The Senate passed a budget bill (S. 1932) on Nov. 3 that included more than $70 billion in federal spending reductions over the next five years and roughly $35 billion in new spending. Among its many provisions, the bill includes language sponsored by Sens. Craig Thomas (R-Wyo.) and Blanche Lincoln (D-Ark.) to establish Medicare coverage of licensed professional counselors and marriage and family therapists.

A counselor decided to include both primary and secondary infertility patients in the same support group. This meant that people who were struggling to have a second or third child were thrown in with the Ceizyks, who were trying to conceive for the first time. "Absolutely the worst experience we ever had was a session with four other primary infertility couples plus one mother who already had two kids and was having trouble becoming pregnant with her third," Denny Ceizyk remembered.

"She brought one of the children to the support group and allowed her to run around during the whole session. I cannot describe the pain that caused. The counselor had no idea of the magnitude of that experience."

Referring couples to the appropriate resources is just one of many nuanced tasks that counselors must consider when working with clients who are facing infertility issues. Couples frequently describe infertility as a roller coaster ride. Expectations build as new treatments are considered, while any lack of success seems like a free fall.

Counseling ‘incomplete’ families
Helping couples cope with the roller coaster ride of infertility

BY STACY NOTARAS MURPHY

Donny and Lisa Ceizyk of Oro Valley, Ariz., benefited from the encouragement of caring counselors, doctors and retreat leaders during their six-year journey through infertility. But the pain caused by one support group session still stands out.

A counselor decided to include both primary and secondary infertility patients in the same support group. This meant that people who were struggling to have a second or third child were thrown in with the Ceizyks, who were trying to conceive for the first time.

"Absolutely the worst experience we ever had was a session with four other primary infertility couples plus one mother who already had two kids and was having trouble becoming pregnant with her third," Denny Ceizyk remembered. "She brought one of the children to the support group and allowed her to run around during the whole session. I cannot describe the pain that caused. The counselor had no idea of the magnitude of that experience."

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Enough is enough
Helping parents define boundaries and be OK with saying no

BY ANGELA KENNEDY

As the holiday gift-giving season approaches, some parents find it hard to resist getting everything on their child’s wish list. Armed with a double latte in one hand and a newly paid-off charge card in the other, they will forge through numerous malls and toy stores marking off video games, dolls and action figures, one by one. But one counselor teaches that, despite the best of intentions, many parents are actually overindulging their children while ignoring their real needs.

Connie Dawson, co-author of How Much Is Enough? Everything You Need to Know to Steer Clear of Overindulgence and Raise Likeable, Responsible and Respectful Children — From Toddlers to Teens, is an American Counseling Association member on a mission. Her goal: To help families know when to say when. She is passionate about spreading the message that overindulgence isn’t just about “spoiling” kids but a serious form of neglect in which parents shield their children from taking part in developmental tasks and learning necessary life lessons.

Dawson and her co-authors, Jean Elsley Clarke and David J. Bredhoff, define overindulgence as:

- Giving children too much of what looks good, too soon and too long
- Giving them things or experiences that are not appropriate for their age, interests or talents
- Giving things to children that meet the adult’s need, not the child’s need
- Giving a disproportionate amount of family resources to one or more children in a way that appears to be meeting the children’s needs but does not. The

Continued on page 13
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Convention attendees can earn certificates from ACA Academies

Four ACA Academies will debut at the American Counseling Association/Canadian Counseling Association 2006 Convention in Montreal, April 1-3, 2006. Counselors who attend at least six Education Sessions related to one of four designated "tracks" over the three-day period will be able to earn one of the following ACA Academy certificates:

- School Counseling
- Counselor Education and Supervision
- Mental Health/Private Practice
- Diversity/Multicultural Issues

ACA Academy applications will be available in the official ACA tote bag. Attendees simply need to complete, sign and mail the form to ACA headquarters to receive the certificate at no additional cost. Each ACA Academy will offer several Education Sessions from which to choose. In addition to the Education Session requirements, attendees must visit the Exhibit Hall for a minimum of 30 minutes and attend the Opening Keynote Session on Saturday morning, April 1 at 9:30. Attendees should have plenty of chances to browse through the Exhibit Hall: It’s open on Friday from 5:30 p.m., on Saturday from 11 a.m.-6 p.m. and on Sunday from 10:30 a.m.-6 p.m.

