role models among the
media stars they idolize.

Through videos, CDs and TV
shows such as Sex in the City
and Survivor, and from news
coverage of scandals, wars, vio-

ence and political campaigns,
children are bombarded with
narrow views of humanity, evi-
dence of hypocrisy and in-
stances of “winning at any cost.”
One of the messages received is
that character assassination of a
peer is OK if it gets you what
you want. Within the current
media culture, girls (and boys)
have few role models who espouse the genuine and positive
aspects of being a girl (or a boy).

While not the only source of
learning, the media do have an
influence on how girls view
themselves, each other, their
relationships and their develop-
ing values.

Cultural changes and new
expectations. When girls abuse
other girls, one of the underly-
ing factors is competition — for
friends, for attention, for com-
pliments or for control. This
competition can be fierce as

Continued from page 9

Continued on page 21

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* Publication of the Texas Counseling Association
Graduate students and new professionals can step up to become 'lifeblood' of ACA

BY REBECCA L. FARRELL
AND JANITTA MARBURY

As a graduate student in the field of counseling, you may not realize it yet, but now is the time in life when all doors are open to you. This might be difficult to fathom, especially as you are busy trying to complete your degree or becoming acclimated to your new counseling position. Yet the doors are open, and membership in the American Counseling Association is proof of their existence. ACA membership opens doors to networking and job opportunities, out-of-classroom knowledge acquisition and camaraderie with other counseling professionals. We, as members, provide these opportunities, these doors, to graduate students and new professionals. Your feedback is vital. We would also like your help disseminating information to colleagues so we can broaden our scope.

During the September meeting of the Governing Council, the task force presented motions addressing convention and hotel rates, extension of the new professional status and defining all but dissertation (ABD) status for doctoral candidates. The Governing Council asked the task force to refine these motions for further review. The task force will announce the results when final decisions on the motions are made.

In examining the relevance of some time to reflect on how you would like to become more involved and what it will take. It's fine to ask, "What can ACA do for me?" But don't stop there. Also ask, "What can I do for ACA?" Decide now how you will continue to develop your professional identity, assume leadership and mentoring roles, and contribute to the growth of ACA and its "lifeblood."

Rebecca L. Farrell (beccafarrell@hotmail.com) is a doctoral candidate at Virginia Polytechnic Institute and State University and an instructor at Morehead State University. Ja'Nitta Marbury (jmarbury@marburyandassociates.com) is a doctoral candidate at Kent State University, an Association for Multicultural Counseling and Development Governing Council representative and a private practitioner. They are co-chairs of the GSNP Task Force.

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involved in tax issues, this may need to change. The FY 2004 deficit is more than $400 billion, and making permanent the recently enacted tax cuts benefiting primarily Americans who are more well-off will all but require that domestic spending be frozen or reduced. Bush and others are also considering instituting a regressive flat tax or a sales tax. To win future battles for maintaining or increasing spending on specific domestic programs — such as the Elementary and Secondary School Counseling Program — advocates first will need to win the larger tax policy war.

IDEA reauthorization

Reauthorization of the Individuals with Disabilities Education Act occurred in the final hours of Congress’ work before Thanksgiving. A review will appear in the January 2005 issue of Counseling Today, information is available now at www.counseling.org/public. With IDEA done, Congress will next reauthorize the Perkins Vocational and Technical Education Act and the Higher Education Act, and may revisit aspects of the No Child Left Behind Act.

Medicaid

The Bush administration and Congress may push to turn Medicaid into a block grant program or otherwise enable states to more easily cut beneficiaries and services. ACA will join other groups in working to protect Medicaid’s role as part of the social safety net. State legislatures will continue to make Medicaid decisions on coverage of specific providers or services.

Medicare

ACA is hopeful that Congress will take up legislation to make minor corrections to the Medicare prescription drug law; we need a larger Medicare bill “train” to leave the station, allowing us to attach our counselor coverage provision. Our primary task remains winning over House members and leaders. We’ll continue working with the American Mental Health Counselors Association to lobby Congress, and will need to complement this with a sustained grass-roots effort.

Mental health parity

This year’s Paul Wellstone Mental Health Equitable Treatment Act (S. 486/H.R. 953) faced firm opposition from House leaders and received only lukewarm support among Senate leaders.

The only option for supporters of mental health parity may be to push a more watered-down version. None of the expected upcoming chairs of the key House committees was a cosponsor of H.R. 953, and House leaders are unlikely to see the need to start supporting parity now.

Welfare reauthorization

Congress has until March 30, 2005, to either enact welfare reform or pass another temporary extension of current welfare law. ACA is working with other advocates to push Congress toward the Senate’s version of a welfare reauthorization bill, and away from the draconian version passed very early in 2003 by the House. This issue may be the first test of the ability of House and Senate Republicans to work together.

Perkins Career and Vocational Education/Higher Education acts

Both are overdue for reauthorization. Perkins Act programs are the largest federal source of funding to secondary schools. Congress may simply continue to consider the Perkins reauthorization bills approved by House and Senate committees earlier this year.

On the Higher Education Act, lawmakers will be starting from scratch to overhaul federal student aid programs. ACA will continue pushing for establishing loan forgiveness for school counselors and related personnel working in underserved communities. The association will also work to increase federal investment in opportunities for higher education in general.

Workforce Investment Act/Rehabilitation Act

In the 108th Congress, House leaders followed the president’s lead in block granting WIA programs, allowing governors to take money from unrelated programs for One-Stop “infrastructure development” and allowing religious discrimination against program staff. ACA joined a wide array of other groups in opposing the House bill. These same battles may be fought again next year.

For more information on public policy and legislation, go to www.counseling.org/public or contact Christie Lum (800.347.6647 ext. 354; e-mail: chlm@counseling.org) to join the ACA Government Relations e-mail list.
CounselingToday Quiz – December 2004

As you are reading the following articles you should be able to answer the questions below. This is an "open-book" exam. Use this page or a photocopy. Mark your answers by pressing down hard and completely filling in one circle per question. Then mail it with a $12 payment to the address below. Please do not send cash.

"ACA sponsors delegation to the Far East"
1. The delegates to China had many lively professional exchanges with employees at all of the following EXCEPT:
   - a. hospital-based clinics
   - b. private counseling practices
   - c. neighborhood mental health centers
   - d. high school and university counseling centers

2. Kaplan describes "cultural bound syndrome" as:
   - a. reflective of Chinese culture's age
   - b. symptomatic of a stringent value system
   - c. almost like the evil eye
   - d. benefiting from a combination of Eastern and Western approaches

"Professional liability insurance: Know what you're getting"
3. The difficult issues concerning ______ were a key factor in insurance companies moving to claims-made coverage.
   - a. ever-changing legal codes
   - b. long-term illnesses
   - c. exposure to asbestos
   - d. counselor liability

4. ACA Insurance Trust recommends starting with a claims-made policy.
   - a. True
   - b. False

"Reader Viewpoint"
5. Recent studies indicate that women make up ______ percent of the perpetrators of workplace bullying.
   - a. 25
   - b. 36
   - c. 47
   - d. 58

6. It is especially important to have an intervention component that helps girls to identify changes in ______ that are a natural and healthy part of life.
   - a. their sense of self
   - b. social groupings
   - c. social behaviors
   - d. friendships

"Washington Update"
7. What issue may be the first test of the ability of House and Senate Republicans to work together?
   - a. welfare
   - b. education
   - c. mental health
   - d. none of the above

8. According to the authors, what war needs to be won in order to maintain or increase spending on specific domestic programs?
   - a. the war on terror
   - b. the tax policy war
   - c. the war of compassion
   - d. all of the above

"Spiritual survival: Florida counselor hosts therapeutic retreats into the wilderness for women"
9. Heir doesn't want the women to think that the retreat is really "putting it distant/
   - a. True
   - b. False

10. According to Robert, many therapeutic nature retreats have what specific end goal?
    - a. self-discovery
    - b. increased self-reliance
    - c. stress relief
    - d. no specific end goal

*Price subject to change in future issues.
classmates, made me self-conscious enough that I quickly said that I would read up on it myself. The psychological terms and concepts were less familiar to me because I came from an educational system in which psychology was not taught in high school. That field of study was open only to college students in the schools of art and social sciences. Many international counseling students are even less familiar with psychology and will need to do extra work and get support from others when learning about these issues.

**Finding professors who reach out to students**

Though this may not seem unusual to students in the United States, the approachability of American professors — and the manner in which they treated me with respect and affirmation — was a big surprise. My education prior to coming to the United States was in a system with no obvious concern about the influence of teacher-student relationships on learning.

I was shocked when a professor called to inform me of my grades and wished me happy holidays. I was embarrassed and at the same time felt affirmed when another professor stopped and waited for me to tell me I had done well on his exam the day before. No former teachers or professors in my home country had ever taken such personal interest. The affirmation and mentoring I received as a graduate student was also invaluable in helping me adjust to the new learning environment. It contributed to raising my academic performance to a level I had never previously attained. International students in particular need this type of attention and they should seek cross-culturally sensitive professors for such support.

**Developing cross-cultural competence**

Counseling requires that counselors conceptualize the issues/situations of their clients in the proper cultural context, but the major counseling theories taught in American counseling programs are based primarily on Western thinking and philosophies. I wasn’t surprised to find in my research that counselor educators say non-Western international counseling students encounter more problems with Western understanding of and approaches to treating mental health issues. Many Western concepts — for example, Freud’s psychosexual stages, the idea of the gestalt, and the empty chair technique — are foreign to non-Western cultures and training. I remember learning an intervention modality for teen-age suicide in which the parents were required to tell the young person who attempted suicide that they loved him and didn’t want to see him die. I wondered how this model could be applied to a Malaysian Chinese setting. Malaysian Chinese often reserve the Chinese equivalent of the word “love” for romantic love. Parents communicate their love for their children using words that imply care, warmth and importance. There are many such concepts that must be modified to become culturally appropriate.

International students need to develop an additional level of cross-cultural competence that can help them transfer and transport what they learn in the United States back to their own cultural milieu. The goal is not to export Western counseling ideologies and practices via international counseling students, but to promote global mental health access that attends to people’s needs within their cultural context. International counseling students are the best channels to achieve this goal, and they must strive to blend the best of both cultures.

Most counselor educators in my research expressed admiration for international counseling students and generally saw these students as having strong work ethics. The faculty believed these students enriched their programs and they valued the experiences of working with international students.

Despite the many challenges international counseling students may encounter, our strengths and determination can help us to thrive and succeed in training. We also enhance the learning experience of local students as well as the teaching experience of our professors with the strengths, unique experiences and diverse perspectives we bring to the table.

International students require the courage to advocate for their needs and concerns. Self-advocacy can be difficult for some of us because it goes against our cultural belief that devalues self-promotion. But when we advocate for ourselves we also advocate for the needs of other international students. Such advocacy also expands the scope of multiculturalism from an “American-centric” focus to an increasingly important international and global perspective.

I hope more research on the training needs of international counseling students will emerge in the near future and that it will come partly from the self-advocacy of international students. Such research will further the cause of the profession of counseling, especially when the profession and the world are moving so quickly toward internationalization.

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**Kok-Nam Ng is an assistant professor at the University of North Carolina-Charlotte.**

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Spiritual survival

Florida counselor hosts therapeutic retreats into the wilderness for women

BY ANGELA KENNEDY
SENIOR STAFF WRITER

Thirteen years ago, Deborah Weir was pursuing her counseling degree, struggling to make ends meet and slipping further into debt like many other college students. She had recently purchased a car and thought it would be nice to get away and visit a friend for a few days, but she hit a pothole in the road. Along a desolate strip of highway in rural Florida, her engine blew. Stranded alone at night, she thought this was the time to survive," Weir said. "It's really a turning point in my life." Weir said. "The instructors encouraged us to go out and help others to reconnect with nature and the natural elements."

On the bus ride home she made a commitment to herself to incorporate the healing elements of nature into her career as a counselor. Today Weir is a National Certified Counselor and a Licensed Mental Health Counselor in private practice in Tampa, Fla. She has played host to approximately a dozen women together several times, to reconnect with nature and the natural elements."

Six months later Weir attended Tom Brown's Tracker School in Aisbury, N.J. "It was really a turning point in my life," Weir said. "The instructors encouraged us to go out and help others to reconnect with nature and the natural elements."

On the bus ride home she made a commitment to herself to incorporate the healing elements of nature into her career as a counselor. Today Weir is a National Certified Counselor and a Licensed Mental Health Counselor in private practice in Tampa, Fla. She has played host to approximately a dozen women together several times, to reconnect with nature and the natural elements.

The retreats usually begin on a Friday evening and run until noon on Sunday. Activities, group sessions and classes are held on Saturday. Attendees learn wilderness survival skills such as determining which plants are edible, identifying animal trails and making emergency shelter out of sticks and debris. They also are taught basic camping skills, including pitching a tent, building fires and cooking in an in-ground pit.

Hiking, canoeing and other outdoor activities make the time fly by for campers. Although Weir usually establishes an activities agenda, all phases are optional and campers have the freedom to attend or take part in other recreational pursuits.

Later in the afternoon on Saturday, Weir begins to prepare the meal, but this isn't the typical campfire fare. "We will do things like chicken and asparagus with hollandaise sauce," she said. "It's usually something elegant that you wouldn't think you could cook in a hole in the ground. I don't want the women to think that this is really 'roughing it' — it's an elegant experience. I want them to have a great experience so they will want to go back." The campers help Weir by bringing out a pit and lining it with large stones that have been beat-out the fire and wild grasses. Food packets wrapped in foil are laid on the stones and then covered. While the food is cooking, Weir encourages the participants to go off on their own to explore the grounds, journal or meditate. She often assigns campers a creative activity such as putting out the comforts of a hotel and finding their meal ready to eat.

During the course of the weekend, Weir gathers the women together several times to lead semi-structured group therapy sessions. She incorporates earth-based religions and Native American philosophies into her teachings, sessions and activities on the retreats. For example, Weir might give the campers a piece of paper and have them write down something they either want to get rid of or bring about in their lives. "I will facilitate a ritual around the campfire where we burn the paper and send out energy," she said. "I try to teach them that every element in life is spiritual if we give attention to it. Every element of life is precious and every experience is significant."

Weir never reveals to the group which participants are her current or former clients, but many of the women voluntarily share that information about themself. "There are some ethical issues involved in this," Weir said. "I won't reveal a client who I'm really in the middle of therapy with. Usually the clients I encourage to come are either just..."
It's so relaxing and healing. You are self-sufficient out there. You are sleeping out in the wilderness all by yourself. You have all the other women with you, so you still have a bit of a comfort zone, but it really is empowering to say that you did it."

Lawson credits Weir's counseling skills for the healing and life changes that take place at the retreats. "I've lost clients because I think it just wouldn't be right to continue our therapeutic relationship. I realize that might happen, so I take that into consideration when I refer people."

Ultimately, Weir believes that providing this unique experience for women is more important than keeping a client long term. To avoid sticky situations though, she tries to take on more the persona of a spiritual guide than a therapist while on the wilderness retreats. "I keep myself a little bit at a distance to some degree," she said. "I go to bed early and let them stay up talking. I like the fact that when they start connecting, I can step back a bit. But I do have to play the role of a counselor because there is a lot of sharing going on once the women get comfortable with one another and the wilderness magic starts to take hold. It's a very powerful experience."

Beth Lawson, 38, is a website designer and mother of a newborn. She started attending the women-only camping trips more than eight years ago. "When I got home from the first trip I tried to explain it to my boyfriend, but I just couldn't put words all the things that happened and how wonderful it was for me," she said. "At that point in my life I was pretty depressed, and that trip really changed my life. I made incredible friends the first time out."

Before going on the trip Lawson really didn't know what to expect. Even though she had some camping experience, she was nervous about going into the wilderness with strangers. "I just thought I would receive a kind of 'wilderness education,'" she said, "but I got more therapy and inner self-healing out of it than I ever expected. It was way more than building fires and pitching tents."

During the closing ceremony, campers share a group hug and thank the nature spirits around them.

It's a very powerful experience."
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For complete list of Learning Institutes and Education Sessions, visit www.counseling.org/convention.
enemies, appreciate their uniqueness and examine interests that may not appeal to their friends. Carol Gilligan, an author who studies female moral development, says that “Mean behaviors do, in fact, breed as adolescents and girls learn to curb their words and resent themselves to please others. She knows she has to not be herself if she wants other people to value her and include her.”

Often girls are unable to express their true selves because of a dual sense of loss stemming from no longer being who they were in grade school and being unable to fully explore who they might be today or next year. As Gilligan states, “They feel they might be today or next year. As were in grade school and being from no longer being who they of a dual sense of loss stemming express their true selves because value her and include her,” if she wants other people to curb their words and recast

In addition to the academic and social changes that bring new opportunities, another child.

While abuse affects a child’s development in multiple ways, one of the more pervasive outcomes is a lack of information about emotions and the healthy (nonviolent) expression of anger. Girls also benefit from learning how to express anger in a healthy, direct and straightforward manner rather than in ways that are aggressive or passive-aggressive. Consciousness-raising, where the focus is on finding the common background, history and rights that all girls share in our society, is also effective. Our culture still has a difficult time accepting that girls do feel angry or that there are times when anger is a healthy and connected emotion to what is occurring in their lives.

Finally, it is particularly meaningful to encourage girls to challenge (instead of tolerate) the stereotypes, pressures and narrow definition of what it means to be a girl at each stage of their development. Giving girls the message that they do not have to sacrifice themselves to have superficial friendships with other girls or relationships with boys will help them gain confidence and develop a strong identity that will prepare them for the future once they leave school. Both boys and girls benefit when they learn that stereotypes are narrow and seldom based on genuine interaction, and that change is a natural part of life that brings new opportunities, not just loss. Allowing, teaching and providing children a forum for expressing their feelings and asking questions is often what they need during the turbulent years of passage from childhood to adolescence and beyond.

David Kaplan and the delegates have compiled a journal detailing the trip. It will be published soon on the People to People Ambassador Program website at www.ambassadorprograms.org.

Here are a few highlights:

The China Association for Mental Health
Liu Fayan, president of CAMH, met with the Western delegates to discuss the association's history and gave an overview of its multidisciplinary services, regulations and practices. The delegation asked questions relating to counselor preparation, outcome research on counseling, substance abuse, spirituality, gay and lesbian issues, death and dying, and integrating traditional methods in counseling, to name a few. Their Chinese counterparts' questions focused on managing the mental health stigma, counselor equity in reimbursement, licensure or counselor regulations with governments and available types of community services.

Suicide, especially among college students, was one of the main concerns of Chinese counselors. The cultural idea of "saving face" and the fear of bringing shame to one's family add to the myriad of student pressures. The counselors traded ideas on preventive efforts and campaigns.

The Beijing Normal University Psychological Counseling Center
The Beijing Normal University Psychological Counseling Center is open to both university students and to members of the community. The center also provides practice work for students and faculty from the school's psychology department. Center Director Tianping Wang, professor Xin Tao and associate professor Ou Yangling discussed Chinese counseling theories, approaches and techniques with the delegates. They reported that the demand for services at the center has increased at an amazing rate during the last few years. Eating disorders are significant issues among Chinese students. Tianping said data collected from three local universities found that 40 percent of female students think they are "too fat" when in fact 24 percent of those students are below normal weight.

Other topics discussed were Post-Traumatic Stress Disorder, sexual abuse, grief counseling, and family and couples counseling.

"Cancer work was also mentioned and included an exchange around relaxation therapy and music therapy in helping patients undergoing chemotherapy," said Lois Bingham, a private practitioner in Arlington, Va. "In China, these patients are usually/often hospitalized for the duration of the treatment. This allows the university to partner with the hospital to do some studies on mutually agreeable interventions such as those (previously mentioned). In such cases, observations can be controlled. This is not as easy in the U.S. because patients often do chemo as outpatients, which limits some of the empirical implications."

The Shanghai Mental Health Center
The Shanghai Mental Health Center is one of the largest in China, employing more than 800 professionals, including nurses and doctors. The center sees upward of 200 people a day, seven days a week for services. ACA delegates met with head psychologists and psychotherapists to discuss Western psychological theoretical perspectives and Chinese cultural variables. The Chinese professionals explained that they combine the
Mental Health Center uses creative alternative therapies such as drama, music and art with all of its patients. The center also utilizes Morita therapy, a Japanese approach that employs prolonged periods of self-reflection in which the patient prioritizes problems. This is followed by directed writing and drowsing for two weeks before an eventual return to normal life tasks.

"It sort of mixes counseling with Buddhism," Kaplan said. "A person will think and meditate on their problem for hours at a time, and they find that it works."

Delegations reflections
"Counselors in China are attempting to learn and adapt a variety of techniques that fit with their cultural values," said Linda Peterson, a Licensed Professional Counselor with a private practice in Wayne, Pa. "Some examples include using Taoist thought with cognitive behavioral therapy, modifying Japanese Morita therapy and focusing on community-based programs rather than individuals."

Minnie Livingston, a counselor for Roosevelt Middle-Senior High School in Roosevelt, N.Y., said the trip reaffirmed the need for mental health professionals to be aware of multicultural issues when dealing with clients of different ethnicities. "I feel it is very important as professional counselors and ACA members because the more we learn about different cultures, the more we can grow professionally," she said. "It’s also a way for us to exchange information and knowledge with our colleagues who we are traveling with (so we can) take that back to our own profession as well. If we continue to state that we want to be able to work with a multicultural group of people, then we must be willing to understand and learn about where they come from. So when these types of opportunities come our way we must act on them."

"Professionally, I realized that we are not so different from China. We have to be open-minded to all things because our way is not always the right way and surely it is not the only way. We have to be willing to accept people for who they are and not look down on them because of their beliefs and their cultural styles."

Janet R. Merkel, a therapist and adjunct professor in Columbia, Md., agreed with Livingston that multicultural awareness is an important aspect in counseling. In fact, it was what motivated her to take the trip. "I was especially interested in experiencing a non-Western culture," she said. "In recent years I have had more Asian students in my classes and have seen them struggle with how to translate knowledge about counseling theory and technique into their cultural realities. An important lesson from those meetings has been how the culture affects the work with clients. Of course, I knew this in theory, but to see the cultural differences and realize that different types of therapists might work in one culture but not another was interesting. For example, the Chinese have imported Morita therapy from Japan. This modality seems to be based on an almost contemplative mode of reflection on problems. In the Eastern mentality this modality seems effective, but it would be very foreign to our Western mentality."

It wasn’t all work and no play for the delegates. The program also allowed for some free time, and the delegates eagerly put on their tourist caps and took in the sites. The group visited the Great Wall, the Forbidden City, Tiananmen Square, Shanghai Art Museum and several neighborhoods. They also enjoyed the Beijing Opera, the Shanghai Acrobat Show, tours of Cloisonné, carpet-weaving and jewelry factories, and a diverse range of meals at local restaurants.

"The walk on the Great Wall felt like a sacred time of wonder about the culture that has produced such a marvel," Merkel said. "Getting to talk to people in their own homes, observing how people live and hearing our guides share personal things about themselves were as wonderful as the professional meetings. Cross-cultural experiences and relationships not only inform us about our differences, but also about our shared human values, wisdom and vision. I think it’s an excellent way to discover the process of becoming culturally sensitive."
Continued from page 1

individuals with limited English proficiency. ACA believed it was important to support the language access in health care principles because individuals with limited English proficiency are especially vulnerable, particularly in a field such as mental health where communication is so vital to recovery. “The list of organizations supporting this document is quite impressive,” said ACA Executive Director Richard Yep, “and ACA being part of this demonstrates our continued objective to work with groups on issues of common concern.”

The principles are as follows:

1. Effective communication between health care providers and patients is essential to facilitating access to care, reducing health disparities and medical errors, and assuring a patient’s ability to adhere to treatment plans.

2. Competent health care language services are essential elements of an effective public health and health care delivery system in a pluralistic society.

3. The responsibility to fund language services for LEP individuals in health care settings is a societal one that cannot fairly be visited upon any one segment of the public health or health care community.

4. Federal, state and local governments and health care insurers should establish and fund mechanisms through which appropriate language services are available where and when they are needed.

5. Because it is important for providing all patients the environment most conducive to positive health outcomes, linguistic diversity in the health care workforce should be encouraged, especially for individuals in direct patient contact positions.

6. All members of the health care community should continue to educate their staff and constituents about LEP issues and help them identify resources to improve access to quality care for LEP patients.

7. Access to English as a second language instruction is an additional mechanism for eliminating the language barriers that impede access to health care and should be made available on a timely basis to meet the needs of LEP individuals, including LEP health care workers.

8. Quality improvement programs should assess the adequacy of language services provided when evaluating the care of LEP patients, particularly with respect to outcome disparities and medical errors.

9. Mechanisms should be developed to establish the competency of those providing language services, including interpreters, translators and bilingual staff/clinicians.

10. Continued efforts to improve primary language data collection are essential to enhance both services for and research identifying the needs of, the LEP population.

For more information on the Language Access in Health Care Statement of Principles, visit www.counseling.org/public.
The European Branch of the American Counseling Association held its annual conference Oct. 26-27 in Speyer, Germany, at the foot of the Bavarian Mountains. The conference was a huge success, attracting 123 attendees from nine countries, as well as 33 presenters and 17 students. The conference focused on two themes—"Counseling: A Creative Force in the Fabric of Life" and "The Professional Counselor: Integrating Practice and Science With Client Advocacy."

ACA Executive Director Richard Yep not only delivered the keynote address at the annual banquet, but also provided chronic pain, imagery and fantasy, mediation and parenting coordination, domestic violence, ethics, filial therapy, health psychology, HIV counseling, cross-cultural counseling, blended families, school counseling, sexuality counseling, labeling, technology, teen pregnancy, the impostor phenomenon, mentoring in schools, the scripto-visual trauma generation, trauma and substance abuse, and wellness in counseling.

The 15-hour, two-day Learning Institutes also were a strong draw for attendees. The three Learning Institutes focused on trauma and substance abuse issues, biracial identity development and couples counseling.

The EB-ACA also offered a bookstore and sponsored the University of Maryland, in conjunction with Bowie State University, to offer a poster session highlighting the work of counseling graduate students with their practicum and internship sites. In addition, Tom Bruce displayed information about Castle Craig in Scotland, an in-house treatment facility for a variety of addictions, including substance abuse and eating disorders.

The EB-ACA is also planning three Learning Institutes in 2005. The first will be held Feb. 26-27 in Speyer, Germany.