The ACA Academy tracks provide ACA members with a structured opportunity to select Education Sessions that are focused on specific issues. The academy tracks will help attendees make the most of their time at the convention while providing the park of receiving official recognition from ACA for their efforts in professional development. "The ACA Academy tracks are something that came about from the number of people who wanted to seek special focus in various areas of our convention programming," said ACA Executive Director Richard Yep. "We are very excited and pleased to offer something that attendees have cited as a crucial need."

Both the application form and the ACA/CCA Convention program guide will list all the designated Education Sessions for the ACA Academy specialty areas. For more information, contact Holly Clubb with the ACA Learning Resources Department at 800.347.6647 ext 229 or via email at hclubb@counseling.org.

To register for the 2006 convention, call 800.347.6647 ext 222 or go online to www.counseling.org/convention. "Bright & Early" discounted registration rates increase after Jan. 15.

The Last Word

"We need to look at what we are hoping to be and the meaning of our lives up until this point. This is of human importance, not just to counselors."

— Robert Conyne, co-editor, Journeys to Professional Excellence (See "A collection of journeys" on page 30)

By the Numbers: Anxiety Disorders

According to the National Institute of Mental Health, (A) 4 million adults have General Anxiety Disorder, (B) 3.3 million have Obsessive-Compulsive Disorder, (C) 2.4 million have Panic Disorder, (D) 5.2 million have Post-Traumatic Stress Disorder and (E) 5.3 million have Social Anxiety. Many of these cases begin in adolescence or early adulthood. See page 18 for more information on counseling children and teens with Obsessive-Compulsive Disorder.
Calm after storm missing in hurricane discourse

I must admit I was perplexed by some parts of the Dignity, Development & Diversity column, "A multicultural-social-justice perspective of Hurricane Katrina," by Judy Daniels and Michael D’Andrea in the October 2005 issue of Counseling Today. I think most counselors see the wisdom of examining the effects of racism, sexism and classism within our society, and most counselors would like to see racism, sexism and classism eliminated. The problem is that much of our dialogue is angry and inflammatory and tends to polarize rather than educate. The e-mails that the authors included in their column are examples of this kind of inflammatory and polarizing discourse.

When I counsel couples, I work against this natural human tendency. I try to help each partner calm down, listen carefully and consider the valid points from the opposing side. Shouldn’t we be doing the same thing in our national discourse?

For example, one individual complained bitterly to the authors about the use of the word "refugee" and charged that the person who used the word "animal" in reference to the person who used the word "animal" in reference to the Katrina victims through "The Czar of Calamity." I was perplexed by this kind of emotional reaction. In our national discourse, we need to have this kind of educational dialogue so that we can respond appropriately.

Another individual lumped all looters together into a single category and decried use of the term "inflammatory" and polarizing discourse. Shouldn’t we be doing the required training and waiting to be called out. The training was not trauma counseling training.

I was brought in by our chapter as a volunteer for the American Red Cross, not as a professional counselor specializing in grief and loss. I was informed several times I was likely to be doing anything but counseling. I continued the fight to be allowed to go.

I had to agree to a three-week commitment, not two. I continued the fight to be allowed to go.

I wanted to "help our own" as was stated in the article, and I was treated not only unprofessionally, but not even with the common courtesy of having repeated calls returned.

I still want to "help our own" the next time there is a traumatic incident. I have, however, lost faith in the American Red Cross and, hence, the system the American Counseling Association has set up.

How do I make sure the next time there is a need that other professional counselors and I are not treated in the same manner?