A poster session showcasing the work of graduate students in counseling (right) complemented the three Learning Institutes and 42 mini-sessions. There was also plenty of time to socialize at the annual banquet (top).
Albert Ellis, founder of Rational-Emotive Behavior Therapy, observes his 90th birthday as part of a lively and provocative panel discussion featuring five legends in various aspects of counseling. Also presenting during this session are Patricia Arredondo (Multicultural Counseling), William Glasser (Reality Therapy/Choice Theory), and John Krumboltz (Social Learning Theory). Jon Carlson (Adlerian/Individual Psychology) moderates the session. Participants discuss how they would like to be known, their recommended reading for counselors, and their outlook for the future of counseling. In an especially light moment, Dr. Ellis offers his own entertaining lyrics to the tune of “Yankee Doodle Dandy.”
LEGAL & REGULATORY COMPLIANCE
Updates for Counselors, Mental Health Professionals and Counselor Educators

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HIPAA is not “over and done with.” New rules are still coming out and this landmark legislation is sure to affect the counseling profession well into the future. This newsletter, the successor periodical to HIPAA Compliance: Legal Update and Analysis Service for Counselors and Related Mental Health Professionals, will continue to cover HIPAA and other privacy initiatives, but also will keep you abreast of other new laws and regulations, both federal and state. Some of the major topics include:

- Legal mandates ranging from child abuse reporting to the ADA
- Licensure board and other complaints and how to avoid them
- Reimbursement issues including insurance fraud
- PERPA and other school counseling-related topics
- Supervision—state regulatory requirements, liability
- Issues for counselors who are employers (sexual harassment; independent contractor vs. employee, and more)
- Informed consent, privilege and privacy issues
- Duty to warn...and dozens of other critical subjects

Legal & Regulatory Compliance also will include:

- State Spotlight—Key court cases, legislation and regulatory action in the states
- FAQs—Most common questions counselors have regarding HIPAA and other federal and state matters
- Resources—important Web sites and other resources to keep at your fingertips

Meet the Editor
Attorney Anne Marie “Nancy” Wheeler

Ms. Wheeler’s specific experience is in how to comply with HIPAA and other legal and regulatory requirements, professional liability, reimbursement, confidentiality and key aspects of other laws and regs. Through her role in responding to inquiries from the ACA Insurance Trust’s hotline on risk management, she has gained additional insight into the issues counselors face every day. She is well-informed about licensure board complaints and how to avoid them.

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Supporting the profession through our many gifts

In this season of reflection and appreciation, what special thanksgivings come to your mind? A supportive family, good health, the beauty outside your window? As for me, and I suspect for most in the counseling profession, I give thanks also for the opportunity to make a difference in the lives of others. Whether we teach upcoming professionals, counsel in schools, run a private practice or use our skills in administration, we are about working with others to effect positive change. And I give thanks for that special gift.

This year the American Counseling Association Foundation has elected to support those working to effect change in our nation’s elementary schools through our “Growing Happy and Confident Kids” special initiative. Using the love and promotion of reading among elementary school children, the GHCK initiative uses outstanding works of children’s literature as the launching point for individual and group interactions that will help children become more aware, expressive and confident – qualities the ACA Foundation believes will add to their potential to succeed in school and society.

I encourage you to read more about the GHCK project at www.counseling.org/foundation.

You will find the application for participation at the website. While any interested elementary school counselor who meets the criteria outlined on the website may apply, the ACA Foundation will give preference to professional counselors who are members of ACA and whose elementary schools serve populations disadvantaged in some measurable way. Applications will be accepted through Dec. 31, and participants for 2005 will be announced in January.

In addition to advancing the well-being of our nation’s young people through the GHCK project, the ACA Foundation continues to support the gifts of counselors by investing in the next generation of counselors through scholarships, support and encouragement; addressing the effects of terror, trauma and other concerns through publications and conferences; and encouraging outstanding counselors with coveted awards such as the Gilbert and Kathleen Wrenn Award

Your client...

...tells you about a medication she is now on. You’ve heard the name but recall nothing else.

...says his MD put him on the new drug and asks, “Should I be taking this medication?”

...worries about some terrible rumored side effects, asks you, “Will I have to take this therapy?”

...complains that the medication is expensive and asks if...

What do you do now? Well...

- You could turn to a computer to do an online search and read of dozens pages.
- You could get down your PDR (Physician’s Desk Reference) and read through the drug company releases written for lawyers and researchers in tiny print.
- You could search your print computer if you had one, the batteries worked, you had a program you could understand, and it was patient-friendly.
- But all of these take time, interfere with the relationship, and may not answer their questions. INSTEAD, you can find...

"Just what you need to know. Just when you need to know it"

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1. Directing a patient to stop, start, or change a medication is practising medicine. Illegal (for most of us), and unethical (practising outside an area of competence).
Grad school: A beginning or another dead end?

One of the happiest days of my life was when I received the letter stating that I had been accepted into a graduate program in counseling. I was 47 years old, and my husband was divorcing me. Not only was my esteem suffering, but fear of the future was distracting my daily life. I have two children, and at the time, they were 10 and 8 years old. The letter in hand seemed like a reprieve from a dead-end life, one defined by days of working at a Safeway or a car dealership.

I had been married for almost 18 years when the security of my life shattered. I applied for graduate school just prior to my husband leaving home. I thought a new career might jump-start a stale marriage. I figured that even if our relationship did not survive, counseling would be a good career choice. I certainly was a consumer of counseling services at that time. The variety of job options available to counselors seemed endless.

I spent three years in graduate school. My divorce was final during the second year. My kids traveled along when I had night classes, and I often stayed up until early morning hours to finish papers. This career choice of mine was too important to let a matter of "not enough time" ruin my dreams. I no longer felt the slow, cold fear of panic down my spine when I thought of years to come, when maybe the support payments would no longer be arriving in the mail, I was investing in a career. It never occurred to me to say I wouldn't get a job. I now had in hand a master's degree from a fine college. I was motivated more than ever to start earning a living, building a career. I deserved a job. I had paid the price in time and effort, not to mention the price tag that accompanies a graduate degree. Somewhere, deep down, I held the belief that hard work pays off in direct proportion to the amount of effort expended.

While the interviews went well, I began to see myself as a prospective employer saw me: a person with insufficient experience; older, living too far away to be useful for on-call or crisis. I felt my dream of a career in the counseling field slowly slipping away along with my plans for self-sufficiency. The two were melded together in my mind: career and self-sufficiency. Here I was feeling dependent on someone else's decision to give me a job. That feeling of helplessness brought up old feelings of anger. A sense of helplessness had been prevalent at the onset of my divorce a few years before. I had worked hard to rise above the fear and despair that divorce generates. Helplessness was not an unfamiliar feeling, in other words. But I thought I had seen the last of it when I graduated with a marketable degree.

Once again, I was wrong. All the wrong choices and decisions throughout my life were massing together. At that moment my whole life felt "wrong." I began to look at my degree with sadness, thinking I had misjudged somewhere, somehow. It was just assumed that all graduates would seek out the job of their choice, and the decision-making process meant you chose carefully. But that would imply that one had choices. I resented my high hopes. I also thought of the professors who somehow had presented a skewed version of reality. I didn't resent them, but I did question whether the curriculum ought to include a piece on options other than working for established agencies.

I felt silly for thinking it would be just a matter of applying to the jobs of my choice. I felt my optimism leaving me, like a visiting spirit that had decided to move on. I looked out my window, out over the trees for a peek at the ocean. What was I going to do? My kids depended on me to be there in all ways, and this dismal spirit of mine surely wasn't "present" to them. How could I tell them that even I, a grown-up, felt cheated, given the short end of the stick, without sounding like a whiner? How could I share my fears with them, including my financial concerns for the future? How could I tell them that Mommy's high hopes weren't materializing despite the three years of hard work I (and they) had performed to get my degree? Realistically, was I going to do with the rest of my life if no one wanted to hire me?

My whole future had been wrapped up in the idea that a counseling position would offer not only financial stability but also perhaps health insurance and a retirement plan. I had wanted to get my state license and had lined up a supervisor to that end, but with no clients, that wouldn't happen either. The beach house I had moved into (part of the divorce settlement) had an office space above the garage. I moved the computer up there and often retreated there at the end of the day in the appearance of checking e-mail. I basically liked the quiet of the space. The space was the previous homeowner's office. You approach it via a front staircase from the outside. It comprised two rooms and a stairwell down the back to a bathroom. During my moments of sitting in the office room, the one with my computer, I daydreamed. This was my way of dealing with the stress of not succeeding and of not having abundant resources to draw upon. My friends were confident in me, despite what the reality was showing. Instead of being helpful, their words of encouragement actually hurt, since somehow I couldn't live up to their expectations. The financial situation I faced as a single mom meant that I absolutely needed employment. At some point, a job would not be simply optional or desirable. I would not have the luxury of wishing and hoping.

The calls didn't flood in. I realized that in a small town, I could not sustain myself financially on the occasional client. Once again, I felt foolish. I felt like I was playing-acting, like I had set up house and was all set to play counselor. Who was I kidding? I still perused the want ads for counseling jobs. I didn't bother answering them though, finding logical reasons why I would not continue on page 32.

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be hired — too far away, not the type of job I wanted, hours wouldn’t work. Excuses.

I felt shame. I wasn’t succeeding, and I wondered if my classmates were. I often bumped into them at conferences. Many had been hired at their internship sites. I concealed myself with the thought that I, too, probably would have been hired where I interned if I hadn’t moved. I envied the ease and comfort with which my classmates spoke of their jobs. I stammered and stammered and talked about “my of- fice.” Oh, private practice? Some thought that was so brave of me. Others expressed their own wish- ful thoughts of starting private practices. I didn’t tell them I only went into private practice because I seemed unhirable. Private practice by default.

But I was focused on the track. I found myself on — the private practice track. Eventually the desperate feelings diminished. They were there but less painful. Private practice. I liked the sound of it. It sounded very independ- ent. I reflected on the words my peers had used: “brave” and “lucky.” Often I didn’t feel either of those things. In fact, I usually felt quite the opposite. I had fears of failing once again, and this time with no excuses, no one to blame but myself.

Today, my private practice is growing. My confidence is building. I’m busy, between the vol- unteer time at the agency and the clients I see in my office. It also feels good to see the monthly balance edge upward, knowing that to some extent this is a busi- ness I generated out of sheer will and determination (and despera- tion). It is not self-supporting yet and may never be. But at the moment, I am in the position of getting what I need to feel good about myself again: supervised client hours and, more impor- tantly, clients.

I mistook having a job with my identity as a counselor. When I found I could function as a coun- selor — both in my practice and in the agency — it reaffirmed my belief in myself. Before that, with no clients and no paid posi- tion as counselor, I think I lost part of my vision. It’s hard to see oneself as a counselor if no one partakes of the services you offer. A counselor without clients is like one hand clapping. I still have days when I worry that I may never have another client. At times when I’m frus- 
trated I decide that maybe coun- seling just isn’t for me, and it takes only a mental minute to turn my home office into a home entertainment room for the kids. But all in all, I think the frustra- tions I faced meant that I needed to solve the problems.

If I had to backtrack and do some things over, my wish would be more honesty on my part. I allowed myself to feel humbled and yes, ashamed, that I couldn’t get hired. I convinced myself that everyone else was being hired. Failure isn’t talked about often in this society. I felt like a failure. I covered it up, even among my peers. I like to think that my story ends well. I think there is a way of looking at the last two years and connecting the dots to arrive at the place I find myself today. I now realize that success means doing what one wants to do, what one has been schooled to do, and for me that means having the privilege of counseling.

Editor’s note: ACA encourages all professional counselors considering independent prac- tice, especially those who recently completed a graduate program, to pay particular atten- tion to Section C.2.a of the ACA Code of Ethics and Stan- dards of Practice, which states, in part, “Counselors only prac- tice within the boundaries of their competence, based on their education, training, supervised experience, state and national credentials, and appropriate professional experience.”

Tobi Nasen is in private practice in Manzanita, Ore.

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**AMERICAN RED CROSS**

Needs Counselors for Disaster Relief

Once again ACA and the American Red Cross are working together to bring quality mental health care providers to the forefront of Disaster relief.

ACA will be offering the American Red Cross Disaster Mental Health Services training at the ACA 2005 Annual Convention because we realize that in a disaster environment, mental health services take on a degree of urgency in addition to the level of importance that professional mental health providers deal with on a daily basis.

Qualifications are as follows:

- Counselors must be licensed for independent practice by a State Counseling Licensing board to be eligible to take the training. Please note that in two-tier states, counselors need to be licensed at the higher, independent practice level.
- Counselors must have valid practic ing license at the time of training.
- Counselors must have taken the American Red Cross Introduction to Disaster course.
- Counselors must pre-register to attend ACA Convention training

The Disaster Mental Health Services training will be offered April 6 – 7, 2005. This is just prior to the American Counseling Association 2005 Annual Convention in Atlanta, GA. Space is limited to 20 participants and those who are interested will need to pre-register no later than January 31, 2005.

For more information or registration application materials, contact Debbie Beales at ACA, 800-347-6647 x306 or by email at dbeales@counseling.org.

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**EDITED BY**

**LAWRENCE E. TYSON, RACHIELLE PÉLAUSE, AND JIM WHITELIDE**

This practical text examines frequent- ly occurring issues that arise in "real life" group counseling set- tings. The incidents provide a means to explore the difficult decisions that group leaders face and create learning opportunities for further discussion. Issues considered include confidentiality, member screening, establishing trust, goal development, dual role, interactions, self-disclosure, supervision, and termination. An excellent resource for counseling classes in group work, ethical and legal issues, and practice, as well as a handy reference for private practitioners.

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Please include $4.75 for shipping of the first book and $1.00 for each additional copy.
Quantum Change: When Epiphanies and Sudden Insights Transform Ordinary Lives

This book's theme focuses on a fundamentally important concept in the counseling profession — the concept of change. Traditionally, the counseling profession has viewed change as something akin to the movement of glaciers. Consistent with more postmodern approaches to change, William Miller and Janet C'de Baca focus on what the authors term as "quantum change" — that is, predominantly an inner, rapid transformation that is experienced as sudden bursts of change occurring throughout the lives of people from all walks of life. For example, an interviewee describes quantum change this way: "I knew that day with absolute certainty that things were going to be different. It just felt different from all the half-way, lupus described her quantum change this way: "The power of change transforms my personality, my life and the lives of others. Drawing from interviews of people who have 'experienced' quantum change, the authors provide many real-life examples. The authors discuss change from this broader context, which extends beyond the traditional view that change occurs slowly, in a systematic process. They also explore the idea of unpredictability, drawn from quantum mechanics, without requiring that readers possess an understanding of physics or mathematical theories. Quantum change is not a household term. Yet evidence of its existence abounds. For example, the authors point to the transformation of Ebenezer Scrooge in Charles Dickens' A Christmas Carol. Led by his dreamed ghosts, Scrooge experiences a quantum change that transforms his personality, his life and the lives of others.

Miller and C'de Baca lay a foundation for how sudden bursts of change occur throughout the lives of people from all walks of life. For example, in a well-written vignette, a lupus described her quantum change this way: "I knew that day with absolute certainty that things were going to be different. It just felt different from all the half-hearted resolutions I had ever made in my life. The biggest change was taking control, believing that I knew more about my body than anybody else, and now two years later, I'm feeling the best that I have felt in at least 10 years." The book's real usefulness lies not in the principle of quantum change, but in showing how individuals tap into and harness the power of quantum change through making personal meaning of insights, epiphanies and reflections. The book showcases personal accounts of quantum change as described by interviewees and traces the stories of what happened before and after the quantum change experienced by individuals' lives. In the chapter entitled "Before," these moments are variously described as hitting bottom, having a traumatic experience in childhood, feeling trapped in some sense, wandering aimlessly in life, or connecting to a higher power in religion and then praying, and even experiencing extreme peace and joy. In the chapter entitled "After," these moments are marked by a swing in emotional states, changing or establishing priorities in life, altering behaviors, feeling the effect of change on relationships, noting the development or strengthening of spirituality and moving toward self-actualization.

Counselors may find it useful to connect and share the healing qualities of the book and its stories of hope. Quantum Change also seems fitting for counselors who may find a renewed sense of hope stemming from the power of accepting the meaning that clients give to their stories of quantum change.

Reviewed by Laura L. Hill, a Licensed Professional Counselor and child and family therapist at West Tavaput Guid- ance Clinic, Prescott, Ariz.

Staying in Control: Anger Management Skills for Parents of Young Adolescents

A number of parenting books address ways parents can manage the anger of their children. Books abound offering parenting strategies for managing the explosive child or the out of control adolescent. Relatively few books address the topic of how parents of adolescents can control their own anger. Millicent Kellner's book (actually a self-help workbook) takes a different pathway to foster anger management skills in adolescents. She targets the anger management skills of parents.

Kellner's reasoning for this approach is based on the following observation: "The way ... we as parents and caregivers behave when we are angry — especially toward our loved ones — sends a strong message to our children about how we expect them to behave."

The first two chapters present the program's major principles, the anger log and journal, and practice exercises. Accompanying each principle are hints, insights and caveats for readers to remember when engaging their adolescent in the anger management process. Each chapter concludes with scenarios, an anger management checklist, an anger log and a review of main points covered in the chapter.

In Chapters 3 and 4, Kellner instructs parents on using an anger log to understand their anger and the anger of their adolescents. The log is used to identify and record anger triggers, locating when and where feelings of anger emerge. Kellner briefs parents on typical interpersonal dynamics that often influence the degree of anger. She also assists parents in identifying when and how to interpret or avoid interpreting an adolescent's motives.

Kellner introduces parents to self-talk and positive self-statements in Chapter 5. The use of these statements is then recorded on a form, "My Self-Statements." The anger log monitors the implementation of physiological tools, thinking tools and behavioral tools. In Chapter 6, Kellner moves on to self-evaluation. She helps parents to model acceptance of criticism as well as the gentle delivery of criticism to others. The anger log includes a self-evaluation/self-monitoring scale to track how parents and adolescents handle any given anger situation. The program's final tool, the anger management plan, is presented with hints to guide parents in developing and executing the plan.

In Chapter 8, Kellner touches on how drugs and alcohol undermine the program's basic aim to get in touch with and stay in control of one's feelings. She suggests interventions here but includes a few referral resources for parents or adolescents in need of further help. The final chapter provides a short review of the program's principles. It also includes suggestions for seeking outside help from friends and relatives, as well as ideas for starting a support group and using Staying in Control to focus group discussion. This simple guide could be an excellent resource for school or family counselors working with self-motivated parents. The program is well suited to address an adolescent's out of control anger behavior, especially when parents are part of the problem.

Reviewed by Robin Cook, an assistant professor of special education at Wichita State University, Wichita, Kan., and a certified rehabilitation counselor.

Career Development Across the K-16 Years: Bridging the Present to Satisfying and Successful Futures

Richard Lapan's book on K-16 career development and the integrative contextual model is ambitious. In it, Lapan attempts to bring career counseling theory together with practice for a wide audience. The primary strength of this publication lies in the literature review and Lapan's ability to weave together theoretical, political and historical elements related to career counseling.

Lapan addresses cultural contexts and their ramifications for career counseling. He primarily focuses on how career development intersects with socioeconomic status and gender. When race is considered, Lapan provides examples drawn from African-American cultural contexts. Examples that highlight the racial and ethnic complexity of the United States would be helpful for those serving immigrant, Asian-American, Native American and Hispanic-American populations.

Case examples illuminate ways to put theory into practice. Most of Lapan's case examples involved high school upperclassmen; there were relatively few vignettes involving college students and only one involving an older/returning student within the postsecondary environment. Lapan mentions individuals with disabilities several times, but only in passing and with a very narrow focus on that literature. No cases or applied information at the K-5 levels were noted.

Chapter 9 is notable for the way that Lapan combines practice with theory. When he devotes more time to a specific practice (e.g., interest assessment in Chapter 5), Lapan usually spotlights one instrument. A few case scenarios were presented in the various chapters; a more liberal use of case scenarios would likely appeal to a broader audience. These were most effective when the connection between theory, practice and the case scenario was tightly drawn.

"The book works best when it promotes . . . an understanding of how the theoretical, political and historical elements related to career development work together. Researchers and theorists would likely appreciate the theoretical orientation of this book.

Reviewed by Robb Coak, an assistant professor of special education at Wichita State University, Wichita, Kan., and a certified rehabilitation counselor."
Politics, power and the counseling profession

There is a lot of talk from a lot of people about politics these days. Sure, the recent presidential campaigns and election brought politics to the forefront of our consciousness, but that is surely not the only source of our attention to political matters. We often hear people talk about the "politics" going on at their workplaces. Individuals frequently speak of the "politics" underlying the development and implementation of new policies at the universities where they are employed. We still hear individuals describe the "politically correct" terms they are expected to use when speaking about persons who come from diverse groups and backgrounds that have been and continue to be treated unjustly in our contemporary society. Keeping in mind the numerous ways in which "politics" and the "political" touch our consciousness and daily lives, it is important to note that the appropriateness of discussing and dealing with various "political" issues continues to be a controversial topic in our field.

Understanding the terms 'politics' and 'political'

Many counselors have a very parochial way of thinking about the meaning of the terms politics and political. Upon looking up the definition of these words in the dictionary, one will find that these constructs commonly refer to the "dealings of government" and "activities of organized parties within government." Although these definitions frequently dominate the thinking that many people in our society generally have about the terms politics and political, they reflect only a partial understanding of other, more fundamental meanings. A closer examination of Webster's Dictionary reveals that the word "politics" relates to the citizens of a nation and the policies and practices of the nation that one is a part of.

The multicultural-feminist-social justice movement directs particular attention to the latter definitions of the terms politics and political. In doing so, numerous multicultural-feminist-social justice counseling advocates have explained that counseling in general and the counseling profession in particular are inherently political in the sense that they either help to support and maintain existing societal, governmental, organizational and institutional policies and practices, or strive to change policies and practices that affect the day-to-day lives and psychological development of all the citizens in our nation. Contradictory examples of both are found in the American Counseling Association. For instance, our legislative initiatives have spearheaded efforts that support government funding of Medicaid and expansion of the Elementary and Secondary Education Act. On the other hand, ACA continues to be very active in lobbying support for new legislative actions that advocate for persons in our society who cannot advocate for themselves.

It has also been pointed out that a person's politics are not only manifested when an individual publicly articulates support for a particular candidate or actively works in that candidate's campaign. Operating from a more expansive and comprehensive definition of the terms "politics" and "being political," many multicultural-feminist-social justice advocates emphasize that we are all political. This is regardless of whether we verbally endorse persons who are running for public office, articulate support for various social justice issues or remain silent in the face of critical issues that we know are adversely affecting the psychological development and personal well-being of millions of persons in our nation and around the world.

The violence of our silence

Dr. Martin Luther King Jr. had much to say about the politics of individuals who remain silent in the face of injustice. As he saw it, much of the military, social, racial and cultural violence and injustices that continue to be perpetuated in our society is made possible when people relinquish their moral responsibility to speak out and actively resist the unfair psycho-social-economic-educational policies and practices that diminish the dignity and development of any human being in our society. King's philosophy presents us with the argument that maintaining silence in the face of injustice is indeed a political statement that has a resounding impact in our world.

The multicultural-feminist-social justice counseling movement represents an active and ongoing struggle within the mental health professions—a force that insists upon the right and responsibility of all counselors to speak out against injustice and the importance of actively working for peace and justice in our society. The importance of doing so is underscored by our knowledge of the many ways in which promoting peace and justice in our society leads to heightened levels of mental health and a greater sense of personal and collective well-being among millions of persons from diverse groups and...
Promoting and engaging in difficult discussions

The cultural competencies developed by the Association for Multicultural Counseling and Development in 1992 and formally endorsed by ACA in 2003 underscore the importance of engaging in discussions that, although difficult and uncomfortable for some, foster a greater understanding and “knowledge of the sociopolitical influences that impinge upon the life of racial and ethnic minorities” (multicultural counseling competency No. 14). This professional competency also highlights the need for counselors to acquire an in-depth understanding of the ways in which these influences are tied to “immigration issues, poverty, racism, stereotyping and powerlessness as they all leave scars that may influence the counseling process.”

An expanded and inclusive definition of multiculturalism embraces the importance of promoting difficult discussions that expand counselors’ knowledge of the injustices routinely experienced by women, gay, lesbian, bisexual or transgendered persons; the physically challenged; and older persons. It means helping counselors acquire a deeper understanding of the various ways in which these injustices adversely affect the mental health and sense of psychological well-being of the millions of individuals in these groups.

All professional organizations and their leaders have the power to promote these discussions within the context of the culturally diverse society in which we live and work. ACA is no different in this regard. However, as many multicultural, feminist and social justice advocates have stated rigorously in the past, more ACA members need to take an active role in supporting difficult discussions on these topics. These difficult discussions can increase at our association’s annual conventions, regional and state conferences, and within ACA’s professional publications. In fact, such discussions have taken place in greater numbers at our annual conventions during the last several years. Issues of racism, sexism, heterosexism, able-ism and classism have been addressed. New and innovative intervention strategies tested and found to be effective in dealing with these complex sociopolitical problems have been presented. This momentum must continue.

During the 11 years this column has existed, a broad range of related and controversial issues have been discussed. These have included numerous columns outlining concrete intervention strategies counselors are using to effectively promote the dignity and development of women, poor persons, gay and lesbian individuals, the physically challenged, homeless mothers and their young children, as well as persons from African, Asian, Latino/Latina and Native American descent, to name a few. As editors of this column, we intentionally hoped to promote an increased awareness and sensitivity to the sociopolitical challenges we face as professional counselors. We also have actively and explicitly advocated for the elimination of the various forms of racism, sexism, heterosexism, ageism, able-ism, classism and other forms of cultural oppression that undermine the health of millions of people in our country. In this vein we have tried to be a voice within ACA that calls for equality for all women, for the rights of gay/lesbian/bisexual/transgendered persons, for the need to have a more equitable distribution of wealth and resources in the United States, for educational equity as well as excellence, for the right to universal health care, for the elimination of war and the promotion of world peace, for immigrants’ rights and bilingual education programs, and for the amelioration of violence in our society, including state-sanctioned capital punishment. We suggest that it is indeed our professional responsibility to openly discuss these and other sociopolitical issues without being subjected to disrespect or reprimand from others.

Politics is a comprehensive and integral part of life when one embraces an expanded definition of this concept. Let us never shy away from our civic, professional and moral responsibility to talk about the various forms of injustice and oppression that continue to be perpetuated in our society. These issues are clearly relevant for the work we do as professional counselors, and their importance will only increase as the United States continues to undergo a cultural-racial transformation in the make-up of its citizenry. For all of these reasons, it is vital that we commit ourselves to promoting difficult discussions regardless of the discomfort they may foster in ourselves or other persons. Let’s proceed to conduct such difficult discussions with a genuine intent to promote human dignity and development through the diversity of our views and beliefs.

Michael D’Andrea (e-mail: michael@Hawaii.edu) and Judy Daniels (jdaniels@Hawaii.edu) are faculty members in the Department of Counseling Education at the University of Hawaii. Patricia Arredondo (e-mail: empow@aol.com) is a faculty member in the Department of Counseling Psychology at Arizona State University and the founder and president of Empowerment Workshops in Boston.
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Learning Institutes at the ACA Convention

Learning Institutes will be offered again this year in conjunction with the American Counseling Association Convention in Atlanta, April 6-10. The Institutes will take place on Wednesday, April 6, and Thursday, April 7, with daytime sessions from 9 a.m. - 4:30 p.m. and evening sessions from 5:30-8:45.