Mary M. Murphy
Spokane, Wash.

Counseling Today

Vol. 48/No. 6

December 2005

Look for these special issues of Counseling Today in the months ahead:

- Counseling Around the World (January 2006)
- ACA/CCA Convention Preview (March 2006)
- Private Practice (June 2006)
- Back to School (September 2006)
- Graduate Students & New Professionals (November 2006)

Tell us what stories you would like Counseling Today to cover. Send your story ideas to jsrillins@counseling.org.
December and worldviews: A time for transitions

As we head to the end of 2005 and to the beginning of 2006, I, perhaps like many of you, am reflecting on the year and asking myself, "Where did the time go?"

It seems as though just a few weeks ago, I was reading news that is still sending reverberations through the lives of many. The images of the powerful waves sweeping across the beach and into hotel lobbies are still vivid. For those of us who weren't meteorologists, the word "tsunami" was added to our vocabulary. Across the world, groups of people mobilized a range of responses, all designed to lend support to the survivors of a devastating natural disaster. At this point I stop and wonder about the survivors. How are they doing today? What has the recovery process been like for them? Are things in their lives back to normal?

Another question I have relates to the psychological residue following a natural disaster of such epic proportions. How long does the emotional healing go on? In counseling we are taught to do role-taking to try to understand another's experiences. But can we really know and feel another's experience? My worldview about surviving a disaster is nonexistent, but I know this is not true for thousands of other people. In multicultural counseling we talk about reasons why one's worldview might change. It's clear that a changed worldview is just one of the many effects of a major life event.

During my travels of the past two months to various American Counseling Association region and branch conferences, I have been constantly reminded of counselors' compassion, generosity and optimism. In each region, ACA Foundation Chair Jane Goodman has introduced the ACAF Counselors Care Fund, established to give direct support to ACA members or related groups that were affected by Hurricanes Katrina and Rita. Grants of up to $1,000 are available to help ACA branch organizations; grants for as much as $500 are given to individuals. For instance, counselors who experienced losses to their private practice may need some new equipment. Students may need to purchase books to replace those swept away in the storm. ACAF has committed to match each gift to the Counselors Care Fund up to a total of $50,000. In her appeal to ACA members, Goodman reminds us that no contribution is "too small." ACAF continues to take contributions, so I refer you to the foundation's webpage at www.counseling.org/foundation.

Members in the different regions have also reminded me that although the immediacy of the hurricanes' effects have passed and the television coverage is now minimal, people's pain has not gone away. Dawn Leach indicated that the caregivers also need attention. We know counselors continue to volunteer their time to help survivors in the Gulf Coast states. Others from the area have suffered their own personal losses and still must grit their teeth about how you can support a caregiver. If you have ideas, please send them to me at empower@acsu.edu.

Once again, our worldview about nature and human nature has probably shifted. I have experienced hurricanes on the East Coast that never quite became disastrous. I remember going down to the ocean to watch the waves, totally impervious to the possible danger and devastation. After witnessing in the past few years alone the effects of excessive rain, tornadoes, earthquakes, mudslides and more, my respect for nature has only increased. But I also think about how our role-taking to try to understand others' physical, spiritual, and mental well-being have fortified my worldview of human nature.

Ex carinho para todos.

So here it is the month of diciembre/december/December. ACA has had a very good year. As I think about ACA, I know that in 2005 the Governing Council approved a very important set of strategic priorities for the association. Collectively and unanimously, we agreed to prioritize counselor employment issues, multiculturalism, partnerships, professional development, public awareness and a signature product. This is a very empowering message. We arrived at consensus because we dialogued, analyzed and listened to one another. Everyone who sat around the Governing Council table represents ACA, and that means all of us. In other words, we are looking out for our collective well-being and future. That's why I'm very optimistic about 2006 and beyond. The ACA worldview paradigm is a collective one.

Some of us are preparing to celebrate a new year, while others have a different calendar. Since my new year begins Jan. 1, I want to extend my sincerest wishes for your and your family's well-being. Feliz año nuevo.
One stranger's act

The acts of those who come before us and even those who are perfect strangers can have an incredible impact on our lives. Shortly before I was born, Rosa Parks decided that enough was enough. Her simple act of refusing to give up her seat on a public bus to a white passenger ultimately helped to provide me and millions of others with the opportunities that she and millions before her had been denied.

When Rosa Parks passed away earlier this fall, she became one of the few Americans (and the first woman) to lie in state at the United States Capitol. While the congressional act allowing her this honor was clearly deserved, it was but one of the many acknowledgments of her legacy as a person who risked her life to do the right thing and then continued to carry on the message of both hope and equality for the remainder of her life.

I know that many of us in the baby boomer generation, as well as those from subsequent generations, owe Rosa Parks a debt of gratitude. In addition to Rosa Parks, many others have played an instrumental role in making the United States a more equitable, fair and compassionate place to live. What will your legacy be in this endeavor? You need not participate in an act as revolutionary as that performed by Rosa Parks, but you still have the ability to impact many others. As a professional counselor or counselor educator, the effect you have on the lives of clients, students and colleagues is such that a simple act could have far-reaching consequences not only for that person but also for everyone with whom that person comes in contact.

Think about it. Your work with one individual could actually impact hundreds, thousands or even millions of other lives! The impact that many of you are having on individuals’ lives was recently demonstrated in the initial outpouring of contributions to the American Counseling Association Foundation’s Counselors Care Fund. You may remember that this project seeks to provide small grants to individuals and state counseling branches impacted by Hurricanes Katrina and Rita (see www.counseling.org/foundation for more information). In the first two months of the fund’s existence, many of you, together with your colleagues, donated more than $10,000. With the commitment by the ACA Foundation to match donations, this means that $20,000 in grants can be (and has already begun to be) provided. What a wonderful example of how your actions as individuals can benefit so many, including those you will likely never meet.

In your role as professional counselors, I know that you work extremely hard to ensure that your clients and students are properly prepared to face life’s many challenges. I hope you will take the time to celebrate some of the positive impacts that you have on those with whom you work. I would also ask you to think of your role in that client’s life, perhaps even long after your time of direct contact with that person has concluded. Do you ever think about how your work with clients or students has helped them to renew, rebuild or create new and positive relationships with others — people you may never meet but whom you have impacted because of your work with your clients or students? This is one of the amazing aspects of the impact that professional counseling has on our society, and I thank all of you for the important work you are engaged in each and every day.

So I guess in some ways many of you have picked up the mantle of Rosa Parks in what you do as professional counselors. You advocate and provide opportunities, and you do it because of a deep personal commitment to make the lives of others better.

Let’s all continue on with what began on a city bus 50 years ago. Continue opening doors for others by utilizing your area of expertise as a professional counselor. And please let me know if there is something that the American Counseling Association can do to help you in those efforts.

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

Thanks and be well.

PRIVATE PRACTICE: Starting or Expanding?

Robert Walsh, MA, NCC, LCPC and Norman C. Dassenbrook, MS, LCPC, consultants and authors, have helped hundreds of counselors start and expand successful private practices. Since 1999 Walsh and Dassenbrook have lectured throughout the country and co-authored, "The Complete Guide to Private Practice for Licensed Mental Health Professionals," now in its 3rd edition.

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The American Counseling Association and Walsh and Dassenbrook, have formed a collaborative initiative as a new service to members to bring timely information on private practice issues to the membership.

Please log on the ACA’s website www.counseling.org for the latest private practice information.
Counselor know thyself: Education about intimate abuse

The counselor education doctoral program offered the opportunity to teach both undergraduate and master's students, so I enthusiastically designed a course titled "Intimate Abuse: Moving Toward Healthy Relationships." It felt strange creating course material that had such a direct impact on my life, yet I believed the experiences had produced much practical knowledge that I should share. I wanted each student to personally and professionally gain from this experience, and I was also excited about learning from this experience, and I was prepared to apply to the Ph.D. program and face the process of writing the requisite 10-page autobiography. What would I say about my experiences, my personal and professional development, and myself?