ACA offers the Institutes to enable attendees to earn additional continuing education credit while gaining in-depth knowledge in a particular area. So that attendees can make appropriate selections, each Institute is identified by one of four levels: introductory, intermediate, advanced or comprehensive. The presenter determines the level.

"The Institutes have been extremely popular year after year," said Holly Clubb, ACA's manager of Learning Resources, "because attendees are traveling anyway and can rack up more training and more CE credits while also attending the major counseling convention in the world."

Attendees can earn up to 18 hours of additional CE credit by taking one daytime Institute (six hours) and one evening Institute (three hours) on both April 6 and April 7. "When you add this to the 21 CE credits attendees can earn at the convention only, it means that attendees can earn up to 39 CE credits before they pack their bags to go home!" Clubb pointed out.

Clubb advises prospective registrants to register early because sessions do fill up and sometimes get closed out. Another advantage of early registration is that attendees can pick up their CE certificates while in Atlanta. Those who register after March 31, 2005, will receive their certificates in the mail.

There is a separate registration fee for the pre-convention Learning Institutes. The fee ranges from $70 to $135 for ACA members who register prior to Jan. 15, 2005. Nonmember general attendees pay $185 for daytime sessions and $145 for evening sessions. All registration rates, including the general convention registration rate, increase after Jan. 15.

Topics for the 2005 Learning Institutes include a mix of sessions that routinely draw large audiences, such as William Glasser's "Mental Health Is Happiness Is Choice Therapy," Richard Halstead's "Assessment and Treatment of Clients' Core Issues" and Daya Samalha's "Counseling for Prejudice Prevention and Reduction: Practical Applications for Counselors." Carol Dahl's comprehensive session, "No School Counselor Left Behind," also has proved to be especially popular in recent years.

All session submissions are peer-reviewed (though not a blind review) at two levels. The ACA Program Review Committee, which is composed of representatives from all ACA divisions and regions, conducts the first review. This committee reviews each session proposal three times and scores them. The highest scoring submissions are then sent to ACA's Blue Ribbon Panel, composed of five ACA members plus the ACA president. The president, Samuel T. Gladding for 2004-05, appoints the five members. The Blue Ribbon Panel looks for a balance of topics as well as the session submission's relevance to the field and the presenter's background.

This year's lineup reflects that desire for balance. It includes a broad spectrum of topics ranging from group counseling to play therapy, spirituality and development to using movies to teach counseling theories and techniques.

To view the complete list of Learning Institutes, visit www.counseling.org/convention. Inquiries can be directed to ACA Professional Learning at 800.347.6647 ext. 229.

Editor's note: The "Spotlight on Atlanta" column will appear regularly in Counseling Today to inform attendees and potential attendees about the exciting events taking place during the convention (April 8-10) and during its pre-convention Learning Institutes (April 6-7).
Division, Region & Branch News

ACC to hold creativity conference
Submitted by Thelma Duffy
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Visit the Association for Creativity in Counseling's website at www.acec-acc.org to learn more about an exciting upcoming event. The Dr. Lesley Jones Creativity in Psychotherapy Conference will be held at the Texas State University-San Marcos campus on Feb. 12, 2005, with two pre-conference institutes slated for Feb. 11. Texas State and the University of Texas-San Antonio will serve as co-hosts. Conference presentations will explore creative ways to negotiate differences in personalities, relational styles, culture and worldviews. The conference premise is that creativity can help us reframe our relationships with others by deepening our capacity for empathy and increasing our depth of self-understanding.

Ed Jacobs, director of Impact Therapy Associates and popular presenter and author in the field of creativity and counseling, will present a Friday afternoon pre-conference institute entitled "Impact Therapy: A Multidisciplinary, Creative Approach to Counseling." He will also present two sessions on props and movement at the Saturday conference. Our many thanks to Ed for sharing with ACC his gracious and significant contributions!

In addition, St. Mary's University-San Antonio will sponsor a pre-conference institute, also on Friday, featuring Amy Banks, Stone Center scholar and Harvard Medical School faculty member. Banks' presentation, "What Words Can't Say," will address issues of trauma and neurobiology within a relational and creative context. St. Mary's will also host a pre-conference reception scheduled for Thursday evening, Feb. 10, at Oak Hills Country Club in San Antonio. Conference presenters and participants are invited to attend. We extend our many thanks to Department Chair Robert Babcock, Executive Board Member Dana Constock and to St. Mary's University for its continuing efforts.

The Saturday conference will highlight a host of invigorating sessions, including Martha Russell's workshop on "Dream Weaving: Meeting Our Professional Challenges." Participants will explore how the helping professions support visions, dreams, passions and creative processes, including the knowledge that life and living bring realities that can shut these down. This interactive presentation will explore techniques to open the windows of innovation, challenge perceptions and develop resources for living our spirits healthy and vibrant.

Other workshops will include "The Skin I'm In: Skin Tone as Depicted in the Media," "Walking the Labyrinth," "Use of Self in Developing Multicultural Awareness," "Using Poetry to Enhance Empathic Capacities," "Creating Connections Through the Enneagram Personality Typology," "Picture This: Using Photography to Create a Therapeutic Narrative," "Psychodrama and Chemical Dependency Groups," "Props" and "The Use of Movement and Writing in Therapy."

Other workshops will include "Music as a Guided Imagery in a Life Review Process," "Counseling and Creativity," "Relational Gestalt Therapy," "Using Masking in Counseling" and "A NOVEL Approach: Literary Writing and Creative Interventions for Working Toward the Path to Forgiveness."

For more information, contact the Office of Continuing Education at Texas State University-San Marcos at 512-245-2507, or e-mail Valerie Creveling at vcreveling@txstate.edu. Please join us as we launch our first ACC-sponsored event!

ACES calls for proposals for national conference
Submitted by Paige Bentley
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The Association for Counseling Education and Supervision announces its call for proposals for the 2005 ACES National Conference, which will be held Oct. 19-23, 2005, in downtown Pittsburgh. The conference aims to provide professional development and continuing education to counselor educators and supervisors nationwide. With that goal in mind, the 2005 theme is "Creativity and Change in Counselor Education and Supervision."

All proposals should be submitted through the ACES website at www.acesonline.net. More information on proposal requirements is available online under "Access ACES 2005 Conference Information." The deadline for proposals is March 15. All receptions, preregistration and conference registration will begin early in 2005.

AGLIC3 asking for journal submissions
Submitted by Ned Farley
nfarley@usu.edu

The Association for Gay, Lesbian, Bisexual Issues in Counseling is inviting submissions for its new publication, the Journal of GLBT Issues in Counseling. The intent of this journal is to publish articles relevant to working with sexual minorities. Articles should be of interest to counselors, counselor educators and other counseling-related professionals who work across a diversity of fields, including in schools, mental health agencies, and colleges and universities.

The journal welcomes article submissions that reflect issues pertinent to the health of sexual minority individuals and communities, and should focus on one of the following areas: (1) new research in the field of counseling; (2) a review of the literature that critically integrates previous work around a specific topic; (3) introduction of new techniques or innovations in service delivery within the counseling field, or (4) theoretical or conceptual pieces that reflect new ideas or new ways of integrating previously held ideas. The tentative date for the first edition is July 2005.

All submissions should be prepared according to the guidelines of the most recent Publication Manual of the American Psychological Association, including the use of citations and references, and inclusion of nondiscriminatory language. Submissions should be no longer than 16-20 pages. Manuscripts may be sent electronically - attachments via the e-mail address below. If submitting in paper form, please include four copies. All works should be saved in Microsoft Word. Tables and figures should be used only when essential, and Illustrations or graphs should be embedded in the manuscript at the appropriate place. Include author name and qualifications such as phone numbers and e-mail. If accepted for publication, final manuscripts should be ready for publication when submitted.

It is the author's responsibility to secure permission to use any copyrighted materials with the appropriate parties.

The deadline for proposals is March 15. Conference registration will begin early in 2005.

NOMINATION procedure: Support statement of not more than 300 words and three support letters or testimonies.

Professional Development Award
Criteria: Demonstration of outstanding service related to one or more ACA divisions or the ACC to general.
NOMINATION procedure: Support statement of not more than 300 words and three support letters or testimonies.

ARCA taking applications for newsletter editor
Submitted by Betty Hedgeman
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The American Rehabilitation Counseling Association Executive Council voted to have an editor for its quarterly newsletter. Duties include preparing materials of interest to ARCA members and current information about rehabilitation counseling. The newsletter is an inert in the Rehabilitation Counseling Bulletin.


ARCA is also seeking nominations for next year's John Lennon Professional Service Award. Nominations may be submitted by mail to ARCA 2005 National Awards, C/O Robin Guil Liles, Department of Human Development and Services, Room 212 Hodgdy Hall, North Carolina A&T University, Greensboro, NC 27411-1066. E-mail nominations to rguil@ncat.edu. The 2005 AMCD National Awards will be presented at the ACA Annual Convention in Atlanta in April 2005.

The ACES awards program has four categories, each with its own specific procedures and criteria for nomination. Generally any division, branch, chapter, region, AMCD member or committee may nominate one or more individuals for each award. All nomination packets must contain the information stated in the guidelines and must be postmarked or received electronically by Jan. 15, 2005.

Nominations may be submitted by mail to ACES 2005 National Awards, C/O Robin Guil Liles, Department of Human Development and Services, Room 212 Hodgdy Hall, North Carolina A&T University, Greensboro, NC 27411-1066. E-mail nominations to rguil@ncat.edu. The 2005 AMCD National Awards will be presented in the following categories:

Samuel H. Johnson Award for Exemplary Service and/or Scholarship
Criteria: Demonstration of exemplary service, and/or scholarship submitted manuscripts and abstracts for people of color, issues of ethnicity and a public repu-

Humanitarian/Caring Person Award
Criteria: Demonstration of direct personal caring for human-
Proposed format should include:

- **Narrative:** A maximum of five double-spaced pages, including references, with an introductory section (project history and salient research in the area) and sections on objectives (specific goals and/ or objectives of the research), significance (justification or importance of the project) and methods (a description of the subjects, instruments, procedures and data analysis).

- **Proposal page:** Applicant information (on separate sheet), including name and title, address, telephone numbers and e-mail address.

- **Budget explanation and justification:** A detailed explanation of the financial needs to conduct the project and a brief justification of the item listed, not to exceed two pages.

- **Appendix:** Should include two letters of support from colleagues, professors or supervisors addressing your research skills.

**Brief vitae:** Indicate your specific research agenda.

**Factors that will enhance the proposal:** A clear research question; adequate background and importance of the problem; clarity, care and conscientiousness in writing; and a detailed and justified budget. Proposals should be mailed to Marie F. Shofner (chair), mfs29@virginia.edu, University of Virginia, Curry School of Education, P.O. Box 400269, Charlottesville, VA 22904-2691. The deadline is Feb. 15, 2005.

**ASERVIC** will hold its second annual substance and Spirit Workshop June 24-25 at the scenic Noga House in Dole-gville, N.Y., accessible from either the Albany or Utica airports. This highly experiential workshop will include guided meditations, visionary experiences and other process experiences, as well as didactic sessions on working with the breath in the counseling process.

**The workshop facilitators** will be Carol Lummans and Craig Cashwell. Registration for the weekend is $250 plus minimal room and board. ASERVIC is offering 18 hours of CEU credit for the workshop.

**IAAOC unveils several key initiatives**

Submitted by Kelly M. Burch-Ragan

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The International Association of Addictions and Offender Counselors is the premier international organization for professionals trained at the master’s level and beyond in working effectively with persons whose lives are impacted by addictions and offender behavior. In keeping with this role, ACA’s mission, the professional identity of the counseling profession and its specializations, and appropriate training of addictions and offender counselors, educators, and researchers, IAAOC has launched key initiatives to facilitate these critical dynamics.

One initiative is IAAOC’s sponsorship of an interdisciplinary task force to review and develop standards of training for the specialization of addiction counselors. The launching house for this initiative is the University of North Florida leads this task force.

No doubt, the standards of training topic is a hot issue nationwide. Specialized training programs are quite diverse, ranging from those in training beyond being in recovery to master’s level and specialized internship practice working with individuals, couples and families related to addictions and dual diagnosis. Legislation affects who is deemed a qualified addictions specialist as well. The issues are complex. Nonetheless, effective treatment for this specialized population demands advocacy at all levels, education of the public, specialized collaboration and accepted, continually reviewed standards of training. Without such actions, client care is extremely at risk.

Another initiative IAAOC is sponsoring is the promotion of the Presidents-Elect’s service, especially for membership involvement among professionals and graduate students. Several awards will be presented at the 2005 ACA Convention. These include a graduate student research grant competition, a graduate student essay competition and a professional/regular member research grant competition. Three graduate student attendance support grants for the ACA Convention are also available. Additionally, IAAOC will continue the special categories of recognition initiated at the IAAOC Awards Breakfast and Ceremony at the 2004 convention.

IAAOC is also offering online site training that is custom tailored for your location. The primary advantages of on-site training are the convenience and customization. As an added bonus, it is often more cost-effective.

Information about grants, scholarships, awards and training support is available on IAAOC’s new website. Please visit the site to learn more about what is happening in your organization and the specifications for this year’s awards.

As the elected leaders of IAAOC, we work to best serve the organization and its members’ needs. As such, we need member involvement. If you are interested in becoming more involved with the organization, don’t feel that you are outside of your Executive Committee representatives or special committee chairs.

**IAAOC announces events in Atlanta, call for nominees**

Submitted by Lynn Miller

lynn.miller@aaa.org

* Mark your calendars now for International Association of Marriage and Family Counselors events in Atlanta! ACA President-Elect Patricia Arredondo will be this year’s IAAOC President. Stay tuned for more information on IAAOC’s events in Atlanta. The 2005 Convention will take place April 9-11, 2005, in theOmni Atlanta Hotel.

IAAOC also has opened the nomination process for its annual practice awards. For details on nominations, visit www.ianfc.com. Letters of nomination for the Training and Mentorship Award, Practitioner Award and Outstanding Leadership Award must be postmarked no later than Feb. 15, 2005, and sent to: Thomas W. Blume, IAAOC Practice Award Chair, Department of Counselling SEHS, Oakland University, Rochester, MI 48309. Phone: 248.370.3069; fax: 248.370.4141. Or visit www.teacounseling.com.

/Committed nomination packets for the IAAOC Graduate Student Research Award and the IAAOC Member Research Award should be postmarked by Feb. 15, 2005, and sent to: Richard Ricard, IAAOC Research Chair, Texas A&M University-Corpus Christi, 6300 Ocean Drive, P.O. Box 218, Corpus Christi, TX 78412. Send e-mail to ricardf@falconn.tamucc.edu.

In addition, IAAOC is calling for nominations to the IAAOC Board of Directors. The term of the president-elect will begin July 1, 2005. The presidency of IAAOC will begin July 1, 2006, and run for a two-year period. The term of the IAMFC secretary will run from July 1, 2005-June 30, 2007.

The IAMFC is also calling for nominations for the editor of its official journal, The Family Journal: Counseling and Therapy for Couples and Families. Candidates should send a cover letter outlining their qualifications and interest along with a curriculum vita to Brian Canfield, Department of Human Development, Southeastern Louisiana University, SLU 863, Hammond, LA 70402-0863, or e-mail materials to bcanfield@selu.edu.

**NCDA launches redesigned website**

Submitted by Melanie Reinerman

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The NCDA, a week ago, announced an impressive update to its website (www.ncda.org). Thanks to a collaborative effort, the changes went online Sept. 23, providing website visitors with a more navigable, searchable and visually appealing site. A committee designed the first NCDA website about five years ago. By Internet standards, the site was ancient. Updated information has been added through the years, particularly after the arrival of the website editor and Website Committee in 2002. However, the look, navigation and purpose of the website needed a re-thinking.

At the January 2004 NCDA Board of Directors meeting, a strategic decision was made to "invest in the website as our mouthpiece, our PR, our voice." A committee formed to investigate the needs, desires and dreams for the website in terms of technical aspects, content and layout. The committee agreed that the site content was superior and could be left unchanged. However, the layout and technical navigation needed help.

NCDA solicited member input on the website redesign by e-mailing a survey in April. Among the findings:

- Positive comments about e-mails received from info@ncda.org confirmed the value of e-mail bulletins in reaching out to members.

- There was strong praise for...
American Counseling Association (ACA)

President

Kay T. Brawley

Title and Full Business Address:
Director, Achieving New Directions, 4642 Harbour Village #4507, Ponce Inlet, FL 32127; 5347 Turkey Point, Northeast, MD 21901.

Education:
Doctor of Arts: George Mason University; M.Ed.—Counseling: UNC-Charlotte; B.A.—Psychology: UNC.

Certification and Licensure:
NCC; GCDEI Master Trainer; Distance Career Counseling; ACRN/Life Work Center Real Game Trainer; APC—SuperVision/ School Counseling—Maryland.

Recent Professional Experience:
H.R. development and training programs; GCDFI, ACRNA/Life Work “Real Game” career management at various universities; “Ready Minds” Distance Career Counseling; GMU adjunct/discount committee. Prior work: Counseling, Chair—Cecil County, Md.; Federal agency NOICC.

Association Experience:
NECA: Past President, Trustee; NCDA: Secretary, Trustee; ASCA: News Editor, Chairs — Interprofessional Relations, Program Committees; ACA Committees: COPARC, Restructuring Task Force, Convention Career Center, Software Technology; ACA Regional Workshop Presenter: One Stop, School-To-Work, Ethics. IAMFC: PPL Committee; Maryland: Past-President MACD, MSCA; ■ President, Marriage Family Counseling; GMU Community College Educators Association; IAYBG: Board Alternate.

ACA Branch, Division and Affiliate Membership, and Other Related Memberships:
Florida, Maryland branches; all ACA divisions.

Awards and Honors:
NOCC Contributor's Award; ASCA Professional Contribution Award; ACA Branch Outstanding Leadership Retreat Programs; ASCN/CNDA Research Grant Award.

Publications and Presentations:

Community Service:
DCASTD: consultation for adults in career transition; Red Cross Disaster Service.

Goals Statement:
Strategic change within ACA is needed to deliver effective and economical services to its members. In today's world, a good organization is lean, with highly skilled people rather than lots of people going in many directions. We must choose and expand what makes sense today and eliminate ineffective things that are no longer relevant to member needs. Our contemporary needs for are for a resilient, quality organization that is innovative, member/customer-focused, flexible and results-oriented. Economics of operation and eliminating redundancy should enable us to keep expenses level and perhaps even reduce dues levels.

Modern business tools are needed, such as open database architecture with real-time access for members and divisions to reach members and deliver meaningful services. Timely, accurate member services need to be the hallmark of ACA. We already have excellent examples within ACA, such as capitalizing on the Internet infrastructure for membership (ASCA); unified dues program (AMHCA dual branch/division 20 percent discount); teleconference outreach (NCDA).

Struggling divisions. The last few years' trend of divisional memberships waning, even while overall ACA membership was growing, must be reversed, or there will be continued overall loss of relevancy as other, more focused groups usurp traditional ACA roles. Nurturing leadership development for divisional and financial incentives are a few ideas that need examination.

Strong professional counseling advocacy. While counselors and counselor educators do a good job for clients, it seems that few of us advocate with vigor for the profession. ACA must be proactive in communicating who we are and what we do in a meaningful, unified manner; otherwise we will — and already are — redefining who we are.

Achieve a seamless flow of information and benefits between ACA and state branches. Leverage and expand ACA services to meet member needs by becoming an intermediary, linking to organizations with beneficial common services and resources.

Candidate Questions:
Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?
A: Actively seek and provide greater support of groups within/outside ACA that address high-need significant disparities within our society. NECA and ARCA, with support from ACA, partnered to produce a monograph, "One-Stop Career Systems: Access for Persons with Disabilities," for training and dissemination among professional counselors and the human development and public policy areas. The sheer size of the population with disabilities and the significant difference in employment rates of people with and without disabilities is the largest disparity among working-age populations. The monograph discusses the counselor's role in contributing to increased employment and long-term successful career outcomes for persons with disabilities.

Practicing principles that create harmonious relationships in our ever-changing society is a challenge with changing demographics, global business, downsizing, outsourcing and re-engineering. Promoting peace and respect for human dignity and diversity is a fundamental part of our professional development experiences. A presentation at the recent NECA professional development workshop concluded with Sondra Thiederman's short but powerful video, "Getting Along: Words of Encouragement," about building productive relationships with people who are different from ourselves. Compassion and interpersonal skills are essential in the workplace and in our communities for our society to be a harmonious and productive place.

Q: What do you perceive as the external challenges to the counseling profession at this time and how can ACA best address those challenges?
A: ACA must counter pressures to reduce services from increasing costs by re-engineering the professional counseling association with sound business practices. While this has been happening almost everywhere in the private sector, public agencies and nonprofit organizations have been reluctant to take the strong leadership necessary to initiate change. In an era of declining membership, which means declining revenues, it is vital to prioritize programs and events and make sure every dollar in the budget is going for a purpose vital to the effectiveness and growth of the organization and its profession.

One of the most important things a professional organization like ACA can do is to strongly represent the profession in the legislative and public policy arena, where challenges from other organizations and groups are a constant fact of life. ACA's efforts have been strong to date, but initiatives to partner with organizations with similar needs and interests to strengthen the impact on elected officials and administration groups is essential, not only to protect existing programs, but also to create and help design new ones.

Q: What do you intend to do to increase the public visibility of professional counseling and market the profession to our external constituencies (e.g., members of Congress, our sister professional associations, the public)?
A: Be proactive rather than reactive, or rather than wait to be invited to provide a sound bite on CNN, CBS "Marketwatch," an article in the Wall Street Journal, Washington Post or New York Times, be an advocate for the counseling profession by providing timely position statements addressing societal issues where counseling can be effective. Be a visible voice in bridging the gap between public-policy and counseling/human development issues (e.g., technological progress, immigration and the growing generational imbalance of fewer young people supporting a growing number of retirees).

Take advantage of opportunities to let the public know what we're doing. In Kansas City, Mo., ACA and its divisions all addressed issues that were newsworthy outside the ACA arena. Yet NECA was the only professional group that made the business section of the Kansas City Star, through recognition of the Women's Employment Network in Kansas City for its success in assisting women in raising self-esteem and achieving economic independence through sustained employment.

We must address issues in the public mind, draw attention to our activities and programs and, finally, make sure the word gets out. One example of these issues that professional counselors could address is desensitization from long-term joblessness in our society.

Q: Explain five principles of leadership that you believe are most critical to the ACA presidency.
A: ACA leadership efforts must concentrate on making changes happen successfully. In my leadership roles, I have emphasized five key elements of making lasting change:

■ Approach: To make a difference and lasting change, George sums up my approach: "Whatever you can do or dream you can do, you can. Boldness has a genius, magic and power to it."
I. Support: Others are partners in our endeavor to keep the passion moving. Change toward creating what we want, we get to are not willing to spend the energy fire burning with ACA's initiatives. If we a Passion: continuation.

E Readiness: ACA

Recent Professional Experience: Nevada (no state licensure available in VIC, Memberships, and Other Related

Educational Foundations and AADA Counseling, University of Nevada-Las Vegas.

Membership Co-

M-A, ASCA, AMCD, ASGW, ASER- VIC, IAMPIC.

Association Experience: Southern Nevada School Counselor

Association President, Nevada Counsel- ing Association President, Western Region Chairperson, Western Region Governing Council Representative, AADA Membership Chairperson, AADA President, AMCD Membership Co-

Chairperson, Strategic Planning Mem- ber/Chairperson, Financial Affairs Com-

mittee appointed observer, ACA Execu- tive Committee appointed observer, Nominations and Elections Committee Member, Leadership "First Timers" Luncheon Coor-

mitee, Legislative Institute participant, ACA Conference Program Reviewer.

Awards and Honors: Dr. Kay P. Carl Community Service Award, Nevada Counseling Association John A. Bailey Distinguished Professional- al Award, Who's Who Among American Educators, and the Professional Black Women's Role Model Award; certificates of recognition for leadership and service from the YMCA, the Alliance of Black School Educators, Delta Sigma Theta Sorority and Phi Delta Kappa.

Publications and Presentations: Numerous presentations on self-esteem/social responsibility, team building, leadership, and opening session panel speaker for the 1996 ACA World Conference.

Community Service: Christian Education Director, middle school mentoring program coordinator, Peer Counselor/Trainer for middle school/young high summer camp.

Goals statement: The longevity of ACA, as an invaluable resource for the counseling profession, hinges on membership involvement, services provided and the "how" of conducting business. The DNA of this organization is dependent upon quality leadership that works for the organization, intersects life and empowers the effectiveness of members.

Within the counseling profession, there are tremendous opportunities to participate in leadership roles. In Nevada, I served as president of the Southern Nevada School Counseling Association and the Nevada Counseling Association. I am currently assisting with the reorganiza-

tion and licensure campaign.

As an involved member of ACA, I have welcomed responsibilities assigned to me as Western Region Chair, Governing Council Representative, Strategic Planning Chair, Finance Committee observer, Executive Committee observer, Nominations and Elections Committee and program coordinator of the "First Timers" Luncheon. I am deeply humbled by this nomination to serve in a capacity that allows me to articulate the values of ACA with very skilled and dedicated professionals.

ACA has had a rich history due to phenomena leadership and committed members. Their wisdom and guidance laid the foundation as the forlorn for counseling. With the help of past presidents, the Governing Council, ACA staff and other invaluable leaders, I am committed to meeting challenges and promoting strategic thinking by:

- Cultivating relationships that promote greater inclusiveness and value in division and branch participation.
- Ensuring the innovative means of maintaining high professional standards balanced with financial prudence.
- Expanding the technological re-

sources that increase collaboration, recognition of current research and the multiplicity of training opportunities.
- Responding proactively to the unrelent- ing efforts of personnel in the advocacy and legislative arenas.

Think strategically, instill a mindset of continuous improvement, and reinforce standards of excellence. Just as I use hats metaphorically, leaders must "walk the talk."

Hats on for the leadership of ACA.

Candidate questions

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

A: As architects of human relations, the blueprint of ACA includes the course of action to advocate for respect of human dignity and diversity. As counseling professionals, our attitude must be calibrated to the values that defy social injustices. A goal indicative to the profession is to embrace practices that masterfully meet the needs of all groups of people. Change begins with recognizing and understand-

ing issues, challenging policies that inhibit access and accessing resources that will mobilize effective action.

ACA's mission to use the profession and practice of counseling to promote respect for human dignity and diversity enables a proactive paradigm to build a bridge of acceptance, openness and com-

passion. Action steps include:

- Continuing to update online resources for special populations (including prison inmates and the aging) and ensuring that counselors are skilled to teach clients the art of self-advocacy.
- Encouraging regions, divisions and branches to embrace the tenets of the Multicultural Competencies as a preventive measure.
- Inviting influential legislators of diverse backgrounds to attend an activity during the ACA national convention to establish a dialogue of the profession's challenges, successes and projects and to build the foundation for a strong negotia-

tion base.
- Leading by example.

Q: What do you perceive as the external challenges to the counseling profession at this time and how can ACA best address those challenges?

A: The counseling professional has been faced with major dilemmas that plague the existence of employment opportuni-

ties, services rendered and the broad spectrum of skills needed to meet diverse mental health issues. External challenges include the loss of connection/interaction with people, as the Internet has become an alternative source for communication and resources; economic trends challenging funding sources, resulting in the elimi-

nation of counseling programs and posi-

tions; the division of practitioners in the counseling profession based on creden-

tialing issues; legislative action that may be discriminatory in nature; and the need for more diversity in the ranks of counsel-

ing professionals.

As the staff and leadership work relent-

lessly to hallmark the organizations' knowledge and expertise, external challenges require the consistent effort of strategic thinking within a strong internal structure. Strategies include:

- Promoting a stronger voice of visibility through an active presence on various boards, published data on the benefits of professional interventions and utilization of effective counseling programs that enable communication.
- Increasing dialogue with related counseling professionals resulting in one voice for stronger advocacy and shared knowledge to address the increasing mental health issues.
- Expanding incentive ideas that will align the counseling ranks with the diversity in population.

Q: What do you intend to do to increase the public visibility of professional counseling and market the profession to our external constituents (e.g., members of Congress, our sister professional associations, the public)?

A: Increasing public visibility of profes-

sional counseling and marketing the profession to our external constituents is imperative to ACA's fiscal and human support, organizational credibility, economic stability/cohesiveness, venues of communication, membership involve-

ment, performance levels and the mandate to improve. ACA has a professional obligation to be accountable to the membership and the public it serves, stay alert and current with mental health issues and advocate for change.

As a leader in the nucleus of the orga-

nization, communication and collabora-

tion is key to ACA's existence and resourcefulness. Much is to be gained through knowledge and understanding of emerging issues faced by generations and special populations, constructive feedback to direct strategic thinking and
greater unity through networking. ACA staff and membership are applauded for their accomplishments. Other strategies include:

- Establishing an annual forum at the national ACA conference for sister professional organizations, interested legislators and human resource departments to learn of ACA's agenda and concern needing attention.
- Expanding the website for greater utility as a knowledge base of general information about counseling and available resources for the public, including the expertise of the membership as speakers.
- Establishing brochures on various topics of interest and disseminate in marketable areas.

Q: Explain five principles of leadership that you believe are most critical to the ACA presidency.

A: The lifetime, longevity and legacy of ACA are empowered through the presence of leadership principles upheld by each association president. Transforming values into action, visions into realities, obstacles into opportunities and separateness into cohesive collaborations are challenges along the leadership journey. I subscribe to the following principles that I believe are vital to leadership in ACA: credibility, strategic thinking, relationship building, personal growth and accountability.

- Credibility is the foundation of leadership. Evidence of commitment, consistent practices and loyalty has a direct correlation to membership behavior. Members must feel proud to talk about the organization, align values with the organization and develop a sense of ownership, which significantly affects the gravity of performance.
- Leadership deals with direction that paints a picture for the future. Strategic thinking enables multiple options for charting the vision, reflecting unique characteristics of the organization.
- A critical component to the lifetime, longevity and legacy of ACA is a leader's ability to build a strong sense of collective identity and community spirit to achieve goals and accomplish the vision.
- A leader's personal growth embraces change to create new opportunities.
- Accountability provides invaluable feedback for organizational efficiency and the measure of progress.

E. Christina Moll
Title and Full Business Address:
Associate Professor, Department of Counseling & Human Services, Canisius College, 2001 Main St., Buffalo, NY 14208.

Education:
Ph.D., Leadership & Counseling, Barry University-Miami, FL; M.S., Counselor Education, Canisius College, Buffalo, NY; B.A., Religious Studies & Education, Barry College.

Certification and Licensure:
National Certified Counselor #21442.

Recent Professional Experience:
Counselor Educator, Canisius College; Private Counseling Practice; Adjunct Faculty, Christ the King Seminary, Buffalo, N.Y.; Director, Counseling Center, Canisius College (1987–96); Geriatric Outreach Counselor — Catholic Charities, Buffalo, N.Y. (1985–87).

Association Experience:
AADA Past President; Ethica Taskforce, JCD Editorial Board; Past-NAR Governing Council Representative; Past-New York Counseling Assoc. (NYCA) representative to NAR; NYCA Past-President.

ACA Branch, Division and Affiliate Membership, and Other Related Memberships:
ACA, AADA, AAC, ACES, AGLBIC, AMCD, ASERVIC, CAHEAD, CSJ, New York Counseling Association, Chi Sigma Iota.

Publications and Presentations:

Community Service:
AIDS Family Services, Buffalo, N.Y. (Counselor for Family & Friends Support Group); St. Joseph University Church School Board (President).

Goals statement
Thank you for taking the time to read and reflect upon each candidate's goals and answers. Your interest in our profession and our organization is essential. The many leaders within ACA are volunteers who, at the end of various meetings, return to their own counseling work with everyday people in a multiplicity of settings. I started out doing in-home counseling for older adults, moved to working with college students and now work as a counselor educator and private practitioner. I became involved with my local counseling association, moved on to my branch, the region, the Governing Council and a division. "Leadership" was not something I set out "to do" but was something that emerged from my involvement and networking with many professional counselors.

Counselors working day to day to facilitate change are the flesh and blood of ACA. I celebrate the diversity of our members and the varied venues in which they serve many individuals. I have faith in the grass roots of our profession across the country and in the Virgin Islands, Puerto Rico and our European branches. I believe the evolving technology now available to assist us in our work with clients and to support our communication with one another. I am a voice for the "everyday counselor" and would be honored to serve as ACA president. As president I will:

- Work with the Governing Council and Financial Affairs Committee to maintain fiscal stability for ACA and provide a nimble governance structure.
- Explore new services designed by the membership in addition to continuing provision of cost-effective traditional services: journals, insurance, professional development opportunities, etc.
- Work with leaders in the divisions and regions to enhance and collaborative services for members.
- Continue efforts being made toward the pority of counseling credentials.

Candidate questions
Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?
A: Carl Rogers proposed the "Necessary and Sufficient Conditions of Therapeutic Personality Change" in 1957. In the 1970s, Carl Rogers added "respect" and "immediacy." In recent years, our understanding of "culture" and "diversity" has contributed to the development of our multicultural counseling competencies, which are an integral part of our profession. When all is said and done, we return to our roots based in warmth, genuineness and being in the moment.

Our counseling lives are guided by the ACA Code of Ethics, by a developmental wellness model and by ongoing professional development. We aspire to be who we believe in — the best of us, not unlike the counseling experience. My "strategies" to "carry out the charge" are to use the venues we have available to us: Counseling Today, regional professional development programs, our Public Policy and Legislation office and tools to raise consciousness, provide educational opportunities and advocate for the welfare of our clients. It is my goal that we strive to be individuals who have integrated the promotion of human dignity into our lifestyle beyond our work as counselors. I believe we operationalize the ACA mission by our example. Then individuals will know we are counselors by our day-to-day lives!

Q: What do you perceive as the external challenges to the counseling profession at this time and how can ACA best address those challenges?
A: This is a quagmire! The economic and financial constraints experienced in recent years by health care agencies and educational institutions — by businesses, by local townships and, ultimately, by individual families — certainly have a taxing domino effect on so much of what we try to do for both our members and the constituencies we serve as counselors.

Counselors are being asked to "do more with less." Less staff, less professional development provided by the work site, less financial support to pay for professional dues, less support of release time for professional development, etc. I believe that the individual counselor find the means within personal budgets and time to keep up with the growing demands of client needs. Counselors are often required to do "more" with "less" time. Counselors juggle these demands with the demands of family and life beyond one's office.

ACA can assist our members by continuing to explore venues for professional development that utilize today's technology and the expertise within our regions: Web-based programs, teleconferences, regional programming and collaboration with local colleges/universities. This collaboration will enable counselors to work with the leadership of our divisions and regions and branches to do more (not with less but) with energies that already exist among us.

Q: What do you intend to do to increase the public visibility of professional counseling and market the profession to our external constituents (e.g., members of Congress, our sister professional associations, the public)?
A: Counselor licensure throughout...
Robert K. Conyne  
Title and Full Business Address:  
Professor and Director, Counseling Program, University of Cincinnati, Cincinnati, Ohio 45221-0002.  
Education:  
Ph.D., M.S., Counseling (Purdue); A.B. Liberal Arts (Syracuse).  
Certification and Licensure:  
NCC, ACS, PCC, Psych.  
Recent Professional Experience:  
Professor and Director, Counseling Program, and Director, Center for Ecological Counseling; Associate Vice Provost, all at University of Cincinnati; Counselor and Counselor Educator, Illinois State University.  
Association Experience:  
Governing Council, President of ASGW, Editor of JSWG for two terms, CACREP Board Member, ACEC Strategic Planning, ACA. "Emerging Leaders Workshop" designer and leader, process observer for Governing Council.  
ACA Branch, Division and Affiliate Membership, and Other Related Memberships:  
ASGW, CSI, ACES, AMCD, NCACES, CSI, OCA, GCCA.  
Awards and Honors:  
Fellow, ASGW and APA; Professional Advancement Award, ASGW; Journal article of the year, JSWG; Ganstey-Lamb Research Award at Illinois State University.  
Publications and Presentations:  
Tens books, 260-plus articles and presentations focused on group work, prevention, ecology.  

Community Service:  
Human Relations Commission, IRB, international consultant (e.g., China, Northern Ireland), CACREP Team Chair.  

Goals statement:  
As a counselor and counselor educator, I have a career-long (34 years) commitment to prevention, social justice, group and ecological approaches to counseling — as well as to the more traditional approaches. I work within the system as a change agent to help improve current and future practices and to educate others to do so. I can be counted on to collaborate with others to seek common goals out of diverse perspectives while also being clear that my own values are strongly in support of empowerment, reducing oppression and exploitation and strengthening assets. All my extensive professional writing and leadership experience has been consistent with those values.

Along with everyone else, I am very concerned about ACA’s continuing viability and equally that with this of the divisions and regions. I understand, as Robert Putnam pointed out in “Bowling Alone,” that participation in informal and formal social organizations has precipitously declined since World War II and that there is much competition for our time, effort and money. Against this context, we need to approach membership decline and withdrawal together to generate goals and strategies for improving membership in ACA and across affiliated entities. In terms of goals, I have five:  

- Recognize our strengths and assets, something which we too often forget, even though we are counselors.  
- Recognize and act from the position that we are all in this together and our differences can contribute to strengths.  
- Attend to the context of professional counseling at local, regional, national and international levels.  
- Expand what I have called the “Counselor Services Paradigm” of individual, remedial and direct service to comprehensively embrace preventive goals that are collaboratively sought through multiple ways and with various target populations.  
- Continue advancing our relationships with other helping professions and with our Public Policy and Legislation initiatives.  

Candidate questions:  
Q: What do you perceive as the external challenges to the counseling profession at this time and how can ACA best address those challenges?  
A: ACA exists within a dynamic society and world. The first challenge to be faced is for ACA to adopt a strategy of continuous scanning — intentionally looking outward (and inward) for opportunities and threats. The second important concept is that not all changes are negative, and they often represent areas for growth and opportunity. With those background comments, the external challenges facing ACA are political, economic and perceptual. Perceptions are always with us — we must develop comprehensive strategies to inform and educate those in other professions, elected officials and the general public about what counseling is and about its value for the real lives of people. Political challenges exist within our work sites and among sister professions. For instance, our “Healthy Schools and Families” prevention grant in Cincinnati should develop and market a 43

Q: What do you intend to do to increase the public visibility of professional counseling and market the profession to our external constituents (e.g., members of Congress, our sister professional associations, the public)?  
A: If elected president, emphasizing prevention will be one of my main goals. Within prevention, a major strategy is to raise public awareness through various strategies, including the creative use of mass media, supplemented by action steps. I will promote this strategy, exploring how ACA can develop and market a...
mazz media campaign about the value of counseling in peoples' everyday lives. I will support ACA's Public Policy and Legislation efforts to influence passage of mental health parity, oppose discrimination based on sexual orientation, secure our capacity to administrate tests, promote third-party coverage for LPCs and other important legislative efforts. I will advocate for ACA's continued and expanded involvement in the Alliance of Mental Health Professionals, working with our sister professional organizations to advance our joint cause. I will make specific liaison efforts to connect with sister organizations, such as the American Psychological Association (of which I am a Fellow) and the National Association of Social Workers, to proactively explore cooperative measures we can take to promote mental health while being sure that ACA is a key partner. I would sponsor efforts that ACA can take to increase access to counseling and mental health services in underserved communities.

Q: Explain five principles of leadership that you believe are most critical to the ACA presidency.

A: 
- **Vision**: The ACA president must articulate and communicate a vision that is inspiring, involving, pragmatic and in keeping with dominant organizational and professional values. Leadership without a large motivating vision is, at best, management.
- **Style**: The ACA president needs to work collaboratively with others. An effective leader motivates others and knows how to coordinate their efforts. The style needs to be transformative as well, combining talents and energies in such a way so as to generate new ideas and solutions from the mix.
- **Active engagement**: The ACA president needs to expend continuous and high-level energy in a focused way. The job is a daunting one, requiring a wide variety of skills demanded across an array of situations.
- **Organization**: The ACA president will be ineffective if great ideas and directions cannot be translated into organized applications. Being able to see the big picture is essential, but then also to reconfigure it so that action can occur.
- **Accountability**: The ACA president needs to set goals with others that are aspirational yet feasible. A leader is a person who works with others to reach necessary and desirable goals. Only measures of accountability can provide the evidence.

Brian S. Canfield
Title and Full Business Address: Professor and Department Chair, Department of Human Development, Southeastern Louisiana University.

Education: Ed.D., counseling, Texas A&M University; M.A., counseling, B.A., psychology, Louisiana Tech University.

Certification and Licensure: Licensed Professional Counselor, Licensed Marriage & Family Therapist–Louisiana.

Recent Professional Experience:
- Counselor educator in CACREP-accredited program, trains in MFT, school, community, college counseling, 25 years counseling private practice.

ACA Branch, Division, and Affiliate Membership, and Other Related Membership:
- ACA IAMFC, EB–ACA, AMHCA, LCA, LMHCA, American Association for Marriage and Family Therapy.

Association Experience:
- President–IAMFC, President–LMHCA, Director–IAMFC Northampton Summer Institute (UK), IAMFC Conference Coordinator, Co-Chair–IAMFC/ACMD Joint Task Force on Multicultural Family Counseling Competencies, IAMFC Executive Board Member, Chair–IAMFC Accreditation Standards Committee.

Publications and Presentations:

Goals statement
As president, I would work to increase the efficiency of ACA, using association resources to better promote the counseling profession and the interests of counselors. I would emphasize three major goals:
- A renewed partnership with the divisions. Counselors are a diverse professional group, and our association should reflect this diversity. Unfortunately, most counselors are not members of ACA. Even more alarmingly, in 2003, ACA lost more than 17 percent of its membership. Clearly, change is needed. One strategy to revitalize ACA would be to create a new partnership with the divisions, one that respects the unique mission of each division and focuses on mutual interests. I believe healthy divisions are the key to a healthy ACA.
- Improved efficiency and membership value. It is important to remind ourselves that counselors do not exist to support ACA; the association exists to support counselors. As ACA president, I would lead efforts to initiate an external management audit to review current association operations in order to make ACA a more cost-efficient organization that provides better membership value. The responsibility for improving our association rests with the elected leadership, not the professional staff of ACA. We have some very competent professionals working for our association, but they only follow the directives of the elected leadership.
- Work toward achieving parity with other professional groups. Counselors do not enjoy professional parity with other groups. This inequity extends to third-party reimbursements and participation in many managed care networks. As president, I would work to increase parity, particularly in the public sector. One effort would be to institute a dialogue between ACA and the Department of Defense to recognize counseling as an area of specialization within the armed services. Another would be to lobby state legislators for inclusion of counselors in managed care networks and state employment.

Candidate questions
Q: What do you perceive as the external challenges to the counseling profession at this time and how can ACA best address these challenges?
A: Many external factors impede our profession. Obvious ones include market competition with other groups (e.g., social workers), legislation that limits the nature and scope of counseling practice and the evolving tragedy of managed care, which undercompensates or excludes counselors altogether. Our legislative lobbying efforts should be increased to address these critical issues. However, I don’t believe that the major challenges facing our profession are external — I believe they are internal. In recent years, some within our association have attempted to define counseling as a monolithic profession with a singular identity. In my opinion, such efforts, while perhaps well-intentioned, are wrong-minded. While all counselors share a similar philosophical foundation, increasingly the counseling profession is a heterogeneous mix of separate groups. ACA can play a key role in moving the counseling profession forward by accepting the reality that all counselors are not alike and engaging our diverse member groups in a dialogue based on areas of common interest and need. One idea does not fit all, and ACA can best serve our professional interest by serving as a true umbrella organization and common voice for all counselors.

Q: What do you intend to do to increase the public visibility of professional counseling and market the profession to our external constituents (e.g., members of Congress, our sister professional associations, the public)?
A: I would propose a major public relations initiative to spotlight the counseling profession. This effort would target the consumer public, as well as state and federal officials, and educate the public about counselors and the work they do. Such an initiative would be closely coordinated with organizations in each state. The focus of this initiative would be to educate the public about the different types of counselors (e.g., school counselors, mental health counselors, marriage and family counselors) and the var-
ious professional roles counselors play in meeting the needs of society. While such a P.R. effort would undoubtedly benefit individual counselors and expand employment opportunities, it would not be an entirely self-serving endeavor. As professionals, we have a responsibility to make the public aware of the availability of services counselors have to offer.

Q: Explain five principles of leadership that you believe are most critical to the ACA presidency.

A:
- Collaboration — a penchant to listen to others, an ability to articulate key issues in a clear and concise manner and the patience to engage disparate constituencies to work toward common goals.
- Positive public presence — someone who will present a positive public image on behalf of the association. An ability to effectively convey ideas to individuals and groups both within and outside the association.
- Organizational ability — the experience and skill to organize and efficiently conduct business. A willingness to appropriately delegate authority to professional staff and hold them accountable for the results.
- Analytical skill — the ability to gather information, weigh all perspectives, critically analyze data and the courage to act decisively in the best interests of the association.
- Motivation — maintain a positive environment that invites members to invest their time and energy on behalf of the association. Strive to make involvement in all ACA activities a personally and professionally positive experience. This is essential when working with people who volunteer their time.

Association for Assessment in Counseling Education (AACE)

Valerie L. Schwiebert
Title and Full Business Address: Professor, 213 Killian, Western Carolina University, Cullowhee, NC, 28723.

Education:
Ph.D., counselor education, MHS, rehabilitation counseling, BS, health education, University of Florida.

Certification and Licensure:
NCLPC, CRC, NCC, NCCC.

Recent Professional Experience:
Full Professor, Counseling, WCU, 8/04 to present. Associate Professor, 1/00 to 8/04. Mental Health Counselor, Private Practice, 1/01 to present; Associate Dean, Graduate School, 1999 to 2000. Associate Professor, 8/98 to 2004.

Association Experience:

AACE, Branch, Division, Affiliate Membership and Other Related Memberships:
AACE, AACE, AADA, CSI, AASCB.

Awards and Honors:

Publications and Presentations:
More than 40 refereed publications, three books and numerous state, national and international presentations.

Community Service:
I provide free supervision to licensure candidates and free counseling to women two days per week.

Goals statement
I am honored to be considered as president-elect of AACE. I have worked on several committees in the association throughout the last 13 years. I am serving as News Notes editor. I am also serving as a member of the AACE Development of Standards for Student Evaluation Committee, as the AACE representative for the AACE/AMHCA Joint Committee on Standards for Assessment for Community Counseling, and as the AACE representative for the ACA High-Stakes Testing Position Statement Committee. I am past-president of the Illinois Association for MECD. I am currently chair of the North Carolina Board of Licensed Professional Counselors and have been active in the American Association for State Counseling Boards. Finally, I have taught the Assessment in Counseling course for many years. I believe my work in each of these positions has helped me gain the knowledge and experience necessary to serve as an effective president-elect of AACE.

If elected, my goals are to continue to work to provide the best possible services to our members. I believe the benefits of membership in AACE have continued to grow, and our membership will rise as we provide even more benefits. It will be my goal to support the already outstanding benefits available to members and to increase both the size and the involvement of our membership.

Finally, I will continue to keep abreast of the developments related to the attempted restriction of counselors’ access to standardized testing. I will continue my efforts to educate others regarding the training possessed by counselors. In conclusion, I feel that I am ready for this important undertaking, and I sincerely wish to give back to an organization that has been so important in my personal and professional development.

AACE Member-at-Large

John Laux
Title and Full Business Address: Assistant Professor, MS 119 Department of Counseling and Mental Health Services, University of Toledo, Toledo, OH 43606.

Education:

Certification and Licensure:
LPCC (Ohio) # 2783, CCDC III (Ohio) # 954628.

Recent Professional Experience:
I teach masters and doctoral courses in assessment and measurement. I conduct research, publish and present in the area of assessment. I maintain a part-time private practice.

Association Experience:
I co-chaired the membership committee for OCA. I am currently in my second consecutive appointments as an editorial board member for the Journal of Counseling & Development and the Journal of Addictions & Offender Counseling.

AACE, Branch, Division, Affiliate Membership and Other Related Memberships:
OCA, IAACO, AACE, APA (17, 35, 50), MWERA, Society for Personality Assessment.

Awards and Honors:
Distinguished Medical Researcher Award (2003), Mercy Health Partners.

Publications and Presentations:

Community Service:
I provide weekly pro bono counseling services. I participate in fund raising through a social fraternity that provides annual support for Ohio’s Special Olympians. I participate in Ohio Reads, where I read with fifth-grade students on a weekly basis.

Robin K. Henson
Title and Full Business Address: Assistant Professor of Educational Research, University of North Texas, PO Box 311352, Denton, TX 76203-1353, rhanson@unt.edu.

Education:
Ph.D. — educational psychology, MA — clinical psychology, MA — general psychology, BA — applied psychology and biblical studies.

Certification and Licensure:
LPCC in Texas.

Recent Professional Experience:
Teach graduate-level statistics and measurement courses. Director of New Life Counseling Center, Denton, Texas.

Association Experience:
Editorial board member of AACE journal, Measurement and Evaluation in Counseling and Development.

AACE, Branch, Division, Affiliate Membership and Other Related Memberships:

Publications and Presentations:
Published 27 articles and presented 52 papers at national and regional conferences, primarily on applied general linear model statistics, assessment issues and reliability. Convened workshops on reliability generalization, confidence intervals for effect sizes, and gotten published at national and regional conferences. Serve as associate editor of Educational and Psychological Measurement and associate editor of Multiple Linear Regression Vantage. Also serve as an editorial board member for American Exercise Information

Information subject to change
Richard Balkin

Title and Full Business Address:
Assistant Professor, Department of Counseling, Texas A&M University-Commerce, Education North 221, P.O. Box 3011, Commerce, TX 75429-3011.

Education:
Ph.D., counselor education, University of Arkansas; M.Ed., counseling psychology, University of Missouri-Columbia; B.S.Ed., secondary education, University of Missouri-Columbia.

Certification and Licensure:
LPC-S (license # 11851 with specialization in supervision), Texas; LPC (license # F9911025), Arkansas, NCC (# 79063).

Recent Professional Experience:
Assistant professor, Texas A&M University-Commerce.

Association Experience:

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
AADA, AACE, ASGW, ACA Jewish Interest Network, AMRCA.

Awards and Honors:
Emerging Leader, AADA, 2003; Outstanding Chi Sigma Iota Member—Rho Alpha Beta Chapter, 2003, Chi Sigma Iota—Rho Alpha Beta Chapter President, 2002–03.

Publications and Presentations:

Community Service:
Religious School Teacher and Youth Group Advisor (1993–98); USA Taekwon-Do Team Coach 1997, 2000–03.

Goals statement
Today's leader must possess a combination of skills that may not have been a part of one's formal training but that are developed during one's career. Understandings of the issues that are unique to the field are mandatory, but so are the knowledge and resolve to accomplish what must be done. AADA is the division that is primed to address the topics that haven't even been identified relative to the aging of America. AADA is the division that is uniquely situated to provide support and information for counselors, their clients, counselor educators and their students about retirement, health care, parenting, grandparenting, etc. Medicare reimbursement for counselor services continues to be an important platform that must be adopted by Congress. Recognition of counselors with a national credential in gerontological counseling is also essential. My experience as a counselor, counselor educator and association leader qualify me to assume the position of president-elect and work for the good of the organization to accomplish the goals that have been set out by AADA's leadership.

AADA Treasurer

Richard Balkin

Title and Full Business Address:
Assistant Professor, Department of Counseling, Texas A&M University-Commerce, Education North 221, P.O. Box 3011, Commerce, TX 75429-3011.

Education:
Ph.D., counselor education, University of Arkansas; M.Ed., counseling psychology, University of Missouri-Columbia; B.S.Ed., secondary education, University of Missouri-Columbia.

Certification and Licensure:
LPC-S (license # 11851 with specialization in supervision), Texas; LPC (license # F9911025), Arkansas, NCC (# 79063).

Recent Professional Experience:
Assistant professor, Texas A&M University-Commerce.

Association Experience:

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
AADA, AACE, ASGW, ACA Jewish Interest Network, AMRCA.

Awards and Honors:
Emerging Leader, AADA, 2003; Outstanding Chi Sigma Iota Member—Rho Alpha Beta Chapter, 2003, Chi Sigma Iota—Rho Alpha Beta Chapter President, 2002–03.

Publications and Presentations:

Community Service:
Religious School Teacher and Youth Group Advisor (1993–98); USA Taekwon-Do Team Coach 1997, 2000–03.

Goals statement
Today's leader must possess a combination of skills that may not have been a part of one's formal training but that are developed during one's career. Understandings of the issues that are unique to the field are mandatory, but so are the knowledge and resolve to accomplish what must be done. AADA is the division that is primed to address the topics that haven't even been identified relative to the aging of America. AADA is the division that is uniquely situated to provide support and information for counselors, their clients, counselor educators and their students about retirement, health care, parenting, grandparenting, etc. Medicare reimbursement for counselor services continues to be an important platform that must be adopted by Congress. Recognition of counselors with a national credential in gerontological counseling is also essential. My experience as a counselor, counselor educator and association leader qualify me to assume the position of president-elect and work for the good of the organization to accomplish the goals that have been set out by AADA's leadership.

AADA Treasurer

Richard Balkin
Diane M. Clark  
**Title and Full Business Address:**  
Full-time Ph.D. student — UNC—Charlotte.  

**Education:**  

**Certification and Licensure:**  

**Recent Professional Experience:**  
Currently, I am a full-time Ph.D. student at the University of North Carolina—Charlotte. The program emphasizes multicultu-ral counseling. My dissertation topic involves the role of identity development in the grief process for widows at middle age. I co-facilitate groups for NOVA (New Options for Violent Actions). Clientele for these groups are men convicted of domestic violence. During this last year, I have worked with the Brocker Health Center on the university campus in the areas of substance abuse education and relationship violence. Formerly, I have been a school counselor at an alternative high school in Charlotte, N.C. Prior to receiving my M.S., I worked as an office manager for various industries.  