I started by reviewing the autobiography from my master's program. It read as though I had resolved all my life's problems. I was particularly disheartened about continuing an unhealthy relationship for five years after believing I had overcome the pattern of dating emotionally distant men. Why would I do such a thing, and how did I get out of it? The questions pushed me harder to look at what had happened.

My insight and growth began by reading "Codependent No More" and "Beyond Codependency" by Melody Beattie. From there I progressed by attending individual counseling, journaling, role-playing three times a week and establishing a stronger support system. I took another huge step when I learned that being alone did not equate to being lonely. Despite all this progress, I remained confused and disappointed with myself. I thought I had worked through these unhealthy relationship patterns years ago.

Examining that five-year relationship, I saw no physical abuse or control, so it seemed healthier than my parents' marriage. Surely I was at least faring better than they were. Unhappiness, frequent arguing and emotional abuse just seemed to be normal components in a marriage. Positive role models who could show me a healthy relationship were supposed to look absent in my family, making it difficult to know what a normal, healthy relationship entailed. So I endured five years of wishing he would change, believing promises that he would change and seeing him do so for brief stints, only to return to the same old model.

He frequently complained that his parents were my fault, yet in the end he frequently complained that I was the problem. When I told him that wasn't true, he returned to the same old model. It took me five arduous years to decide to end this misery. It took me five arduous years of progress, but it was worth it. I learned that being alone did not equate to being lonely. Despite all this progress, I remained confused and disappointed with myself. I thought I had worked through these unhealthy relationship patterns years ago.

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Counseling Today ■ December 2005

Anita was a busy young mother and active with her husband in a thriving inner-city ministry. She wanted to pursue her Ph.D. in Counselor Education & Supervision at a university whose values reflected her own. But, how could she manage it? Turns out, beautifully. Regent University School of Psychology & Counseling's highly regarded e-learning program gave Anita the freedom to work from her home in Baltimore while helping her establish relationships that made her feel connected to her professors and fellow students. Is this the freedom you've been looking for? Contact us to find out more about our fully accredited graduate degree programs in psychology and counseling.

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Check frequently for convention updates
www.counseling.org/convention

Keynote Speakers
Tipper Gore, wife of former Vice President Al Gore, has been one of the United States’ strongest advocates for mental health services.

Stephen Lewis is one of Canada’s most influential commentators on social affairs, international development and human rights. Mr. Lewis' work with the UN has shaped the past two decades of his career.

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The school counseling internship: Concerns, challenges, considerations

Internship training is conceptually conceptualized as a critical training and professional socialization activity. Unfortunately, while virtually all school counselors and counselor education faculty agree on the importance of the internship, there is considerable variability in the quantity and quality of the experience. With school counselors facing increased mental health challenges in their workplace, from schools coping with shootings to adolescent suicide, the importance of internship training cannot be underestimated. In fact, if the internship is viewed as analogous to the residency in medicine, or if school counseling internships were compared with internship requirements in areas such as counseling psychology, there may be need to revisit training standards because the residency and internship experiences require a level of rigor not always embraced by school counseling programs.

Background
According to the FBI, large numbers of young people are arrested annually. In point of fact, the array of problems faced both by our nation's youth and our schools is significant. Issues such as poverty, violence, substance abuse, sexual abuse, teenage pregnancy, physical neglect, suicide and depression represent a small sampling of the issues confronting school counselors. Fortunately, school counselors have a strong appreciation for many of these issues. Still, with such a range and breadth of issues, internship training must be appropriately rigorous if students are to develop appropriate professional skills that are inclusive of a myriad of issues. Unfortunately, this is not always the case.

As a bit of background, it should be noted that there are not solid, verifiable, quantifiable data on the number of school counseling training sites used in the United States. In contrast, the latest Association of Psychology Postdoctoral and Internship Centers directory lists 589 approved internships. However, quantity alone is not actually the concern. To date, counseling psychology internships approved by the American Psychological Association require the equivalent of one year of full-time training (completed on a full-time basis over one year or half-time over two years). Oftentimes these internships are not completed in places where the applicant is employed, as this might constitute a dual relationship and possibly degrade training quality.

In school counseling, however, internships are often waived if applicants have sufficient teaching experience. In other instances, internships are completed concurrently while candidates are teaching in the same school and/or system, and there are occasions where internships are only completed during a portion of the academic year. While an approved counseling psychology internship typically requires 1,500 to 2,000 hours of experience, school counseling internships, if actually completed, may be significantly less than half these figures (the Council for Accreditation of Counseling and Related Educational Programs requires 600 hours).

Continued on page 24

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Overburdened, overwhelmed and overlooked

When added to family and career demands, caregiving responsibilities can consume young adults

BY JONATHAN ROLLINS

The numbers are cause for pause. According to Nancy Hooyman and H. Asuman Kiyak’s book Social Gerontology: A Multidisciplinary Perspective, the baby boomer generation will begin reaching old age in 2010. By 2030, fully 20 percent of the U.S. population (approximately 70 million people) will be 65 or older. Consider that in 1900, those 65 and older made up only 4 percent of the U.S. population.

Combine that with another statistic: According to the National Family Caregivers Association (NFCA), the ratio of caregivers to care recipients in this country in 1997 was 11:1; by 2050, that ratio is projected to plummet to 4:1.

Mark Gillen looks at those numbers and sees a looming crisis. He also sees a specific population — young adult caregivers (those 18-40) — squarely in the path of the oncoming storm. “This is a population that people don’t recognize,” said Gillen, an assistant professor in the Counseling and School Psychology Department at the University of Wisconsin-River Falls. “Often, they don’t even recognize themselves as caregivers. They think, ‘I just help out.’ But it’s something that is influencing their lives.” Counselors, in particular, he said, should increase their understanding of the tremendous strain that young adult caregivers live under and open their eyes to the eventual consequences if this group’s overall well-being continues to be overlooked.

According to NFCA, the average caregiver is a 46-year-old married woman who works outside of the home. Perhaps for that reason, many studies have focused on the impact caregiving has on middle-aged adults. Depending on the study, 30-50 percent of adult caregivers are said to suffer from depression. But one out of every three caregivers in the United States (approximately 18 million people) is actually a young adult, Gillen said, and because of their stage of life, providing care to a loved one can prove even more stressful and demanding. “You’re basically overloading folks in the 18-40 range who are also trying to establish their own families and advance their own careers,” he said.

In denial

Gillen’s interest in helping young adult caregivers didn’t begin as a personal conviction, even though he had helped to provide care for his grandfather (since deceased) and continues to do so for his mother. The topic simply came up in class one day as he was pursuing his doctorate, and before long he found himself immersed in an area of study where precious little research had been previously performed. His interest in the subject matter grew after joining the Association for Adult Development and Aging, a division of the American Counseling Association. Since that time, Gillen has gone on to co-author an article about young adult caregivers and attendant employee stress for the International Journal of Sociology and Social Policy, and has presented a research poster session on depression and employment impact among young adult caregivers at the ACA Convention.

Both the presentation and article resulted from a study Gillen conducted in 2004 as part of his dissertation. He surveyed a heterogeneous sample of young adult caregivers at two public universities and one private college in different parts of the country. All participants were employed either full or part time by the schools, were in the 18-40 age range, provided assistance to a relative who was 65 or older and did not receive pay for providing assistance. Gillen received 170 completed surveys on which to base findings.