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:  
ACA, AADA, IAAOC, IAMPC, Chi Sigma Iota.  

**Association Experience:**  
AADA — Fund-raising Committee, IAAOC — Best Practices Committee.  

Publications and Presentations:  

**Certification and Licensure:**  
**Recent Professional Experience:**  
Continuing education program coordinator; Institute for Learning in Retirement program coordinator, Area Agency on Aging Older Americans Act program coordinator.  

**Association Experience:**  
AADA president, Governing Council representative 2004—05, treasurer (two terms), newsletter editor, committee chair; C-AHEAD treasurer; ACA Western Region chair; Oregon Counseling Association president; Oregon AADA founding president.  

**AADA, Branch, Division, Affiliate Membership and Other Related Memberships:**  
AADA; C-AHEAD; NCD; Oregon Counseling Association; Oregon Career Development Association; Oregon Mental Health Counselors Association; American Society on Aging; Oregon Gerontological Association.  

**Awards and Honors:**  
AADA Distinguished Service Award; C-AHEAD Les Carlin Leadership Award; Oregon Counseling Association President’s Award; Oregon AADA Founding President/Leadership Award; Distinguished Service Award, Mid-Willamette Valley Senior Services Agency; Community Partnership Award, City of Salem Senior Center.  

**Community Service:**  
Strategic Planning Committee chair, City of Salem Senior Center; trainer for State of Oregon pre-licensure education program for adult foster home providers.  

Goals statement  
I have served in leadership positions and have been an active member of AADA since its inception as a division of ACA in 1986. Currently, I have been appointed to serve as AADA’s Governing Council Representative for 2004—05. My other leadership positions have included a three-year term as AADA president-elect, president and past-president, as well as two terms as division treasurer, service as newsletter editor and as chair of division committees. I was also honored as a recipient of AADA’s Distinguished Service Award. In addition to my service with AADA, I have also held leadership positions within other ACA divisions, at the regional level (ACA Western Region chair) and at the state branch level as president of the Oregon Counseling Association.  

I believe my in-depth knowledge of AADA, my current service on the Governing Council and my experience across all levels of the ACA organizational structure provide me with an important combination of organizational knowledge and skills that will allow me to continue to bring AADA’s concerns to the forum provided by Governing Council. I am committed to working with my Governing Council colleagues to discuss issues affecting our profession and our association in a thoughtful, productive manner and to consider the opinions of AADA members when making governing decisions that are in the best interests of AACA.  

David Capuzzi  
**Title and Full Business Address:**  
Counselor Educator, Johns Hopkins University, Baltimore, and Professor Emeritus, Portland State University, Portland, Ore.  

**Education:**  
Ph.D., Counselor Education; MA, Guidance and Counseling; BA, English Literature.  

**Certification and Licensure:**  
LPC, Oregon; NCC.  

**Recent Professional Experience:**  
Counselor educator, Johns Hopkins University, Professor Emeritus, Portland State University (coordinator of counselor education, department chair, assistant dean).  

**Association Experience:**  
President, ACA; chair, Counseling and Development Foundation; Governing Council member; chair, Western Region of ACA; editor, ASCA School Counselor; chair of various ACA committees through the years.  

**ACA, Branch, Division, Affiliate Membership and Other Related Memberships:**  
Life member, ACA; AADA; ASGW; ACES; AGLBIC.  

**Awards and Honors:**  
First recipient, ACA Kitty Cola Human Rights Award; Oregon’s Leona Tyler Award.  

Publications and Presentations:  
Six textbooks used by university counselor education programs; numerous articles in ACA and other journals; presentations on topics related to youth at risk, grief and loss, stress management through the use of humor, adult development and group work on local, state, regional, national and international levels.  

**Community Service:**  
Church, school and adult center volunteer, workshops and classes.  

Goals statement  
Besides considering AADA’s request to accept their nomination to represent them as a member of the Governing Council an honor and a privilege, I believe that my experience in leadership positions for AACA throughout the years enables me to bring perspective and insight to the role of a Governing Council member. My responsibility will be twofold: (a) to represent the issues and concerns of members and leaders of AADA to colleagues who compose the Governing Council, and (b) to work in a collaborative manner to assist ACA with the development of policies, position statements, etc. that will be in the best interests of both ACA and the profession of counseling.  

In addition, there are a myriad of topics related to adult development across the lifespan that I may be able to help ACA, and hence the profession, address. For example, even though the demographics of the adult population in the United States are changing, we have a youth culture that denies, and often pathologizes, aging. A healthy model of adult development promotes wellness for all age groups, recognizes the mentoring and role-modeling contributions that experienced adults can provide to today’s youth, and embraces the perspective that the life experience of older adults can contribute to the diverse culture around us. In addition, better-educating counselors for their roles in assisting adults with grief and loss, change and transition and career decision-making; and intervening to lower the high rates of depression, suicide and addiction that currently exist among older adults must be emphasized. Finally, AADA and ACA have much to do to influence public policy and funding for counseling positions in adult centers, independent- and assisted-living facilities and long-term care settings.  

**AAA Member-at-Large for Divisions**  
Mark C. Gillen  
**Title and Full Business Address:**  
Assistant Professor, University of Tennessee—Chattanooga, 615 McGall Ave, Chattanooga, TN 37403-2598.  

**Education:**  
P.H.D. counselor education, M.S. guidance and counseling, B.S. elementary education.  

**Certification and Licensure:**  
LPC Wisconsin.  

**Recent Professional Experience:**  
Elementary school counselor — Wisconsin; Community Agency Counselor — Wisconsin.  

**Association Experience:**  

**ACA, Branch, Division, Affiliate Membership and Other Related Memberships:**  
AADA, Association for Experiential Education—Therapeutic Adventure Division.
Title and Full Business Address: Associate Director, Career Development Center, California State University, Long Beach, Calif.; 1250 Bellflower Blvd. BH 250, Long Beach, CA 90840-0113.

Education: Bachelor of Science in Education, University of Illinois; Master of Science in Counseling Psychology, George Williams College.

Certification and Licensure: Licensed Professional Clinical Mental Health Counselor (LPCC, New Mexico), National Certified Career Counselor (NCCC), Registered Professional Career Counselor (RPCC, Calif.).

Recent Professional Experience: Currently serve as the associate director of the Career Development Center, California State University—Long Beach. More than 25 years of counseling, teaching and leadership experience at the secondary and post-secondary levels.

Association Experience: Currently serving second term as ACCA treasurer. President-elect of the California Association for Counseling and Development. Board Member at Large for the California Coalition for Counselor License. Previous experience has included state branch president for New Mexico (NMCA) and treasurer for California Career Development Association and the California Registry for Professional Counselors.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACA, ACES, CSI, SACES, KCA, KACES, CACRIB, ACA Ethics Committee, ACA Professional Standards Committee, ACA Ethics Appeals Committee.

Awards and Honors: Outstanding Mentoring and Training Scholar, IAMFC; Fulbright Scholar.

Publications and Presentations: I have written and presented extensively at the local, regional, national and international levels in the areas of substance abuse, gender issues in training and learning, and ethical and legal issues in counseling.

Harrison Davis Jr.
Title and Full Business Address: Assistant Professor and Program Coordinator, Community Counseling Master's Program. Department of Psychology & Sociology. 82 College Cir. North Georgia College & State University. Dahlonega, GA 30597.

Education: Ph.D. in counselor education from the University of Arkansas.

Certification and Licensure: LPC & NCC.

Recent Professional Experience: Assistant professor of counseling at NGCSU. Counselor-in-residence at University of Arkansas.

Association Experience: ACCA executive board member-at-large for the past three years.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACA, ACCA, ACES, AMCD, AMHCA, ACPA, LPCA-Georgia.

Richard Hanson
Title and Full Business Address: Director of Counseling Services, Rockhurst University, Massman 5, 1100 Rockhurst Rd., Kansas City, MO 64110.

Education: Ph.D. counseling psychology, Michigan State University, M.S.Ed., counseling psychology, University of Kansas.

Certification and Licensure: Licensed Psychologist.

Recent Professional Experience: Director of a multi-site counseling center at a four-year university. Adjunct instructor in the education department.

Association Experience: ACCA Media Committee (chair), ACCA listserv manager, ACCA Committee for Public Awareness and Professional Advocacy.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACCA, ASERVIC, Association of University and College Counseling Center Directors.

Publications and Presentations: Fifteen programs at regional and national professional conferences during the past 10 years. Most recent topics have focused on leadership development and the implication of changing student demographics for college counseling.

Cynthia I. Bing
Title and Full Business Address: Associate Director, Counseling Services, University of Texas—Arlington, Box 19156, Arlington, TX 76019.

Education: Master of Arts in education, Saint Louis University.


Recent Professional Experience: I have been employed for the past 10 years in counseling services at the University of Texas—Arlington.


ACA Branch, Division and Affiliate Membership and Other Related Memberships: American College Counseling Association, National Career Development Association, Texas College Counseling Association — past-president.
Awards:
Meritocratic Service Award, ACA 2003; Outstanding Counselor of the Year, Texas College Counseling Association, 2002–03.

ACCA Board Member-at-Large

Greta A. Davis

Title and Full Business Address:
Student Development Coordinator, University of North Texas Dallas Campus, 8915 S. Hampton Road, Dallas, TX 75232.

Education:
B.S. in psychology; M.S. in counseling.

Certification and Licensure:
Licensed Professional Counselor Intern, National Certified Counselor, Licensed Marriage and Family Therapist, Texas.

Recent Professional Experience:
Counselor at East Texas Baptist University since 1995, Clinical therapist at Johnson County MHMR Center 1990–95.

Association Experience:
Member of ACA for one year.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
Member, American College Counseling Association and Texas College Counseling Association (secretary for 2002–03 and 2003–04 years).

Awards and Honors:
None as yet.

Publications and Presentations:
"What every college counselor needs to know about dating disorders," Presented at November 2004 TCA.

Community Service:
Active in local church, past-president of local chapter of Mothers of Multiples.

Association for Counselors and Educators in Government (ACEG)

President

Doris A. Williams

Title and Full Business Address:
Guidance Counselor, Education Services Division, Bldg 33009, Fort Hood, TX 76544.

Education:
Bachelor’s degree in business; 45 credits toward a master’s in counseling/psychology with LPC.

Certification and Licensure:
None at this time.

Recent Professional Experience:
Guidance counselor for the Army Education Center at Fort Hood, Texas, since January 2001 and have worked for the federal government for 22 years.

Association Experience:
Treasurer for ACEG 2003–04 and 2004–05.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
ACEG and Licensure: Received exceptional performance awards throughout government career and numerous awards from the military community for volunteer work performed as an active-duty spouse for more than 25 years.

Community Service:
Active in Alpha Kappa Sorority; participate in food drives, coat drives, Lions Club and numerous church activities.

Goals Statement:
I intend to concentrate on increasing and maintaining the membership in the organization and visibility for the organization. My intent is to work closely with present and future members to ensure that this organization remains a part of ACA and that we continue to be a viable part of the counseling profession. I will do my best to encourage other government counselor educators to become a part of ACA and ACEG and contribute some of their expertise to help improve the organization as a whole. Being a part of an organization requires dedication and teamwork to keep things running smoothly. I will work toward this goal by striving to effectively communicate with all members and officers throughout the year.

ACEG Secretary

Everett W. Young

Title and Full Business Address:

Education:
M.S., telecommunications management.

Certification and Licensure:
None.

Recent Professional Experience:
Approximately nine months of education counseling at present location.

Association Experience:
None.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
ACA, ACEG.

ACEG Board of Directors

Elizabeth A. Crismale

Title and Full Business Address:
Guidance Counselor, G3/DPTS Education Services Division, Fort Hood, TX 76544.

Education:
Master of Science.

Recent Professional Experience:
Department of the Army guidance counselor, supporting soldiers assigned to III Corps.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
ACEG/director.

Maureen E. Colón

Title and Full Business Address:
Education Services, 3 MSS/DPE, 4109 Ballard Ave., Elmendorf Air Force Base, AK 99506-1400.

Education:
Master’s in professional counseling.

Certification and Licensure:
None.

Recent Professional Experience:
African American Leadership Summit, Washington, D.C.

Association Experience:
Secretary, Policy Committee, Awards and Nominations, ACEG president.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
ACEG.

Awards and Honors:
Outstanding Performance Award; Community Service: Delta Sigma Theta; volunteer GED instructor.

Association for Counselor Education and Supervision (ACES)

President

Kent W. Becker

Title and Full Business Address:
Associate Professor, Chair, Counselor Education Dept. 3374, 1000 E. University Ave., University of Wyoming, Laramie, WY 82071.

Certification and Licensure: LPC, LMFT (Wyoming).


Association Experience: RMACES past-president, ACES Strategic Planning Committee member.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACES, RMACES, IAMFC, Wyoming Counseling Association, American Association for Marriage and Family Therapy, Wyoming Association for Marriage and Family Therapy.


Goals statement

As a counselor educator, supervisor and professional counselor, I take great pride in being a part of ACES as my professional family. It is an honor to have been nominated to serve in an organization that I respect and appreciate. Three words capture my qualifications for this position: continuity, collaboration and creativity.

The ACES vision statement (adopted 2005) captures our collective commitment to advancing pedagogy, delivering education and supervision in a culturally diverse society, promoting professional identity and disseminating premier scholar- ship. The strategic plan, in turn, will provide the framework to guide the ACES leadership in moving the association toward the vision. The role of the ACES president is to provide the continuity necessary to link the success of previous years with the passion and energy of the current and future membership.

ACES members have a rich tradition of serving the association. Colleagues offer contributions by disseminating their expertise, time and energy to both the regional and national level.Collaborating with individuals and regions, as well as with other key entities, is critical in honoring the voices and perspectives of such a diverse and dynamic group.

While vision, consistency and teamwork are the ingredients to success, creativity is the spice required for excellence. Unleashing the imagination leads to amazing accomplishments with limited resources. Thinking "outside of the box" will assist ACES in being recognized as "a vanguard of change within the counseling profession."

In conclusion, realizing our vision requires creativity, collaboration and creativity. I am proud to be a member of an association that honors these attributes. I welcome the opportunity to serve.

Harriet L. Glosoff
Title and Full Business Address: Assistant Professor & Director of Counselor Education, University of Virginia, P.O. Box 400269, Charlottesville, VA 22904-4296.

Education: Ph.D., counseling and development, The American University; M.A., counseling and student personnel services, University of Maryland; B.A., psychology, State University of New York-Buffalo.

Certification and Licensure: LPC, NCC, ACS.


Association Experience: ACES secretary; SACES president; member, ACA Ethics Revision Task Force; member and co-chair, ACA Ethics Committee; co-chair, ACES Ethics Internet Network; chair, ASERVIC Ethics Committee; president, Virginia AMCD; secretary of Virginia Counselors Association; Journal of College Counseling editorial board member; editor, chair, Ethics and Professional Practices Committee of the MS Counseling Association (MCA); co-chair, MCA Governmental Relations Committee.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACES, AMCD, ASERVIC, AGLBIC, ASGW, CSI, SACES, VCA, VACES, VMCD, VA-ASERVIC, VCCA (Clinical Counselors Alliance).

Publications and Presentations: Professional publications include numerous refereed journal articles, book chapters and monographs. I have been a regular presenter at professional conferences, with more than 125 presentations at state, regional and national conferences.

Goals statement

I am honored to be a candidate for president-elect of ACES. As a past ACES secretary and SACES president, I appreciate the level of commitment, knowledge and talent that ACES members bring in ensuring excellence in counselor education and supervision. I believe ACES also has a responsibility to influence the direction of our profession, the ways in which counseling services are provided and how effectively we govern our associations.

As those charged with preparing future generations of counselors, I see two key challenges and opportunities for ACES. The first is to advocate for culturally competent practice in ways that positively affect the profession, our students and supervisors, and the clients whom we serve. The second is to model rising above divisive politics and focus on strengthening collaborative relationships with ACA and other ACA divisions. ACES members need to continue to be leaders in creating a shared sense of commitment and ownership that can help unify the counseling profession while valuing and finding ways to truly incorporate diverse perspectives and ideas.

As ACES president-elect, I would conscientiously work to lead ACES in:

1. Continuing efforts to increase participation of people from underrepresented groups in ACES membership and leadership teams, including strengthening the voice of field-based counseling supervisors.

2. Exploring ways to increase opportunities for educators and supervisors to disseminate information and obtain continuing education.

3. Modeling thoughtful and creative approaches to developing a more effective model of governance for ACES and its divisions.

4. Critical examination of the benefits provided to members.

I would consider it a privilege to serve as president-elect for an association that has been so instrumental in my own development. I feel that my varied leadership experiences and collaborative style would lend themselves well to facilitating the work of the ACES leadership team.

Patricia Louise Kerstner
Title and Full Business Address: Associate Dean/Campus College Chair, University of Phoenix, 4635 E. Elwood, Mail Stop CJ A201, Phoenix, AZ 85040.

Education: Ph.D. — counseling psychology — Arizona State University; Master of Arts — Counseling — University of Wyoming; Bachelor of Arts — psychology — The Pennsylvania State University.

Certification and Licensure: National Certified Counselor; Arizona licensed psychologist.

Recent Professional Experience: Chair of the College of Social and Behavioral Sciences; Phoenix campus of the University of Phoenix; associate dean for undergraduate human services program.

Association Experience: WACES president 2004-’05; WACES president-elect, 2003-’04.
Election Information

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:

Awards and Honors:
1999 — Outstanding Counselor Educator award from the Arizona Counseling Association; 1983 — Graduate Student Research Award from AMHCA.

Publications and Presentations:
Numerous WACES presentations, presentations at Arizona, New Mexico and Nevada counseling association conferences.

Community Service:
1997—01 — board member, Empact Suicide Prevention Center.

Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)

President

Brian J. Dew

Title and Full Business Address:
Assistant Professor, Department of Counseling and Psychological Services, Georgia State University, MSC 6A0915, 33 Gilman Street SB Unit 6, Atlanta, GA 30303.

Education:

Certification and Licensure:
National Certified Counselor, LPC — North Carolina, LPC — Georgia.

Recent Professional Experience:

Association Experience:

AGLBIC Trustee

Phyllis Mogielski-Watson

Title and Full Business Address:
Assistant Professor, Purdue University-Camden, School of Education, Graduate Studies — Counseling & Development, 2200 169th St., Hammond, IN 46323.

Education:
Ps.D. (clinical psychology); M.S. (counseling psychology).

Certification and Licensure:
LCPC (Illinois); CADC (Illinois).

Recent Professional Experience:
In full-time teaching position at Purdue University-Camden for the past four years. Been involved in direct service, clinical work for 17 years and currently conducting a part-time private practice. Areas of specialty include substance abuse, multicultural identity development, and education and advocacy in the areas of diversity, HIV/AIDS and GLBT issues.

Association Experience:
New.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
ACA member; AGLBIC, CSU & AMCD member; Bisexual Family Network (Chicago) member.

Publications and Presentations:

Community Service:
ACA 2004 National Convention volunteer.

Michael M. Kocet

Title and Full Business Address:
Assistant Professor, Counselor Education, Bridgewater State College, Bridge- water, MA 02325.

Education:
Ph.D., counselor education, University of Arkansas; M.A., counseling, Bowling Green State University.

Certification and Licensure:
NCC.

Recent Professional Experience:
Assistant professor, counselor education, Bridgewater State College. Group coordinator, Arthur Fuller Hospital, adolescent psychiatric program. Therapist, PRIDE Institute. GLBT substance abuse facility.

Association Experience:
Co-chair, ACA Ethics Committee 2003—04; member, ACA Ethics Committee 2001—07; chair, ACA Code Revision Task Force 2002—present; member, ACA Task Force on Sexual Minority Youth in the Schools.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
ACCA, AGLBIC, ACES, American College Personnel Association.

Publications and Presentations:


Community Service:
Member, GLBT Safe College Coalition; Diversity Taskforce, Bridgewater State College.

AGLBIC Secretary

Cyndy Boyd

Title and Full Business Address:
Associate Director for Training, Counseling Center, University of Illinois-Chicag o, 1200 W. Harrison St., Suite 2010, m/c 333, Chicago, IL 60607.
Education: Ph.D., counseling psychology, SUNY-Buffalo; B.A., psychology, Wake Forest University.
Certification and Licensure: Licensed clinical psychologist, Illinois.
Recent Professional Experience: Director of training of APA-accredited doctoral internship; board member, Association for Counseling Center Training Agencies, 2001-03.
Association Experience: Secretary, AGLBIC, since July 2003.
ACA, Branch, Division, Affiliate Membership and Other Related Memberships: AGLBIC & CSJ.
Community Service: Education and Training Committee member for GLSEN-Chicago (Gay, Lesbian, Straight Education Network).

Association for Multicultural Counseling and Development (AMCD)

President

John Joseph Perego

Title and Full Business Address: Assistant Professor, Morehead State University, 501 Ginger Hall, Morehead, Ky.

Education: Ph.D., education/counselor education, M.Ed., guidance & counseling; B.S., sociology; A.A., liberal arts.
Certification and Licensure: Licensed Professional Clinical Counselor, Kentucky.
Recent Professional Experience: External evaluator for the Kentucky Educational Collaborative for State Agency Children's assistant program, 2001-05, Adultspan editorial board member 2002-05, AMCHA program reviewer for 1988 ACA Convention, President, Utah ACES 1993-95 and 1999-90.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: AMCD, ACES, AADA, Society of Indian Psychologists.


Goals statement
First, I would like to thank those who nominated me for their trust. I am honored to be a candidate for AMCD president. My professional career has been committed to multicultural and diversity issues. I first became a member of AMCD in 1979 and have supported the mission of the organization since that time. I have served on the editorial board of JCD and Adultspan. I serve on the Human Rights Committee for ACA, and I am a past member of the ad hoc committee for fellows status. I was an AMCD conference proposal reader for the 2003 conference.

In Utah, I served as chair of the Cultural Competency Steering Committee for the State Board of Mental Health, as a member of the Coalition for Minority Advisory Committees to the State Office of Education, and on the 2002 Salt Lake Olympic Diversity Committee.

With the Supreme Court ruling in support of affirmative action for college admissions, we enter a new era for diversity. Our membership is presented with the opportunity and the responsibility to reach out to institutions and organizations to develop a true multicultural climate. As president, I would:

- Actively recruit from underrepresented as well as mainstream populations for our membership and our leadership. Our organization and its public image need to be accessible for the growing numbers of non-English speaking individuals, practitioners, educators and clients.

Promote the visibility of multicultural counseling as an integral part of the profession. We need to continue to support integration of the multicultural competencies in training and in the profession. Encourage cutting-edge innovations for providing mental health and school counseling services for minority clients by supporting new and effective counseling techniques.

- Actively collaborate with sister organizations to promote diversity across the disciplines in order to provide all clients with equal access to appropriate services.

ACA Branch, Division, Affiliate Membership and Other Related Memberships: AMCD, ACES, ACES, International Certification and Licensure:

Awards and Honors: Leadership Awards: ACA, D.C. City Council, D.C. School Board; Carl Perkins Legislative Award, AACC, D.C. Government Relations Award, Outstanding Leadership Awards: D.C., N.Y., Pa., Ariz., Minn., N.C., S.C.

Publications and Presentations: Four book chapters, four refereed journal articles, national position paper, 20 newsletter articles, two booklets; seven program policy documents; 100- plus in 50 states, two foreign countries, one U.S. territory.


Goals statement
It's time for AMCD to spread its wings as the unique entity that it is within the American counseling organization. It should serve as the association for issues of multicultural counseling and development, and be the bridge to "mainstream" consciousness relative to cultural and ethnic parity and equity, 2) the gatekeeper of "mainstream" adherence to fair and equitable implementation and practice, and 3) the visionary provider of culturally conscious initiatives and products. This is an opportunity that should be neither wasted nor taken for granted. We have made tremendous strides since our inception. Through the tireless efforts of our founder, committed leaders and active members, we have raised consciousness through advocacy, publications, trainings, legislation and public relations. Now, we're uniquely positioned to enhance and fortify our roles as standard-bearers and enforcers of equity and parity regarding multicultural issues. But, to be effective, we must be prepared for multiple publics, proactively engaged, politically poised, published in multiple disciplines and professionally positioned throughout the United States (and abroad). Expanding existing infrastructures such as our competency component to "grow" exponentially at the preparation level; expediting initiatives such as our competency certification to infuse awareness, knowledge and skills into multiple disciplines from mental health, public health and beyond; establishing substantive collaborations with external entities unencumbered by institutional entrapments; and seeking funding sources to implement initiatives can produce extensive internal and tangential organizational advances that would transcend any one leader or initiative.
I want to take us there. I have the skills, knowledge and desire. I want to give back to this organization that supported me in trying times, and I want to initiate and institutionalize an enhanced infrastructure to produce organizationally focused, system-knowledgeable leaders to ensure representation at "the table(s)" in far greater and more equitable numbers than we have currently.

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American Rehabilitation Counseling Association (ARCA)

**President**

Irmo Marinii

Title and Full Business Address:
Professor and Graduate Coordinator, Department of Rehabilitation, College of Health Sciences and Human Services, The University of Texas-Pan American, 1201 W. University Drive, Edinburg, TX 78541.

Education:
Ph.D. in rehabilitation from Auburn University in 1992; M.A. in clinical psychology from Lakehead University in 1985; B.A. in experimental psychology from Lakehead University in 1984.

Certification and Licensure:
Certified Rehabilitation Counselor; Certified Life Care Planner.

Recent Professional Experience:
Currently professor and graduate coordinator of the rehabilitation counseling program at the University of Texas–Pan American (UTPA). Private forensic rehabilitation consultant in litigated cases of catastrophic injury life care planning and vocational damages assessment. Also vocational expert with the Social Security Administration. Formerly director of Counseling and Career Center at Lakehead University.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
ARCA, ACA, National Rehabilitation Association, American Psychological Association, APA Division 22, International Association of Rehabilitation Professionals, American Rehabilitation Economics Association.

**Awards and Honors:**
- UTPA Faculty Teaching Award 2004;
- UTPA Outstanding Service Award 2003;

**Publications and Presentations:**
More than 30 refereed journal and book chapter publications; more than 50 state and national presentations.

**Community Service:**
Volunteer counselor at Edinburg Rehabilitation Hospital, editorial board member of three journals, UTPA community service lecturer and motivational speaker.

**Goals statement:**
It is an honor to be considered for the ARCA presidency at such an exciting time in our history. Having served ARCA in various roles during the past eight years and most recently as its treasurer, I am uniquely aware of the challenges and opportunities facing both ARCA and the counseling profession in general.

As a rehabilitation educator during the past 12 years, former CRC chair and board member at-large as well as ARCA's representative to CORE, I have been involved at the curriculum and certification levels in our profession's pursuit of parity recognition with LPCs. In continuing collaboration with our fellow associations, one of my primary goals will be to continue to aggressively approach parity issues in curriculum and certification. There is no doubt that rehabilitation counselors are equally if not more qualified to work with persons having mental, emotional, physical or sensory disabilities. As such, ARCA must continue to advocate for rehabilitation counselors' full inclusion and practice rights.

A second priority is to continue our efforts to increase ARCA's membership and develop additional incentives for marketing to new graduates. Realizing that most current members are practicing counselors, we must offer more to these members in terms of conveying applied research findings into rehabilitation counseling practice recommendations. This can be accomplished through our journal as well as return to an annual stand-alone training conference. Continuing efforts to expand and provide mentoring to student chapters is also a priority.

Finally, as advocates for persons with disabilities, our association and its members must remain diligent in responding to legislative alerts by writing/educating our state legislators concerning the rights of persons with disabilities. ARCA has begun to explore a literacy for communicating with each other, and this would be an excellent way to alert our membership.

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**ARCA Council on Public Relations and Awareness Chair**

**Virginia A. Thielsen**

Title and Full Business Address:
Director, Project Excellence, Office of Rehabilitation and Disability Studies, Michigan State University, 430A Erickson Hall, East Lansing, MI 48824.

Education:

Certification and Licensure:
Certified Rehabilitation Counselor; Licensed Professional Counselor in Michigan.

Recent Professional Experience:
I currently serve as the project director for Project Excellence, a unique program evaluation partnership between Michigan State University and Michigan Rehabilitation Services. In addition, during the past five years, I have had the opportunity to teach a variety of master's and doctoral-level courses and classes in rehabilitation counseling at Michigan State University and provide multiple presentations in clinical supervision. During the course of my 20-year professional career, I have also had the opportunity to provide rehabilitation services to people with disabilities in multiple settings.

Association Experience:
I have been a member of ARCA for 15 years, served on the ARCA licensure committee for three years and was a board member for the Michigan Rehabilitation Counseling Association from 1994–'96. In addition, I served as a proposal reviewer for the 2005 ACA Convention Education Sessions. I have been a member of long standing with ACES, the National Rehabilitation Association, the Michigan Rehabilitation Association and the Michigan Rehabilitation Counseling Association.

**ARCA Council on Public Policy and Legislation Chair**

**Caroline "Carrie" Wilde**

Title and Full Business Address:
Associate Professor, Department of Human Services & Counseling, Marillac Hall, Room 306, 8000 Utopia Parkway, St. John's University, Jamaica, NY 11439.

Education:
Ph.D., counseling and school psychology, Florida State University, M.H.D.L., agency counseling, University of North Carolina–Charlotte, B.S., psychology, University of South Carolina.

Certification:
Certified Rehabilitation Counselor (CRC) #00016597.

Recent Professional Experience:
I am currently an associate professor of counselor education at St. John's University in New York. Prior, I was employed for six years at LSU Health Sciences Center. My clinical work experiences includes 10 years of employment in both public rehabilitation and private sector settings.

ACA, Branch, Division, Affiliate Memberships and Other Related Memberships:
ACES, ARCA, AGRW, NYCA, NYACES, NYSRC, NYMCHA.

Association Experience:
I served as the ARCA PP&L chair from 2002–'05. During that time, I worked to represent the legislative interests of ARCA at state and national levels. Central activities included working toward the inclusion of rehabilitation counselors in state counselor licensure laws and re-authorization of the "Rehabilitation Act." I have written and received two ACA legislative grants on ARCA's behalf. Twice attended the ACA Legislative Advocacy Institute (2000, 2003). I am currently a member of the ACA Public Policy & Legislation Committee (2004–'07).

Awards and Honors:
Recipient of the 2004 ACA Counselor Educator Advocacy Award.

**Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)**

**President**

E. H. Mike Robinson, III

Title and Full Business Address:
Professor and Director of Graduate Studies, College of Education, University of Central Florida, P.O. Box 161250, Orlando, FL 32816-1250.

Education:
Ph.D. Duke University; Durham, N.C., counseling and school psychology;
Finally, Marty refers to as “The Conversation,” not the argument or debate in which there are often winners and losers but, rather, the conversation about the role of religion, spirituality and ethics in the world of our schools, colleges and mental health institutions that is long overdue. We must ask supporters and detractors alike what kind of world do we wish to live in and how we are to set about on a course for that world. The principles of ethical and natural caring shared by so many of our religious and spiritual traditions can act as our guide for the conversation.

ASERVIC Board of Directors

Christopher M. Faiver
Title and Full Business Address: Professor, Community Counseling, John Carroll University, 20700 North Park Blvd, Cleveland, OH 44118.

Education: Ph.D., educational psychology (counseling specialty), Case Western Reserve University; M.A., student personnel administration (counseling specialty), Case Western Reserve University; B.A., religion and Spanish, Hiram College.

Certification and Licensure: Licensed Professional Clinical Counselor, State of Ohio; NCC.

Recent Professional Experience: Professor and program coordinator, community counseling, John Carroll University.

Association Experience: Ohio Counseling Association, past board member; Eastern Ohio Counseling Association, past-president and faculty advisor; North Central Ohio Counseling Association, past faculty advisor.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACES, ASERVIC.

Awards and Honors: Dave Brooks Award for service to the counseling profession, Ohio Counseling Association; Charles “Chuck” Weaver Award for service to the counseling profession, Ohio Counseling Association.

Publications and Presentations: Co-authored two books published by Brooks/Cole, one on counseling and spirituality; numerous presentations, including at ACA, ACES and OCA; many scholarly articles, including in JCD, the Journal of Mental Health Counseling and Counseling and Values, among others.

Community Service: Experience on several community agency boards and hospital affiliations.

Darlene Daneker
Title and Full Business Address: Assistant Professor, Marshall University Graduate College, 100 August E. Peyton Drive, South Charleston, WV 25303-1600.

Education: Ph.D., counselor education; M.S. counseling; B.A. psychology.

Certification and Licensure: NCC.


ACA Branch, Division, and Affiliate Membership and Other Related Memberships: ACES, AGLBIC.

H. Ray Wooten
Title and Business Address: Associate Professor, Graduate Program Director, St. Mary’s University, One Camino Santa Maria, Department of Counseling and Human Services, San Antonio, TX 78228-8527.


Certification and Licensure: LPC Texas; Certified Hypnotherapist, Breathwork Therapy.

Recent Professional Experience: Full-time professor, part-time private practice, provide training in hypnotherapy, breathwork, meditation, experiential and energy therapies.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: ACES, ASERVIC, Texas Counseling Association, Heart-Centered Therapies Association.

Publications and Presentations: Recent presentations on core shamanism and the shamanic journey at the 2004 ACA Convention and at the Creativity in Counseling Conference at Texas State University in San Marcos, Texas. Recent publication on the training of alternative therapies in counselor education programs.

Community Service: Active in outreach ministries with Alamo Heights United Methodist Church and the Unity Church of San Antonio.

R. Elliott Ingersoll
Title and Full Business Address: Chairperson, Counseling, Administration, Supervision & Adult Learning, RT 1419, Cleveland State University, 2121 Euclid Ave., Cleveland, OH 44115.

Education: Ph.D. in counselor education from Kent State University.

Certification and Licensure: NCC #18160, Professional Clinical Counselor, Ohio #E2369.

Recent Professional Experience: Chairperson & associate professor, counseling, Cleveland State University.

Association Experience: President, Ohio Association for Spiritual, Ethical, Religious and Value Issues in Counseling.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships: Member of ACA, ACES, ASERVIC, Ohio Counseling Association, Ohio Association of Counselor Education and Supervision, and the Ohio Association for Spiritual, Ethical, Religious and Value Issues in Counseling.

Publications and Presentations: More than two dozen refereed journal articles and book chapters and four co-authored books.

Association for Specialists in Group Work (ASGW)

President

Niloufer M. Merchant
Title and Full Business Address: Professor & Chair, Department of Educational Leadership & Community Psychology, St. Cloud State University, 720 Fourth Ave. S., St. Cloud, MN 56303.

Education: Ed.D., counseling, University of Cincinnati; M.S., counseling, University of Wisconsin-Whitewater; M.A., psychology, University of Pune, India.

Certification and Licensure: Nationally Certified Counselor; Licensed Psychologist, Minnesota.
Recent Professional Experience: Chair, community psychology, SCSU, director, Women's Center, SCSU diversity co-coordinator, St. Cloud School District.


Anna P. Jojola
Title and Full Business Address: University of Kentucky, Department of Counseling, College of Education, 7529 Finance Hall, Lexington, KY 40506

Education: Ph.D., counseling psychology, University of Denver, 1991; AMCD, CSJ, ASGW, MASGW, MACES.

Certification and Licensure: Licensed Psychologist, state of Kentucky.

Publications and Presentations: More than 20 presentations in area of multicultural counseling and group work. Published articles in area of multicultural group work, multicultural, counseling, racial/cultural identity.

Community Service: Chair, Multicultural Center, Central Minnesota; Steering Committee, Create Community Unity (Mayor’s diversity efforts); SCSU Anti-Racist Team; co-founder of two grass-roots diversity groups.

Goals statement: We stand on the shoulders of those who came before us! ASGW leaders and many active members have been working hard on developing a clear strategic plan and implementing systematic action steps to promote professional development, membership services and group work. This is an exciting time to be part of ASGW, and I’m honored to be a candidate for president-elect.

Ten years ago, as a new member attending an ASGW conference in Athens, Ga., the warmth of the ASGW community quickly enveloped me. Since then, I have been involved in the writing of the Diversity Competencies, serving as co-chair of the Diversity Committee and International Committee, and for the last two years (and upcoming year), co-process observer for ACA Governing Council.

My early upbringing in the Middle East and India, and pursuit of higher education in India and the United States, have allowed me the opportunity to be immersed in a variety of cultural contexts. I believe in a collaborative, consensus-building and open style of leading. I am a good listener, strive to work through challenges by being part of the solution and make every effort to empower and bring people together. I will draw on my leadership experiences on boards, committees and university and community work.

As president, I will continue to implement the initiatives already launched, such as the Advanced Group Leadership Institute, development of training modules, websites, listservs and newsletters. Promoting mentoring and leadership through grass-roots efforts and keeping the organization fiscally sound through revenue-generating ventures will be critical. I am particularly interested in advancing international group work and infusing multicultural competencies in policies and practices of every aspect of ASGW.

Finally, I will bring to this position my passion for advancing group work and much energy and enthusiasm to build a strong and vibrant ASGW!

Maria T. Riva
Title and Full Business Address: Associate Professor, College of Education, 2450 S. Vine, University of Denver, Denver, CO 80210

Education: Ph.D., counseling psychology, University of Pittsburgh; M.S., Rehabilitation Institute, Southern Illinois University; B.A., psychology, Illinois Wesleyan University.

Certification and Licensure: Licensed Psychologist in Colorado.

Recent Professional Experience: Faculty member since 1990 in master's program in counseling and doctoral program in counseling psychology. Program director from 2000–04; Teach Beginning Group and Advanced Group Counseling. Conduct and advise student research on topics of group leadership and group ethics, Chair of University of Denver Institutional Review Board for Human Subjects (IRB).


ACA, Branch, Division, Affiliate Membership and Other Related Memberships:

ACA since 1991, ASGW since 1991, member of Board of Directors, American Psychological Association (APA); APA Division 17 Counseling Psychology, APA Division 49 Group Psychology and Group Psychotherapy.

Awards and Honors: ASGW Fellow (2003), University of Denver Distinguished Teaching Award (2001).


Community Service: Numerous presentations on group work to community agencies in Colorado.

Goals statement: I have been committed to the practice, teaching and investigation of group work since 1980. Although group work has consistently been shown to be effective, and it has increased in popularity, the power of group work is frequently overlooked or underestimated. ASGW has a unique position to support the importance of group work and bring the needs of group members and the group as a whole, this area needs an even higher priority in practice, teaching and research than it holds currently. Two other underemphasized areas in the group work field are multicultural group work and group work with children and adolescents. ASGW could make important contributions in these areas by conducting studies on what is effective and by carefully observing and reporting on what works in practice. I would also stress that student involvement in the organization is essential and that increased multidisciplinary and international connections with other group organizations and disciplines will strengthen ASGW. ASGW is a vital and thriving association with immensely skilled members. As president, I would encourage ASGW to continue to take a leadership role in the group work field and increase its visibility in several other areas. I would be honored to serve as ASGW president.

Karen K. Prichard
Title and Full Business Address: Associate Professor, Dept. of Educ. Psych. & Special Education, SIUC, Carbondale, IL 62901–4618.

Education: Ph.D., counseling & personnel services, Kent State University, 1980.

Certification and Licensure: NCC.

Recent Professional Experience: Coordinator of counselor education programs, SIUC.


ACA, Branch, Division, Affiliate Membership and Other Related Memberships:

ASGW, ACES, North Central ACES, Illinois CA, Illinois SGW.

Awards and Honors: ASGW Fellow, 2002; Dr. Dwight L. Arnold Outstanding Alumnus Award, Counseling and Human Development Program, Kent State University, 2002; North Central ACES Outstanding Mentor, 2000.

Publications and Presentations: More than 20 presentations at state and national conferences directly related to group work.

Community Service: President, SIUC Faculty Senate, 2000–01.

Goals statement: Beginning in 1983, I have held leadership positions in ASGW and its branches as well as in a number of other associations. As one of the first process observers for the ASGW Executive Board, I have had the opportunity to understand the importance of shared leadership within the association. I think that this same idea is extremely important in bringing the needs of ASGW members into the larger arena of ACA. Because ASGW spans many professions, it is in a unique position to support the importance of group work in all areas of counseling. I believe that my prior leadership positions, an understanding of the political realities of ACA and an ability to balance the needs of ASGW with those of ACA qualify me to be a successful Governing Board member.
Council representative. Both personally and professionally, ASGW has played a seminal role in my development, and it would be an honor to serve a professional association that has given me so much.

**George R. Leddick**

**Title and Full Business Address:** Associate Professor and Doctoral Program Coordinator; Counseling Department; Texas A&M University–Commerce, Commerce, TX 75429.

**Education:** Ph.D., 1980, Purdue University; M.A., 1977, Fisk University; B.A., 1970, DePauw University.

**Certification and Licensure:** NCC; CCMHC; former state licenses in Indiana, and South Carolina; Texas application under way.

**Recent Professional Experience:** Twenty-five years as a counselor educator: Texas A&M–Commerce, St John University, Whataburger University, Indiana University–Purdue University Fort Wayne.

**Association Experience:** Highlights include ASGW president 2005–06; ACA Council of Presidents and Regional Chairs 2002–04; North Carolina—ASGW president 1997–98; Indiana–ASGW president 1982–84; ICA president 1986–87; member, ASGW conference coordinating committees for three conferences; ASGW Media Committee chair for six years; member, editorial boards of JSOW, JCD and the Clinical Supervisor.

**ACA, Branch, Division, Affiliate Membership and Other Related Memberships:**
- Texas Counseling Association, ASGW, ACES, American Association for Marriage and Family Therapy.
- Awards and Honors: ASGW Fellow, 1995; ASGW President’s Service Award from presidents Komnatski, Gladding, Coolyze, Rapis, Indiana Counseling Association Distinguished Counselor Educator, 1986; Faculty Colloquium on Excellence in Teaching, Indiana University, 1989; Outstanding Teacher Award, Indiana University, 1979; Distinguished Publication Award, ACES, 1987.
- Publications and Presentations: More than 80, including books, chapters, videotapes, articles and presentations. Of these, 30 involve group work and 33 focus on counseling supervision.
- Goals statement: While president of ASGW, I also served on the ACA Council of Presidents and Regional Chairs (COPARC). Attending meetings of that group three-times per year for a two-year period helped me gain a better perspective on the relationship of ASGW to ACA and to other divisions.

**Education:** Ph.D. in counseling and M.A. in counseling, University of New Mexico; B.A. in psychology, College of Santa Fe.

**Certification and Licensure:** NBCC.


**ACA, Branch, Division, Affiliate Membership and Other Related Memberships:**
- CSJ, AMCD, ASGW, ACES, C–AHEAD, Multiracial/Ethnic Counseling Concerns Interest Network; Women’s Interest Network; TCA.

**Awards and Honors:**
- CSJ: Research Award, 1998; Honor Society of Phi Kappa Phi; University of New Mexico Graduate Fellowship, 1996–99; National Hispanic Scholarship, 1996–97.

**Publications and Presentations:** Recent national presentations and publications focus on issues such as women mentoring women in counselor education, experiences of faculty of color in counselor education, survival and coping strategies of faculty of color, conceptualizing identity development in members of marginalized groups, the process of moving from victim to survivor of cultural violence and multicultural concerns.

**Goals statement**
- As a founding member of CSJ, I have been privileged to participate in the organization’s growth from a group of individuals committed to social justice to one of ACA’s newest divisions. As a counselor educator involved in the training of school counselors whose worldviews span a continuum ranging from progressive to highly conservative, I have become more aware of the concept of social justice has many meanings for our students. Articulating concepts of social justice in ways that encompass the concerns our students will face in the workplace (e.g., gender equity in the schools, the effects of social class on client treatment) will help bring our division and its concerns to the attention of a larger and more diverse audience.

**My teaching and scholarship and my “heart connections and passions” encompass many areas: considerations of gender equity, multicultural concerns, the training of multiculturally sensitive and competent counselors, and the professional development and success of counseling faculty of color. Social justice is the unifying theme.**

My experience is mirrored by that of many CSJ members. CSJ has the potential to become a focal point for ACA members to draw together the common thread in the fabric of their interests and passions — social justice. An important step in the division’s future is a journal focusing on social justice issues; the journal will strengthen the voice of social justice throughout our profession.

During the short time I would serve as CSJ’s president, my goals would include 1) developing the journal and 2) expanding leadership team so that each committee might be responsible for one annual task — such as increasing student involvement and mentoring — and creating liaison projects with like-minded divisions and interest groups.

**Carmen E. Salazar**

**Title and Full Business Address:** Assistant Professor, Department of Counseling, Texas A&M University–Commerce, Commerce, TX 75429-3011.

**Education:**
- Ph.D. in counseling and M.A. in counseling, University of New Mexico; B.A. in psychology, College of Santa Fe.
Leaf); Three Good Conduct Medals; Ohioan Award.

Publications and Presentations:
More than 20 presentations and more than 30 articles in ACA journals.

Community Service:
Member of the financial committee of United Way of Buffalo & Erie County.

Goals Statement:
My goals are simple ones but, yet, ambitious at the same time. I believe that it is imperative that mental health professionals working with diverse populations (such as the U.S. population) understand that mental health counseling is beyond psychopathology. That, in fact, it must include the effects of oppression on the basis of race, class, sexuality, the state, power and economics. It must transcend the basis of race, class, sexuality, the state, and power and economics. It must transcend the basis of race, class, sexuality, and the state, and it is imperative that mental health professionals working with diverse populations understand the effects of oppression on the basis of race, class, sexuality, the state, power and economics.

Counselors for Social Justice -促动社会正义 in a form of action. Theref6re, it is imperative that mental health professionals working with diverse populations understand the effects of oppression on the basis of race, class, sexuality, the state, power and economics. It must transcend the basis of race, class, sexuality, and the state, and it is imperative that mental health professionals working with diverse populations understand the effects of oppression on the basis of race, class, sexuality, the state, power and economics.

Publications and Presentations:

CSJ Retired Representative

Anita P. Jackson
Title and Full Business Address:
Senior Clinical Counselor, Six-County Mental Health Center, Bell Street, Zanesville, OH 43707; Senior Co-Principal Research Associate, Psychology, 115’ Kent Hall, Kent, OH 44242.

Education:
Ph.D. — counselor education, Master of Arts — curriculum and instruction, Bachelor of Science — elementary education.

Certification and Licensure:
Professional Clinical Counselor — Ohio, School Counselor — Ohio.

Recent Professional Experience:
Senior co-principal research associate on an NIH AIIDS prevention grant, Kent State University; professional clinical counselor at Six County Mental Health Center, Zanesville, Ohio.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
ACA, AMCD, AACES, ASCA, CSJ, ASERVIC. Ohio — OCA, OAMCD, OACES, OASCA, OASERVIC.

Association Experience:
OCA president, 2000-’01; archives chair, 1990-’91; OAMCD president, 1986-’87; 1996-’97; treasurer, 1999-’00; Strategic Planning, 1989-’94; OACES president, 1997-’98; OCA Executive Board, 1992-’94; ACA Planning Committee for ACA National Convention, 1990; Advocacy Committee, 1992; Media Committee, 1997-’00; Professionalization Committee, 1992; AMCD Professional Standards Committee, 1996-’97; Planning Committee co-chair for AMCD National Convention, 1996

Awards:
Scholarly Contribution Award — Office of the President, KSU Office of Cultural Diversity — for contributions in the study of Afrocentric worldview in stress and coping and AIDS prevention among African-American women, 4/94; Association for Multicultural Counseling and Development Research Award, 4/30/94; Teaching Development Award — Kent State University, spring 1994; Internationals and International Studies Department Award, Kent State University, spring 1994; David K. Brooks Distinguished Mentoring Award — American Counseling Association, 3/18/01; Ohioa Award — Counseling for Social Justice — ACA Convention, 3/20/04. Community Service Awards: NAACP President’s Award for Outstanding Contributions to the Education Committee for addressing issues of racism in the local schools, 11/23/96 Women of Achievement — Mary Townsend Professional Award — Family Y of Zanesville, 4/2004; Outstanding Young Woman of America, 1979; YWCA Woman of the Month, Sep. 1981; Outstanding Educator, October 1983; Phi Kappa Phi Honor Society, 1984; Outstanding Leadership in the Zanesville Community, February 1987.

CSJ Counselor Representative

Manivong Ratts
Title and Full Business Address: Ph.D. student, Oregon State University (OSU), School of Education, 115 Education Hall, Corvallis, OR 97331.

Education:

Certification and Licensure:
National Certified Counselor (#51146), Licensed Professional Counselor — Illinois.

Recent Professional Experience:
Ph.D. student, OSU; graduate teaching assistant, OSU; counselor, Portland Community College; social justice columnist, The Counselor Newsletter, Oregon Counseling Association.

Association Experience:
I have been a member of ACA since 1996. I look forward to serving in a more active capacity as the CSJ counselor representative. Through this role, I hope to encourage counselors and counselor educators to advocate for social justice.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
ACA, CSJ, AACES, ACES, NCDA, ASCA, Oregon Counseling Association.

Awards and Honors:
Culture Award, OSU, 2004; Oregon Laurels Graduate Scholarship, OSU, 1997; Graduate Teaching Assistantship, OSU, 1997 (Educational Opportunities Program), 2005–06 (Counselor Education). Publications and Presentations: My intent for pursuing doctoral studies is to help transform the profession through social justice initiatives. This is reflected in my writing and the classes and workshops I facilitate. My hope is that this will translate into a more socially just society.

CSJ Community Representative

Kristin M. Talka
Title and Full Business Address: Doctoral Student, University at Albany, School of Education, 1000 Student Services Building, University at Albany, SUNY, Albany, NY 12222.

Education:
B.A., psychology; B.A., East Asian Studies (Dickinson College); doctoral student (SUNY–Albany).

Recent Professional Experience:
Through my doctoral training, I have worked in community mental health, university career counseling and in a university counseling center. Presently I am gaining experience in neuropsychological assessment and cognitive rehabilitation as well as working in a V.A. hospital in the mental health clinic.

Association Experience:
Member (2001–present); ACA Student Representative of Research and Knowledge.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
ACA, CSJ, APA.

Publications and Presentations:
International Association of Addictions and Offender Counselors (IAAOC)
Ahmad GCDF program, distance counseling, Real Games series and other potential programs.
- To support college graduate programs in guidance/career counseling.
- Effort to recruit more college students and young professionals.
- For continuing active NECA involvement with areas such as businesses, high schools, colleges, one-stop centers, veterans, legislators and the media.
- To welcome guest presenters who are directly or indirectly involved with career — for example, sharing success stories by clients or students, grantwriting for vocational programs, curriculum writing or motivational speaking.
- To increase publications for the organization’s newsletter and journal, as well as for other professional sources.

We, the NECA team, are as Frederick Douglass once said, “So orderly and impressive.”

Stephen B. Flaherty
Title and Full Business Address: State Veterans Coordinating and Local Veteran Employment Representative, Delaware Department of Labor, Division of Employment and Training, 1114 S. DuPont Highway, Suite 104, Dover, DE 19901.
Education: M.S., community counseling; B.S., human resource management; A.A., metals technology; A.A., general studies.
Certification and Licensure: National Certified Counselor.
Recent Professional Experience: Provide services and case management to veterans with employment barriers resulting from service-connected disabilities and other issues. Provide vocational guidance, job development and assistance with training programs and other supportive services. Establish and maintain relationships with representatives from the Veterans Administration and other agencies to help enable veterans to take advantage of employment and training opportunities that are available to them. Refer veterans to agencies that can assist them with their financial, medical and mental health issues. Chairperson for the Delaware Division of Employment and Training’s statewide Veterans Unit. Trained as a Global Career Development Facilitator (GCDF) through the Heldrich Center, Rutgers University. Responsible for introducing the GCDF training program to the state of Delaware. Wrote article concerning veterans’ issues for the NECA newsletter, which was subsequently published in the ACA newspaper Counseling Today.

ACGA, Branch, Division, Affiliate
Membership and Other Related Memberships:
ACGA, NECA, ASCA, PSCA.
Association Experience:
NECA — state divisions chairperson and trustee.

Community Service:
Guest speaker at Wilmington College graduate courses; Delaware Hospice volunteer; trustee/regional liaison, National Veterans Training Institutes’ Alumni Association (past).

Goals statement
If elected, I will continue to promote the importance of career counseling. To work toward education, understanding and resolution of the employment issues facing veterans when they leave the military. Encourage all of our members to participate in the Working Ahead/Global Career Development Facilitator (GCDF) training program. Finally, I will encourage each of our members to recruit at least one new member during the coming year.

Lisa Fulton
Title and Full Business Address: School Counselor, Eastern Lebanon County Middle School, 60 Evangeline Drive, Mount Joy, PA 17552.
Education: M.Ed. — Loyola College, Baltimore — guidance and counseling; B.A.— Susquehanna University, Selinsgrove, PA. — political science.
Certification and Licensure: Secondary School Counselor; Professional certificates — Pennsylvania National Certified Counselor; Certified Global Career Development Facilitator; Global Career Development Facilitator Instructor Registry — Rutgers University.
Recent Professional Experience:
Five years’ experience as a professional school counselor; Working Ahead Graduate Training Course at Loyola College in Maryland — teacher’s assistant; graduate coursework in workforce needs at Millersville University in Pennsylvania; implemented middle-school classroom guidance lessons on career planning using the Discover Program and World-of-Work Map; designed and conducted small counseling groups to enable students to learn more about their personal styles in relation to career development and group interaction; coordinated the Scholastic Achievement Test (SAT) Program by organizing and running the various test dates throughout the year, testing more than 400 students on each date.
Association Experience:
NECA treasurer.

NECA Treasurer

Fidel Sanchez
(Candidate information unavailable)

Myrna A. Webb
Title and Full Business Address: Employment Counselor, New York State Department of Labor, 2001 Perimeter Road East, Suite 3, Endicott, NY 13760.
Recent Professional Experience:
Employment counselor for NYSDOL; counsel, teach train; Customers’ current technology/assessments of career development/training to provide an understanding of available employment/labor market trends. Instructor for continuing education at Broome Community College. Facilitate a networking forum for small businesses. Tought in Russian cities on a USAID/ARCC/BCG grant. Prior to DOL, served as career counselor at Binghamton University. Earlier, college instructor/business adviser at PSU and branch campuses.

Association Experience:
Past trustee of NECA, three years; Awards Committee, 2004.

ACGA, Branch, Division, Affiliate
Membership and Other Related Memberships:
NECA, NCDA, ASCA, PSCA, NYS Association of Employment Counselors, Toastmasters International, CTM.

Awards and Honors:
Outstanding Counselor Award for NECA.

NECA Board of Trustees

Fidel Sanchez

Myrna A. Webb

Stephen B. Flaherty
Publications and Presentations:
International Association for Educational and Vocational Guidance at UNICEF; International Collaborative Conference on Careers and Workforce; book chapters, journal articles, newsletter editorships; numerous national and state workshops.

Harvey Smelter-Davis
(Candidate information unavailable)

Gwendolyn Pringle

Title and Full Business Address:
Counselor, Henry Ford Community College, 5101 Evergreen Road, Dearborn, MI 48128-1495.

Education:
Ph.D., educational administration; M.A., guidance and counseling; B.A., English, with honors.

Certification and Licensure:
National Certified Counselor and Career Counselor; Licensed Professional Counselor—Michigan.

Recent Professional Experience:
Counseling and advising students at Henry Ford Community College concerning career and personal issues. Coordinate the facilitation of articulated agreements with Eastern Michigan University. Taught graduate course in Career Development and Information Services at Eastern Michigan University. Provided training for career development facilitators with United Autoworkers–Chrysler. Consulted and taught leadership personnel of the United Autoworkers to the Chrysler National Training Center and at Black Lake. Coordinated the two-plus-two transfer agreements between the community college and four-year universities. Appointed to serve on the American Association of Community Colleges National Roadmap on minorities in mathematics, science and engineering at the community college in Washington, D.C.

Association Experience:
Elected to the NCDA Board of Directors, with liaison responsibilities for four national significant interest groups: cultural diversity in career development, career development in the community college, special populations, and career change and retirement. ACDA, Branch, Division, Affiliate Membership and Other Related Memberships:

ACA, NCDA.

Southern Region

Governing Council Representative

Nita Jones

Title and Full Business Address:
Professional School Counselor, Dyersburg Primary, 1425 Frank Maynard Drive, Dyersburg, TN 38024.

Education:
University of Tennessee: Master of Science in Educational Administration and Supervision, Master of Counseling.

Certification:
Professional Counselor.

Recent Professional Experience:
Tennessee Counseling Association president, Tennessee School Counselors Association, National Education Association Board.

Association Experience:
Tennessee Counseling Association president; Southern Region chair; treasurer of TCA; Tennessee School Counselors Association president, conference chair. ACDA, Branch, Division, Affiliate Membership and Other Related Memberships:

ACA, Tennessee Counseling Association, Martha Poll Counseling Association, Phi Delta Kappa.

Awards and Honors:
Outstanding Young Educator, Professional Counselor Award, Elementary Counselor of the Year, Distinguished Classroom Teacher, Community Service Award.

Publications and Presentations:

Community Service:
American Heart Association, Union Mission Literacy Board, United Way coordinator, youth guidance.

Goals Statement:
My goal as Southern Region liaison to ACA Governing Council would be to continue development of new leaders through the many opportunities already in the ACA regional structure. Public policy, professional development and public awareness and marketing areas are most important for the growth of our profession. Governing Council initiatives in those directions should be enhanced, leading to increased and retained memberships.

P. Irene McIntosh

Title and Full Business Address:
Associate Professor, Counselor Education, Department of Behavioral Studies and Educational Technology, UCOM 5700, University of South Alabama, Mobile, AL 36699-0002.

Education:
Ph.D., counseling psychology, University of Southern Mississippi (USM); 1996; M.S., counseling psychology (community counseling, CACREP), USM, 1992; B.A., psychology, USM, 1990.

Certification and Licensure:
National Certified Counselor.

Recent Professional Experience:
Counselor educator, University of South Alabama, 1996-present; instructor, University of Southern Mississippi, 1995–96; intern, James A. Haley Veterans Hospital, 1994–95; adjunct instructor, University of Southern Mississippi, 1992–94.

Association Experience:
Alabama Counseling Association (ACA) past-president, president-elect, Annual Conference chair, Ethics chair; Graduate Student chair, chapter president; Alabama Association for Counselor Education and Supervision president; SACES Women's Interest co-chair.

ACA, Branch, Division, Affiliate Membership and Other Related Memberships:
Alabama Counseling Association (ACA), ACES, ASERVIC, SACES, American Psychological Association.

Awards and Honors:
ACA Jean B. Cecil Distinguished Counselor Educator Award (2003); ACDA Individual Publication Award (1999); Kappa Delta Pi National Honor Key Award (2003).

Publications and Presentations:

Community Service:
Leashing program for five counties in West Alabama Learning Coalition.

Goals Statement:
ACA has been an integral part of my professional life from the first days of my graduate education. Through the opportunity to serve in various capacities at the branch and division levels, I have come to appreciate and understand the importance of each ACA entity. I believe the regions serve a critical function in uniting ACA branches to promote the mission of our profession, to share resources and to equip regional leaders to become ACA national leaders. ACA's Southern Region is a strong region with well-developed branches that work together cooperative-ly to provide a broad network of opportunities for leadership development, professional development and rich personal and professional relationships. It is essential that the regional representative be knowledgeable about ACA as a whole and understands the role of regions within that structure. As a counselor educator and an active participant in ACA's Southern Region, Alabama Counseling Association, ACES and SACES, I possess that knowledge and understanding. Respect, openness, reflection and an appreciation for practical solutions to challenges are personal strengths that I would use to contribute positively to the dialogue that precedes and accompanies decision-making in our profession. If elected, it would be a pleasure, an honor and a very real privilege to serve the Southern Region and ACA as regional representative to the ACA Governing Council.
Influential career counseling theorist passes away at 85

David V. Tiedeman

Dr. David V. Tiedeman, who made cutting-edge contributions to the fields of assessment, decision theory, computer-based career guidance systems and career development theory, died Sept. 25 in Huntington, W.Va. He was 85.

Tiedeman received the Eminent Career Award from the National Vocational Guidance Association (now the National Career Development Association) in 1979. He served as the association's president from 1965-66 and was named an NCDA Fellow in 2002. Despite learning that he had Parkinson's disease in 1990, Tiedeman continued to work, write and consult until 1997.

"Three decades ago, Dr. Tiedeman first presented his ground-breaking conceptualization of career as the imposition of meaning on vocational behavior," said Mark Savickas, a longtime NCDA member and former editor of the NCDA journal, The Career Development Quarterly. "Only recently, counselors and researchers have begun to fully appreciate the ramifications of his idea. Dr. Tiedeman's conception of career has shifted the paradigm that many of us use to think about vocational behavior and work life. For this, and many other contributions, Dr. Tiedeman will be remembered as one of the most influential career theorists of the 20th century."

Known for having one of the finest minds in career counseling, Tiedeman is also praised for having one of the field's biggest hearts. "As a young and unknown high school director of guidance ... I met David (in 1960) and was awed with his enunciation in our field as he read his prepared paper about the Information System for Vocational Decisions that he was developing at Harvard," remembers JoAnn Harris-Bowlsbey, a professor of counselor education at Loyola College and executive director of the Career Development Leadership Alliance.

"What really impressed me, though, was his humanity, humility and warmth. He graciously accepted me as a young professional and quickly became a friend and a mentor, a relationship that I shall treasure until the end of my life."

Rich Feller, a professor of counseling and career development at Colorado State University, shared similar sentiments: "While colleagues at Northern Illinois University, David opened his library and mind to me, but most importantly he taught me how to honor others. David was a gentle giant to students as he showered them with encouragement. Insights about his Harvard work, designing 'career machines' and his relationships with Don Super, Robert O'Hara, Gil Wren, Anne Roe and other leaders shaped my hope for career development. ... While always ahead of his time, he never put himself above others. David's commitment to equity and finding the goodness in others was matched by the size of his smile."

Tiedeman is survived by his wife, Anna Miller-Tiedeman, who was also his frequent collaborator in professional matters. She said, "David was a noble man, a gentle spirit and a beacon of love in its truest sense. The world is better because he was here." Contributions can be sent to the David V. Tiedeman Memorial Fund, 3171 McCoy Road, Huntington, WV 25701.
MERCHANDISE/SERVICES

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Spanish speaking, Licensed Clinical Professional Counselor (LCPC) and Certified School Psychologist II, seeks employment in Maryland, Metro Area. Special areas of interest include but are not limited to: sexual abuse, addiction, women’s issues, learning/children’s problems, general clinical diagnosis. Contact: Susan: 202 746 5027, 301 655 1592, tsolk@ad.com.

NATIONAL

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ARIZONA

SOUTHEASTERN ARIZONA

BEHAVIORAL HEALTH SERVICES, INC.
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ARKANSAS

ARKANSAS STATE UNIVERSITY

Three Tenure-Track Positions: Department of Psychology/Counseling invites applications for three tenure-track positions, starting Fall 2005. Arkansas State University is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the advancement of excellence and diversity among its faculty and staff. Department Chair (Associate Professor) and counseling faculty are interested in candidates with doctorate in psychology or counseling; established scholarship; teaching, leadership and administrative experience. The department offers undergraduate programs in psychology and graduate programs in psychology and counseling. Contact: Dr. Don Maness, P.O. Box 940, State Univ, AR, 72467. Assistant Professor, Psychology/Counseling: PhD/EdD/ABD considered, teaching research/service, undergraduate and graduate courses in applied/health psychology and counseling. Rehabilitation Counselor Educator, Assistant Professor: Ph.D/Rh.D. (ABD considered) in Rehabilitation Counseling/Education or Rehabilitation Psychology preferred. Contact: Dr. Nola Christiansen (psych/counseling) or Dr. Lisa Frey (Rh.D), P.O. Box 1560, State Univ, AR, 72467. For detailed application information see: http://academicaffairs.astate.edu

COLOrado

ADAMS STATE UNIVERSITY

School Counseling/Professor: A tenure-track Assistant/Associate Professor of Counseling in a CACREP program. Start Fall 2005. PhD/EdD in counseling or related field (ABD considered). The Department offers MAs in Community and School Counseling. The successful candidate will be a generalist who can teach a broad range of counseling courses face-to-face and online, supervise Practica/Internships; advise graduate students, develop a research interest, and serve on committees. Experience as a school counselor preferred. Experience as an addictions counselor preferred. Travel to teach weeknights and weekends in off-campus sites required. Review of applications will begin November 1, 2004 and continue until position is filled. Interested applicants should send a letter of application and statement of teaching philosophy, current vita, transcripts and three letters of recommendation to: Dr. John J. Lehman, School Counseling, Adams State University, 30000 Hwy 285, Alamosa, CO 81101; phone: (719) 587-3835; Fax: (719) 587-3880. See: http://www.asu.edu/employment/index.html for further information.

UNIVERSITY OF COLORADO AT DENVER

Faculty Position: Research & Evaluation Methods and Health Sciences Center. SCHOOL OF EDUCATION. Open rank, tenure-track position to commence August 2005. Teach graduate courses in measurement, evaluation, research methodology, and statistics; assist faculty and doctoral students with research design, grant applications, and data analysis; and pursue an active personal research program. An earned doctorate in Measurement and/or Research Methodology or a highly related field is required. Application review begins January 15, 2005. See http://coe.cudenver.edu for additional information, including the long position description and application procedures. Click on "News & Events" and contact Casey Washburn at casey.washburn@cuda.edu or 303-352-3835. The University of Colorado is committed to diversity and equality in education and employment.

SAINt JOSEPH COLLEGE

School Counseling Faculty: Department of Counseling Education West Hartford, Connecticut. http://www.sjc.edu. The Department of Counseling Education at Saint Joseph College announces a full-time tenure-track position for a newly developed master's program in School Counseling. This is an assistant professor level position and will begin August 2005. Responsibilities include teaching master's level courses specifically related to counseling practice in school settings (e.g. counseling ethics, group counseling, crisis intervention, appraisal, practicum, etc.). A Ph.D., Ed.D., or ABD near completion is required. Individuals who have graduated from a CACREP accredited counseling education program are preferred. Candidates for this position must have relevant school counseling experience. Please possess a strong interest in working closely with master's level students, and want to develop as an excellent teacher and scholar. An understanding of how to infuse cultural perspectives throughout a counseling curriculum and use such perspectives in practice is of paramount importance. The standard teaching load for graduate faculty is nine credits per semester. Interested applicants should send a letter of application, current curriculum vitae, teaching evaluation, and publication. Applicants should have a strong promise in research, grant writing and publishing. Applicants for this position should forward a letter of interest, vita, transcript, teaching evaluation, and three letters of reference to Search Committee, Department of Human Services and School Counseling, Saint Joseph College. Contact: Dr. Don Vigna, Ph.D., 400 Saint Bernardine St., Reading, PA 19601. Applications will be accepted until position is filled; however, highest priority given to applications completed by January 30, 2005. Alfreda is a growing co-educational Catholic Franciscan institution dedicated to academic and professional leadership based in the liberal arts tradition. Its suburban 85-acre campus is located within a ninety-minute drive to New York, Princeton, and Philadelphia. Alfreda College is committed to equal opportunity. Applicants who will enrich the diversity of our campus are encouraged to apply.

Illinois

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Counselor Education, Assistant Professor: Tenure track position to begin August 15, 2005. Responsibilities include teaching one or two graduate courses in counseling, research, supervision, and advising. ABD will be considered. Evidence of successful peer-reviewed scholarship and university teaching experience is also required. Preference will be given to applicants from CACREP accredited programs with:

(a) post-master's experience in school and family counseling,
(b) awareness of issues affecting diverse populations, and
(c) membership in ACA or its affiliated organizations. Application deadline is December 3, 2004 or until filled. SIUC has CACREP approved programs in Couples and Family Counseling, and Marriage, Family, and Counseling.

PRIVATE PRACTICE?


THE UNIVERSITY OF COLORADO AT FULLERTON

The Psychology Department at Alvernia College is accepting applications for two tenure-track positions at the assistant professor level to begin Fall 2005. We are seeking candidates with a Ph.D. in Social Psychology, evidence of quality teaching experience, and scholarly productivity. Specialization in Industrial/Organizational psychology preferred. Successful candidates will be expected to teach a variety of undergraduate courses including Introduction to Psychology (teaching 2-3 classes per semester) as well as a variety of graduate courses in psychology and related methods, program design and evaluation, and publication. Applicants should have a strong promise in research, grant writing and publishing. Applicants for this position should forward a letter of interest, vita, transcript, teaching evaluation, and three letters of reference to Search Committee, Psychology Department, Alvernia College, Reading, PA 19601. Interested candidates should send a letter of application, current curriculum vitae, teaching evaluation, and publication. Applicants should have a strong promise in research, grant writing and publishing. Applicants for this position should forward a letter of interest, vita, transcript, teaching evaluation, and three letters of reference to Search Committee, Psychology Department, Alvernia College, Reading, PA 19601. Interested candidates should send a letter of application, current curriculum vitae, teaching evaluation, and publication. Applicants should have a strong promise in research, grant writing and publishing. Applicants for this position should forward a letter of interest, vita, transcript, teaching evaluation, and three letters of reference to Search Committee, Psychology Department, Alvernia College, Reading, PA 19601.
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Assistant/Associate Professor in Rehabilitation: The Department of Kinesiology and Community Health, within the College of Applied Life Studies at the University of Illinois at Urbana-Champaign, is inviting applications for an Assistant/Associate Professor position in rehabilitation and disabilities studies. The successful candidate will be appointed to a 9-month, tenure-track position within the new Department of Kinesiology and Community Health. Currently separate, the merger of these two units will be completed by the 2005-06 academic year. A doctoral degree in rehabilitation or a closely related behavioral or social science discipline is required. CRC or CRC eligibility is strongly preferred. Candidates are expected to implement a vigorous program of teaching and scholarship, and to focus on research and other areas of research. All tenure-track faculty at the University of Illinois are required to establish and maintain a strong record of publishing and external funding in their discipline. The Department of Kinesiology and Community Health currently has NIDRR, NIH, NSF, state, and foundation funded research projects in the areas of rehabilitation and service provision to minorities with disabilities, cancer epidemiology and prevention, biometrics, physical activity, health and physical education and exercise science. Other duties of the position entail teaching undergraduate and graduate courses in rehabilitation and disability studies, advising M.S. and Ph.D. students, participating in field placement supervision, and directing a CORR accredited master's program. The starting date for the position is August 16, 2005. Salary will be commensurate with experience. The College of Applied Life Studies has a remarkable record of leadership in research, instruction, and engagement that promotes health, well-being, disability adjustment, and quality of life. The College is home to the Disability Research Institute, the first and only national research institute with a focus on disability that is supported by the Social Security Administration (SSA). The College is also the location for the University's nationally recognized research and service center for Disability Resources and Educational Services (DRES). DRES serves the largest and most comprehensive centers for students with disabilities. Within the Department of Kinesiology and Community Health, the rehabilitation and disabilities studies program has a very culturally diverse student population and is the fastest growing undergraduate degree concentration in the department. The Master's in Rehabilitation Program is uniquely poised for tremendous growth, particularly with the rich blend of disciplines and expertise within the new Department of Kinesiology and Community Health.

- APPLICATION PROCEDURES: In order to receive full consideration for this position, an application should be submitted by January 15, 2004. Additional review of applications may continue after the closing date. Interested candidates should submit a letter of application, curriculum vita, and names, addresses, and telephone numbers of three references to: Dr. Reginald J. Alston, Chair, Rehabilitation Search Committee, University of Illinois at Urbana-Champaign, 127 Huff Hall, 1206 S. Fourth St., Champaign, Illinois 61820. E-mail: alston@uiuc.edu. Applications are also available at the Graduate School's website: http://www.siu.edu/depart/coe/epse

KANSAS

EMPERIA STATE UNIVERSITY
Assistant/Associate Professor, The Department of Psychology and Special Education at Emporia State University invites applications for a tenure-track Assistant/Associate Professor position in the Graduate Art Therapy Program beginning August, 2005. Appointment is nine-month with the possibility of summer teaching assignment. Responsibilities include teaching art therapy courses in an American Art Therapy Association accredited Master's in Art Therapy program, teaching undergraduates and graduate psychology courses, advising students, directing master's projects and theses, and supervising practicum. Excellence in teaching and maintaining an active program of research or scholarship is desirable. Ph.D. in Counseling Psychology or Counseling preferred, but ABD considered. A counseling license or eligibility for licensure is also preferred. Salary is commensurate with experience and qualifications. Screening of applications will begin January 20, 2005 and continue until the position is filled. Finalists will be invited to submit a portfolio of five examples of artwork (on disk or slides), and names and contact information of three references to Dr. Nancy Slater, Chair, Art Therapy Search Committee, Department of Psychology and Special Education, Box 4031, Emporia State University, Emporia, KS 66801; email: slatercn@empora-

INDIANA

VALPARAISO UNIVERSITY Counseling/Clinical: Valparaiso University has a tenure track opening for Fall 2005. We seek candidates to contribute to our Counseling M.A., CMHC M.A. and joint Psychology-Law JD/MA programs. Ph.D. in Counseling from CACREP-accredited program preferred, but ABD's or Ph.D. in Clinical will also be considered. Indiana licensure eligible preferred; specialization open. Demonstrated teaching excellence and involvement of students in established research program. Teach General Psychology, Abnormal Psychology, Counseling Theories, in addition to specialty area. Candidates should be sympathetic with a scholarly community in the Lutheran tradition. Valparaiso University is a top ranked, private, institute located in Northwest Indiana near the Indiana Dunes on Lake Michigan, and one hour from Chicago Loop. Send vita, reprints and three letters of recommendation by January 15, 2005 to Dr. Daniel Arkin, Chair, Human Development and Psychology, Department, 1001 Campus Drive South, Valparaiso University, Valparaiso, Indiana 46383. Valparaiso University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply.
Western Connecticut State University is currently accepting applications for the position of Assistant Director for Academic Advising. The University, with two campuses in Danbury, CT, works with and is supported by a forward-thinking innovative business community and collaboration with several local, state, and regional community agencies and educational institutions. For additional information about the University, please visit our website at http://www.wcsu.edu.

General duties of the Assistant Director will include assisting with the operations of the Advising Center, providing persistence and integrated educational services to students, and providing academic and career information and advisement. This position will also be required to assist in the establishment and maintenance of a graduate advising program and career options. Assist students in establishing an integrated education plan, make referrals to appropriate academic departments and other advising resources, as well as coordinate with Campus Career Services to offer internship opportunities.

Application Process: Interested applicants should submit a letter of application, resume and names and contact information of three references with e-mail addresses to: Dr. Linda Vaden-Goad, Dean of Arts & Sciences, Western Connecticut State University, 181 White Stone Dr., Danbury, CT 06810. Applications must be received by December 10, 2004.

The Counseling Education Program in the College of Education at the University of Central Florida is currently accepting applications for the Assistant Director and Ph.D. Program in Counselor Education to fill the following Graduate Assistantship positions:

**Florida Marriage and Family Institute:** This position will involve working with a team of Counselor Educators and graduate students in all aspects of grant management. Duties include coordinating and scheduling meetings, and preparing supervisory and family internas well as direct clinical services. Community Counseling Clinic: Participants will be the day-to-day operations of the University of Central Florida's Community Counseling Clinic. Duties will include intake, scheduling, and providing supervision.

**Ph.D. Program:** Applications are currently being accepted for the position of Assistant Director at the University of Central Florida. The Ph.D. Program is designed as a full-time immersion experience with a heavy focus on individual supervision.

Please contact the program coordinator at dperino@ucf.edu or http://www.ucf.edu/cse/phd/ or visit the graduate office for more information or the online application at http://www.ucf.edu/cse/.

**Assistant Director - Academic Advising**

Western Connecticut State University, 413 White Stone Dr., Danbury, CT 06810

**Assistant Director - Academic Advising**

University of Central Florida

The Counseling Education Program in the College of Education at the University of Central Florida is currently accepting applications for the position of Assistant Director for Academic Advising. The University, with two campuses in Danbury, CT, works with and is supported by a forward-thinking innovative business community and collaboration with several local, state, and regional community agencies and educational institutions. For additional information about the University, please visit our website at http://www.ucf.edu.

General duties of the Assistant Director will include assisting with the operations of the Advising Center, providing persistence and integrated educational services to students, and providing academic and career information and advisement. This position will also be required to assist in the establishment and maintenance of a graduate advising program and career options. Assist students in establishing an integrated education plan, make referrals to appropriate academic departments and other advising resources, as well as coordinate with Campus Career Services to offer internship opportunities.

Application Process: Interested applicants should submit a letter of application, resume and names and contact information of three references with e-mail addresses to: Dr. Linda Vaden-Goad, Dean of Arts & Sciences, Western Connecticut State University, 181 White Stone Dr., Danbury, CT 06810. Applications must be received by December 10, 2004.

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MASSACHUSETTS

SUUFFOLK UNIVERSITY
Assistant Professor: Tenure Track, Director of School Counseling Program: The Counseling Program of the Education and Human Services Department at Suffolk University invites applications for an assistant professor, tenure track position which will begin in September 2005. Applicants must have a doctorate degree in Counseling, School Psychology, or Counseling Education. Course responsibilities will include teaching the following graduate courses: practicum, introduction to school counseling, career development, interpersonal skills laboratory, and issues in school counseling. Other courses may include: research methods, psychological testing, counseling diverse populations, group counseling, substance abuse and treatment, adult development, counseling theory, family therapy, ethical/legal issues, and child and adolescent development. The School Counseling Program leads to a Master of Science degree (36 credits) and initial licensure as a grade 5-12 school counselor. Salary is commensurate with experience. Applicants should send a letter of application, curriculum vitae, statement of research interests, representative publications, and three letters of reference. Review of applications will begin immediately and continue until the position is filled. Interviews may be required pending available funds. Application should be sent to: School Counseling Search Committee, Suffolk University, School of Education and Human Services Department, Suffolk University, 41 Temple Street, Boston, MA 02114. Suffolk University is an Affirmative Action/Equal Opportunity Employer.

MICHIGAN

EASTERN MICHIGAN UNIVERSITY
Two Positions: Eastern Michigan University is located in Ypsilanti, Michigan, adjacent to Ann Arbor and 45 minutes to downtown Detroit. Two tenure track faculty positions available for Fall, 2005. A doctorate in counselor education (CACREP-accredited program desirable) or counseling psychology is required. School Counselor Position: Assistant Professor #F0551: Teach school counseling courses and courses in the core curriculum on and off campus, supervise practicum and school counseling internships. Experience as a school counselor is strongly preferred. Eligibility for licensure as a professional counselor in Michigan is required (www.emich.edu/public/aa/ahr/F0551.htm). Clinical Counseling Position: Assistant/Associate Professor #F0558: Will teach and advise graduate-level students on and off campus for the college, community and school counseling program on a half-time basis. The other 50% of the appointment is housed in the counseling clinic. Essential duties: providing administrative oversight of counseling clinic, serving as coordinator for clinical experiences in the counseling program, and coordinating ongoing counseling groups. Submit letter of interest, detailed curriculum vitae, names of at least three references. Review of applications will continue until a finalist is identified. Send curriculum vita to: Hazelden Foundation, Human Resources BC 16, PO Box 11, Center City, MN 55114. E-mail: jobs@hazelden.org, fax: 612-213-4394, or apply online at www.hazelden.org.

MINNESOTA

HAZELDEN
Associate/Assistant Professor: The Hazelden Foundation is an internationally renowned non-profit organization whose mission is to build recovery in the lives of individuals, families and communities affected by alcoholism, drug dependency and related diseases through recovery services, education, publishing and research. The Hazelden Graduate School of Addiction Studies invites applications for a full-time (40/hr/wk.), 12-month faculty appointment. This position involves teaching evening core courses, providing daytime clinical supervision and advising of students, and functioning as the liaison between clinical staff and the blended student body consisting of masters and certificate students. You will also have an opportunity to serve on committees and participate in administrative functions. Qualifications include a Doctorate or Doctoral candidate. Salary is commensurate with experience. Send curriculum vita to: Hazelden Foundation, Human Resources PO Box 16, PO Box 11, Center City, MN 55114. Fax: 651-213-4394, or apply online at www.hazelden.org.

MISSISSIPPI

JACKSON STATE UNIVERSITY
Assistant/Associate Professor: The Department of School, Community and Rehabilitation Counseling is accepting applications for Assistant/Associate Professor-earned doctorate in counselor education, counseling psychology or rehabilitation. Prefer strong background/preparation in community mental health, school or rehabilitation counseling and license or certification eligible. Preferably certified and/or licensed in the State of Mississippi, p.i., e.g., NBCC, LPC, APPI, or CRCC certified and licensed. Must have strong communication skills and the ability to integrate technology into instructional process. Responsibilities include teaching, supervising counseling internships, providing services in counseling laboratory, advising students, participating in research, writing grants, serving on committees and chairing student theses. Submit a letter of application, curriculum vitae, three letters of reference and official transcript(s) to the following address: e-mail: jf225@jsums.edu. Job Parish-Jackson, Acting Chair, Jackson State University, 1400 J.R. Lynch St./P.O. Box 17122, Jackson, MS 39217. (601) 979-2361 (See http://www.jsums.edu)

THE UNIVERSITY OF MISSISSIPPI
Assistant/Associate Professor: Counselor Education Department: Leadership and Counseling Education, Job Type: Full-Time. The School of Education invites applications for a full-time tenure-track position at the rank of Assistant/Associate Professor for an appointment beginning Fall, 2005. Responsibilities include teaching counseling, counseling psychology, and a clinical practicum. Applicants are expected to maintain an active research agenda and contribute to the scholarly life of the university. Qualifications include a doctorate in counselor education, counseling psychology, or counselor education. The department is interested in professionals who demonstrate a commitment of service to diversity in education and a commitment to the recruitment and retention of a diverse student body. Applications should include a letter of application, curriculum vitae, a statement of research and teaching interests, and three letters of recommendation to: The Chair, Search Committee, School of Education, 39217. (601) 979-2361 http://www.isums.edu

Eastern Michigan University
Department of Leadership & Counseling
Eastern Michigan University's Department of Leadership and Counseling offers CACREP-accredited master's degree programs in college counseling, community counseling, and school counseling. These programs are committed to developing professional counselors who actively promote the well being of individuals, institutions, and communities through the application of knowledge and skills that enhance the diversity, dignity and development of the clients and communities that they serve. Eastern Michigan University is located in Ypsilanti, Michigan, adjacent to Ann Arbor and 45 minutes to downtown Detroit.

Assistant/Associate Professor Position: Clinical Counseling - Posting #F0558
Responsibilities: The clinical counseling faculty appointee will teach and advise graduate-level students on and off campus for the college, community and school counseling program on a half-time basis. The other 50% of the appointment is housed in the counseling clinic. Examples of essential duties include: providing administrative oversight of the counseling clinic, serving as the coordinator for clinical experiences in the counseling program, and coordinating on-going counseling groups. Involvement in research and writing is required.
Qualifications: A doctorate in counselor education (CACREP-accredited program desirable) or counseling psychology is required. The ability to teach core counseling courses is necessary. Experience in one or more of the following is desirable: couples and family counseling, career counseling, substance abuse counseling. Strong clinical background required. Eligibility for licensure as a professional counselor in Michigan is also required.
A competitive salary will be based on qualifications and prior experiences with a tenure-track appointment at the assistant/associate professor rank. The starting date should be no later than August 28, 2005.

Assistant Professor Position: School Counseling - Posting #F0551
Responsibilities: Faculty will teach graduate-level courses and off campus for the college, community and school counseling program on a half-time basis. The other 50% of the appointment is housed in the counseling clinic. Examples of essential duties include: providing administrative oversight of the counseling clinic, serving as the coordinator for clinical experiences in the counseling program, and coordinating on-going counseling groups. Involvement in research and writing is required.
Qualifications: A doctorate in counselor education (CACREP-accredited program desirable) or counseling psychology is required. The ability to teach core counseling courses is necessary. Experience in one or more of the following is desirable: couples and family counseling, career counseling, substance abuse counseling. Strong clinical background required. Eligibility for licensure as a professional counselor in Michigan is also required.
A competitive salary will be based on qualifications and prior experiences with a tenure-track appointment at the assistant professor rank. Starting date should be no later than August 28, 2005.

Applications should include a letter of application, detailed curriculum vitae, samples of professional writings, and names/telephone numbers/email addresses of at least three references. Review of applications will continue until a finalist is identified. All materials should be sent to:
munity of Oxford, Mississippi. Learn more about the University of Mississippi and the School of Education at http://www.olemsiss.edu. Please submit the following materials to the Office of Human Resource Personnel, Station 21, 3000 Goddard Lane, MS 38677, University of Mississippi, MS 662 915-7198 shburnham@olemiss.edu. Qualifications 1) Doctorate in Counselor Education from a CACREP accredited institution or closely related area, (2) experience as a counselor, (3) demonstrated expertise in research and statistics, (4) potential for research and scholarly activity, (5) qualified to teach, supervise, and advise counseling students, (6) expertise in a specialty area, and (7) eligible for counselor license in Mississippi.

Job Responsibilities / Skills Teach a variety of graduate-level counseling courses, supervise practicum and internship students, serve on doctoral dissertation committees and specialist fields committee, provide career and advancement advising, participate in program governance, engage in scholarly activity, and provide service to the university and community.


NEW MEXICO

EASTERN NEW MEXICO UNIVERSITY Career Guidance and Professional Mental Health Counseling Position: Must possess a Masters Degree in Counseling or closely related field. MA and NM Board approved LPC or ability to obtain license. Ten month contract; Salary commensurate with experience; Women and Minorities encouraged to apply. Application Process: To apply: Send 1) Letter of Interest 2) Resume 3) Names Addresses and phone numbers of 3 references 4) ENMU application form (www.enmu.edu) to: Eastern New Mexico University, Counselor Search, Personnel, Station 21 1500 S Ave. K, Portales, NM 88130

NEW YORK

ALBERT ELLIS INSTITUTE Clinical Fellowships In Rational Emotive Behavior Therapy And CBT: A limited number of part-time one year pre-doctoral Internships and two year post-graduate Fellowships are available at The Albert Ellis Institute beginning July 2005. Intensive supervision of individual, couples, and group therapy will be given by Albert Ellis, Ph.D., Roy DiGiuseppe, Ph.D., Michael Broder, Ph.D., and Kristene Doyle, Ph.D. Candidates carry a diverse caseload of clients, co-lead therapy groups, participate in special seminars and ongoing clinical research, and co-lead public workshops. Stipend is given for 16 hours per week of involvement in a wide variety of professional activities. Send requests for applications to: Dr. Kristene Doyle, Albert Ellis Institute, 45 East 65th St., New York, NY 10021. Deadline for applications is March 1, 2005.

ALBERT ELLIS INSTITUTE Summer Fellowships In Rational Emotive Behavior Therapy-And CBT For Full-Time University Students: Albert Ellis Institute is offering a 3 week fellowships for university and college faculty in psychology, psychiatry, counseling or social work are being offered at the Albert Ellis Institute in July 2005. The program will feature intensive training in REBT, direct supervision of therapy sessions, special seminars, and the opportunity to co-lead a therapy group with Dr. Albert Ellis and other Institute faculty. Send statement of objectives for your participation along with a vita to Dr. Kristene Doyle, Albert Ellis Institute, 45 East 65th Street, New York, NY 10021; or fax at 212-249-3382; or e-mail at krisdoyle@albertellis.org. Proficiency in English is required. Stipend provided. Deadline is February 15, 2005.

SUNY BUFFALO Assistant Professor: The Department of Counseling, School, and Educational Psychology at SUNY, Buffalo invites applications for an Assistant Professor with a doctorate in Counseling Psychology or closely related area (preferably from an APA accredited program). Experience in mental health settings, eligibility for licensure as a Mental Health Counselor, School Counselor, School Psychologist, and a Ph.D. in Counseling, School Counseling, Rehabilitation Counseling, and Counseling in Higher Education Settings, and a Ph.D. in Counselor Education and Supervision. All programs are either CACREP- or CORE-accredited. Additional information about the Department may be obtained from our website at http://www.counseling.sabuffalo.edu. Applicants should send curriculum vita, letters of reference and publications to: Dr. Janine M. Bernard, Chair, Search Committee, Counseling and Human Services Department, SUNY, Buffalo, NY 14260-1000, or fax at 716-645-2477; or e-mail at janine.k@buffalo.edu. Review of applications begins December 15, 2004 and continues until the position is filled. The University at Buffalo - SUNY is an affirmative action/equal opportunity employer and highly encourages women and minority candidates to apply.

SYRACUSE UNIVERSITY Assistant Professor: Syracuse University invites applications for a tenure-track position in Counseling and Psychological Services Department, beginning August 15, 2005. Applicants should have an earned doctorate in Counselor Education or a closely related discipline by the appointment date and an expertise in Community/Mental Health Counseling. Preferred candidates will also have evidence of research skills indicating the potential for tenure at a Research I university, and competence for teaching in the areas of community counseling, multicultural counseling and group counseling. Experience as a mental health counselor is also desirable, as is experience with CACREP accreditation. NCC certification and/or licensure as a mental health counselor are desirable. Academic appointment is 9 months with the possibility for summer teaching. The successful candidate will serve as coordinator of the Community Counseling Program. The position includes teaching, supervising practicum and internships, conducting and supervising research, writing for publication, and advising master's and doctoral students. Salary is competitive. The CHS Department is housed within the School of Education and includes master's level concentrations in Community Counseling, School Counseling, Rehabilitation Counseling, and Counseling in Higher Education Settings, and a Ph.D. in Counselor Education and Supervision. All programs are either CACREP- or CORE-accredited. Additional information about the Department may be obtained from our website at http://www.counseling.ses.syr.edu/. Applicants should send curriculum vita, letters of reference and publications to: Dr. John A. O'Connell, Chair, Search Committee, Counseling and Psychological Services Department, SUNY, Syracuse University, Fall Avenue at Borden Street Syracuse, New York 13244-3240. In order to ensure full consideration, materials should be postmarked no later than December 31, 2004. Syracuse University is an AA/EEO University.

NORTH CAROLINA

APPALACHIAN STATE UNIVERSITY School Counseling: Appalachian State University invites applications for a tenure-track assistant professor position beginning in August 2005 in School Counseling (CACREP accredited program). A doctorate (completed by 2005) in counselor education or related field with focus in school counseling and a minimum of two years school counseling experience are required. Candidate must be eligible for North Carolina licensure. The ability to work with diverse populations, teach school counseling specialty courses (i.e., multicultural, introduction, seminar, consultation, legal & ethical), and provide supervision for practicum and internship are preferred. For additional information access our website at http://www.hps.appstate.edu/counseling/searchpositions.html. The date for the initial review of completed applications is January 10, 2005 and the position will remain open until filled. For more information please contact http://www.husd.appstate.edu/EOA/EOA.html. Applicants must include a letter summarizing interest and “fit” for the position, curriculum vita, and the names, addresses, and telephone numbers of three references. Mail to: Dr. Lee Bartu, SC Search, Human Development and Psychological Counseling, Appalachian State University, Boone, NC, 28608. Appalachian State University is an EEO/AA employer and encourages applications from women and minorities.

NORTH DAKOTA

ANCESTOR ASSISTANT PROFESSOR Positions: North Dakota State University invites inquiries, nominations, and applications for two tenure-track ASSISTANT PROFESSOR positions in the counselor education program within the School of Education to begin August 15, 2005, or as negotiated. People of color and women are encouraged to apply. RESPONSIBILITIES: Both positions are tenure-track in the CACREP accredited master's degree counselor education program (CACREP and NCC, respectively) with an opportunity to be involved in a relatively new HDE doctoral program with a
counselor education track (that will be reviewed soon for accreditation). Responsibilities will include teaching (including distance course delivery), advising and supervising master's and Ph.D. counselor education students; research; and service. Earned doctorate in counselor education complete at the time of hire. Review of applications will begin after December 1st and will continue until positions are filled. For full job announcement and application procedures see http://www.ndsu.nodak.edu/ndsu/jobs/positions/5521.htm or contact Dr. Carol Sommer, Search Committee Chair, 210 Family Life Center, North Dakota State University, Fargo, ND 58105-5077; Telephone: 701-231-8077 Fax: 701-231-7941; Email: Carol.Sommer@ndsu.nodak.edu. The search will be conducted in compliance with North Dakota open records laws. NDSU is an equal opportunity institution.  

OHIO  

THE UNIVERSITY OF AKRON  

Counselor Education: Marriage & Family Therapy. The Department of Counseling is recruiting for a full-time, tenure-track Professor of Counseling, with a ranking position in the Marriage & Family Therapy programs at The University of Akron. The individual chosen should possess a Ph.D. in Marriage and Family Therapy or a related discipline, be a Clinical member of AAMFT, and have potential for teaching excellence in the graduate programs in the Department of Counseling. Must be eligible for Marriage and Family Therapist license in Ohio. Position responsibilities include teaching courses in Master's and Doctoral programs, advising and advising Master's and Doctoral students in the Departmental Clinic, grant-writing, research, presentations and leadership at the state and national levels and service at the Departmental, College and University levels. Applicants should send letter of application, vita, official transcripts, three professional letters of reference, and other supporting documents to: John Zaraki, Ph.D., Search Committee Chair, Department of Counseling, The University of Akron, Akron, Ohio 44325-5007. Application review will begin December 15, 2004 and will continue until positions are filled. The University of Akron is an equal opportunity employer. Additional information may be found at http://www.uakron.edu/colleges/edu/CSE/searches.php.

OREGON  

PORTLAND STATE UNIVERSITY  

Counselor Education: The Department of Special Education and Counselor Education at Portland State University has a tenure track counselor education faculty position available starting Fall 2005. Interested candidates are sought to develop and teach on  

CAREP core curriculum with specialty expertise in one of the following: School, Rehabilitation, or Couples, Marriage & Family Counseling. Full position description, qualifications, and application information available at: http://www.hrec.pdx.edu/openings/unclassified/index.htm  

Portland State is an AA/EO institution and, in keeping with the President's diversity initiatives, welcomes applications from people with diverse backgrounds. Applications will be accepted until positions are filled. For more information, contact: cpk@pdx.edu or visit us at http://www.pdx.edu/ehs. Portland State University is an Equal Opportunity/Affirmative Action employer.  

Pennsylvania  

UNIVERSITY OF SCRANTON  

Assistant/Associate Professor: Department of Counseling and Human Services, Faculty Position in School Counseling. Full-time, 9-month academic year, tenure track, faculty position in Counseling and Human Services department, starting August 2005. Applicants should possess a doctorate in Counseling or School Counseling. Counselor Education and Supervision with rehabilitation counseling experience and training, or a closely related field (ABD considered). Assistant or Associate rank. Graduate of, or experience with a CACREP accredited program preferred. Proficiency in Spanish to participate in the ongoing development of bilingual collaborative community and international programs is desirable. Applicant should have credentials and experience in Rehabilitation Counseling. CRC credential, rehabilitation counseling experience, and strong research skills required. Eligibility for Pennsylvania state counselor license is preferred. Responsibilities include 21 credit hours of teaching, graduate and undergraduate level course work, classroom teaching, research, clinical supervision of Master's level rehabilitation counseling students, and student advisement. Engaging in professional development, research, publication, and community service is expected. Pursuit of an active research agenda, is necessary for promotion and tenure. Opportunities available for teaching in off-campus programs and working with alternative methods of instruction. For more information please visit: http://academic.uofs.edu/departments/chs/teacher.html Send letter of interest, curriculum vita, copy of transcripts, and letters from three references to Lori A. Bruch, Ed.D., CRC, Search Committee Chair, Department of Counseling and Human Services, Pasqua College of Professional Studies, McGurrin Hall 435, University of Scranton, Scranton, PA 18510-4523 by January 15, 2005. The University of Scranton is a selective College of Liberal Arts and Sciences with a diverse student body of approximately 5,000 students located in northeastern Pennsylvania near the Pocono Mountains. The University is a broadly regional, comprehensive university of national prominence. All three graduate degree programs are fully accredited (CACREP, CORE). The Department also offers a Certificate of Advanced Graduate Studies (CAGS) and a collaborative counseling psychology program. The University is a member of the Open University of New York and currently enrolls approximately 5,000 students.  

Southern California  

UNIVERSITY OF SOUTH CAROLINA  

Assistant Professor: The Counselor Education Program at the University of South Carolina invites applications, beginning August 2005, for an Assistant Professor in School Counseling. This is a 9-month tenure track position. Primary responsibilities include securing external research funding, generating an active research agenda, teaching, counseling, advisement, and supervision of Master's level students. Candidates must have a Ph.D. in School Counseling, Community Counseling, and Rehabilitation Counseling are nationally accredited (CACREP, CORE). The Department also offers a Certificate of Advanced Graduate Studies (CAGS) and a collaborative counselor psychology program. The University is a member of the Open University of New York and currently enrolls approximately 5,000 students.  

Tennessee  

UNIVERSITY OF TENNESSEE, KNOXVILLE  

Assistant Professor: The Department of Educational Psychology & Counseling in the College of Education, Health, and Human Sciences at the University of Tennessee seeks to hire a tenure track faculty position. The University of Tennessee is an AA/EO Employer/Educator. Minority persons, women and persons with disabilities are encouraged to apply.  

VILLANOVA UNIVERSITY  

Assistant Or Associate Professor Of Counseling And Human Relations: The Department of Education and Human Services seeks two faculty members for tenure track positions beginning in August 2005. Applicants will supervise interns and must be qualified to teach courses in Research & Evaluation, Counseling Diverse Populations, as well as Group Dynamics at both the graduate and undergraduate levels. Doctorate degree in Human Services, Counselor Education, or a related field, record of scholarship, and a familiarity with the accreditation process required. Submit a letter of application describing experience and scholarly interests, current CV, one writing sample, three letters of recommendation, and all graduate and undergraduate transcripts to: Dr. C. Titone, Director of Education & H., 302 St. Augustine Center, Villanova University, Villanova, PA 19085-1699. Deadline: December 17, 2004. Villanova University is a Roman Catholic university sponsored by the Augustinian order. An AA/EO Employer, We seek a diverse faculty, respect, and can contribute to the University's mission and values.

Texas  

TEXAS STATE UNIVERSITY- SAN MARCOS  

Faculty Positions: The Professional Counseling Program at Texas State University-San Marcos is currently seeking to fill two tenure-track faculty positions. Both positions are rank open (Assistant, Associate or Professor), with service and program support in a CACREP approved Professional Counseling Program. Specific responsibilities will include teaching courses leading to certification/licensure in school counseling and professional counseling, in addition to an active, productive program of research. Other responsibilities include student advisement and service to the program, department, and university. Candidates must have earned doctorate from an accredited program, experience with play therapy (we especially solicit Registered Play Therapists), and experience as a clinical supervisor. The successful candidates will teach courses on both the main university campus and at the Round Rock Higher Education Center in Williamson County. School Counseling: Emphasis: The successful candidate for this position will have experience working as school counselor and be certified, or eligible for certification, as a school counselor. Evidence of scholarship or potential for

Mental Health Service Provider or eligible for licensure upon appointment; provide evidence of strong leadership, management, clinical, research, and grant writing skills; and have counseling work experience. Applicants with rehabilitation counseling experience, CRC certification, and familiarity with CORE accreditation requirements are particularly welcome. Send cover letter, resume, and names, addresses, and telephone numbers of three references to Dr. Marla Peterson, The Department of Educational Psychology & Counseling, 444 Claxton Hall, University of Tennessee, Knoxville, TN 37996-3452. The University of Tennessee is an EEO/A/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services.
scholarship, as well as university teaching experience, are preferred. Child and Adolescent Emphasis: The successful candidate for this position will have demonstrated professional experience in school counseling and be eligible for and be licensed, or eligible for, an LPC, Psychologist, and/or LMFT. Candidates who are Registered Play Therapists (RPT) will be preferred. Review of applications will begin on February 15, 2005 and continue until the position is filled.

Applicants should send a letter of application specifying position applied for and addressing their qualifications for this position, current vitae, and the names, addresses, and telephone numbers of five references to the Search Committee Chair, Department of Educational Leadership and Counseling, Old Dominion University, 110 Education Building, Norfolk, Virginia 23529-0161. Review of applications will begin January 10, 2005 and continue until the positions are filled. Old Dominion University is an affirmative action/equal opportunity institution and requires compliance with the Immigration Reform and Control Act of 1986.

OLD DOMINION UNIVERSITY Assistant Professor of School Counseling: All applicants must hold a core set of values that demonstrate abilities and commitment to: professionalism; strong collaborative relationships with students, colleagues, schools, and/or agencies; teaching through multiple modalities to allow students greater access to higher education; value-added impact of the educational experience through student and program outcomes; and enhancement of the national reputation of the Old Dominion University as a leader in counseling education. The candidate must hold an earned doctorate and have demonstrated a strong commitment to research, teaching, and service. The candidate should also have strong interest and a demonstrated track record in university outreach with the goal of increasing access to services for university minority communities and implementing effective programs focused on the underserved needs of culturally diverse students. Submit letter of application and current vitae to: Department of Educational Leadership and Counseling, Old Dominion University, 110 Education Building, Norfolk, Virginia 23529-0161.

APPRAHANNCK COINClD AGAINST SEXUAL ASSAULT Clinical Services Director: Requirements: Master's degree and two years experience in social work, counseling, psychology or any directly related field. Licenses preferred. Send resume to Rappahannock Coalition Against Sexual Assault, Attn: CSID, PO Box 1276, Fredericksburg, VA 22402. Open until filled.

EASTERN WASHINGTON UNIVERSITY Assistant Professor Counselor Education: (tenure track) in a CACREP program beginning fall 2005. Expected to teach in counselor education as well as direct field practicum experiences. Send letter of application, vitae, and three references to: Dean, Attn: Office of the Dean, Attn: S. Bean, College of Education and Human Development, Old Dominion University, 110 Education Building, Norfolk, VA 23529-0161 or 800-242-2422 or http://www.ewu.edu/ for full description.

WISCONSIN UNIVERSITY OF WISCONSIN-MADISON Assistant Professor in Rehabilitation Psychology, tenure track in the Department of Rehabilitation Psychology. Candidates must hold an earned doctorate in Rehabilitation Psychology and Special Education: Start date: August 22, 2005. Application Deadline: January 18, 2005. Position and application details available at www.education.wisc.edu/pspp/ under "Employment: Faculty Positions." Inquiries: Professor Feng Chen, Search Committee Chair, University of Wisconsin-Madison, Department of Rehabilitation Psychology and Special Education, 432 N. Murray Street, Room 414, Madison, WI 53706; Phone: 608-262-3177; E-mail: mchen@wisc.edu. Unless confidentiality is requested in writing, information regarding applicants will be released upon request. Finalists cannot be guaranteed confidentiality. Males and females are equally encouraged from women, minorities, and people with disabilities. The University of Wisconsin-Madison is an equal opportunity employer.
First quarter ACA fiscal report

BY JANE GOODMAN
FOR COUNSELING TODAY

In an effort to keep the membership fully informed and simultaneously comply with Governing Council policy, quarterly fiscal reports are issued in Counseling Today. This quarterly report (summarizing July 1-Sept. 30) represents the first report for the fiscal year ending June 30, 2005.

The Balance Sheet, which is presented with this report, is intended to reflect the American Counseling Association's financial position at any given point in time. The Balance Sheet gives a picture of the association's financial position as of Sept. 30. At Sept. 30, ACA owned $7,300,919 in assets. Of these assets, $5,140,334 was in cash and investments. In addition, ACA holds a $1 million note from its landlord at an above-market rate (8.25 percent).

At Sept. 30, the association's liabilities included vendor fees of approximately $553,593, staff salaries and benefits of $454,332 and fees collected on behalf of related organizations of $74,463. Members benefits to be fulfilled total $3,685,428 and appear as a liability because ACA receives membership revenues annually while providing member benefits monthly.

As this Balance Sheet indicates, ACA's net worth at Sept. 30 is $2,533,105. This indicates that the association remains financially positive. However, efforts must continue to be made to ensure the association's long-term stability.

At Sept. 30, the association reported $392,561 in excess expenses over revenues. ACA's revenues are $89,740 lower than those reported last year due to a decline in membership and a decline in the value of the association's investment portfolio. Expenses incurred through the first quarter are 131,650 higher. The ACA Financial Affairs Committee will continue to monitor the association's revenues and expenditures on a monthly basis. ACA intends to continue developing more programs as it realizes greater success in its legislative activities, and continues to provide established programs and benefits to its members.

The ACA Financial Affairs Committee, in collaboration with the administrative staff and the Governing Council, convenes monthly to evaluate the financial position of the association and to recommend pertinent action. Quarterly reports are provided to the membership via Counseling Today.

June Goodman is the ACA treasurer.

Division, Region & Branch News

Continued from page 39

"Career Convergence," the NCDA web magazine.

Special Category Members appreciated the listings of their contact information on site, as it has helped with PR and referrals.

Users are still unaware of all the resources available on the Website. Among the member suggestions that the Website Committee may consider are adding a membership directory, adding tools to serve special populations, expanding government relations or legislative information, adding a job classifieds section, providing information on continuing education options, presenting information on career assessment tools and providing updates on regional news and international trends.

The redesign was truly a step-by-step process, as each change was explored both technically and visually. The third and final mockup, including all navigational changes, began the last week in July. Extensive content movement from the old site to the new took place in August. The redesigned Website debuted on schedule in September.

Additional follow-up changes are still in process, but members can already benefit from the improved layout and technical navigation of the redesigned website. Colorful icons, need-based resources, expanded drop-down boxes and new photos are just some of the changes. The ability to search expanded areas of the website is a terrific timesaver.

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But, the real world presents us with many risks — often unexpected. We’re human and mistakes happen — mistakes that could lead to lawsuits. And sometimes, even when we do everything right, we can still face a frivolous lawsuit.

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If you are summoned before a licensing board regarding a disciplinary inquiry related to your professional conduct arising out of a covered license protection incident, HPSO will provide up to $25,000 aggregate, up to $10,000 per proceeding for your legal defense and other covered expenses.

✓ Assault Coverage
HPSO covers your medical expenses or damage to your property, up to $25,000 aggregate, up to $10,000 per incident if you are assaulted at work or while commuting to and from your workplace.

✓ Deposition Representation
When you are required to appear at a deposition that arises out of your professional services, HPSO will reimburse you up to $5,000 aggregate, up to $2,500 per deposition.

✓ Defendant Expense Benefit for Lost Wages
You will be reimbursed for lost wages and covered expenses incurred when you attend a required trial, hearing or proceeding as a defendant in a covered claim — up to $10,000 aggregate.

✓ Personal Injury Protection
HPSO protects you against covered claims arising from charges of privacy violation, slander, libel, assault and battery, and other alleged personal injuries committed in the conduct of your professional services.

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"I just wanted to let you all know I passed the NCMHCE here in Illinois after taking it this past April 21st. The materials I purchased helped greatly and I wanted to thank you for a quality product."

Mark J. Schilt, MA, LCPC


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