To qualify for the survey, the participants didn’t have to be the primary caregiver or provide a certain level of caregiving (bathing or feeding an elderly relative, for example). Their caregiving responsibilities could be more “informal” — grocery shopping for a loved one, for instance, or even making regular phone calls to check on a relative’s health. In many cases, Gillen was surprised at the reluctance of young adult caregivers to identify themselves as such. “They tend to say to themselves, ‘Well, I’m not really providing care,’” Gillen said.

“If there was something I would say to counselors,” he continued, “it would be that these clients will be lurking around the edges of others you might engage. For instance, they might help to get your elderly client to your office, they might be the spouse of a client or, more likely, they are also the parent of a young client. These folks will be less likely to talk about being a caregiver. In fact, in my research, I found that many were adamant that they were not caregivers. How ironic that they were not even willing to acknowledge this role to themselves. However, they fit the profile I sent out, so they did (qualify as caregivers) for this study.”

The tendency of young adult caregivers to wholly or partially deny their role is understandable, Gillen said. He postulates that many of them feel either angry that they can’t do more or guilty that they aren’t doing more, in large part because they’re also trying to balance the demands of a career and, in many instances, raising their own families. “There’s no training manual for any age group to do this,” Gillen said.

The harsh realities of caring for an elderly relative, no mat-
ter how informally, also push many young adults to consider their own mortality, often at a time when they want to feel that their lives are just beginning. Of the caregivers who completed Gillen's survey, 44 percent were 18 to 30 years old. As Gillen pointed out, many of today's caregivers haven't had the experience of raising children but find themselves trying to provide care for another adult. And young adult caregivers who are already parents have to cross an imposing psychological bridge, Gillen said. “When you’re providing care for kids, you’re preparing for the future,” he said. “In providing care to an older adult relative, you’re preparing for the last stage of life.”

Gillen firmly believes that young adult caregivers need an outlet for talking about and dealing with the many stresses they face. He saw evidence of this during his study, even among those who wouldn’t fully acknowledge their role as a caregiver or who seemed “almost irritated that they qualified as a caregiver,” Gillen said. “People wanted to write their stories down (on the post cards and surveys that he sent to them), even though I didn’t give them the room to do so.”

Helping young adults come to terms with their role as caregivers may be one area where counselors can provide the most help. According to a 2001 NFCA survey, family caregivers who acknowledge their role are more proactive in reaching out for resources and talking with their loved one’s doctor than nonacknowledgment caregivers.

But the need for counselors to help this population doesn’t stop there.

A wide-reaching problem

A major piece of Gillen’s study concerned how caregiving responsibilities impacted the work lives of young adults. Impact was measured by:

- Workplace attendance
- Inability to relocate for job opportunity
- Mistened opportunities for job promotion
- Arriving late to work
- Leaving work early
- Missing work without pay
- Taking sick days
- Taking personnel days
- Changing work hours
- Taking a leave of absence

According to Gillen’s research, 22 percent of employed young adult caregivers arrived late to work, 35 percent left work early, 11 percent missed work without pay, 29 percent took sick days and 31 percent took personal days. Young adult caregivers who engaged in any of those five practices also showed significantly higher levels of depression based on the Centre for Epidemiological Studies Depression (CES-D) scale, he said. According to Gillen, 20 percent of the general population scores at or above the CES-D threshold for possible depression. Of the young adult caregivers that he surveyed, 34.1 percent scored at or above this level, while 22.2 percent scored at a level that indicated probable clinical depression.

There’s no way to determine just how many of the survey participants were already depressed before taking on responsibility as a caregiver, Gillen said, but one thing is clear. “There’s a huge number of young people who are depressed and providing care,” he said. “This also affects the people being cared for because depression impacts decision-making.” Gillen took the findings a step further in his own article, writing that the study “shews the potentially debilitating effects that a dual role of employee/caregiver may have on an individual.”

The end result of this stressful predicament is unfavorable for both the individual and the employer. In addition, he pointed out, caregiving responsibilities can also negatively impact a caregiver’s familial and personal relationships.

While Gillen is largely concerned with the mental health and overall well-being of young adult caregivers, he also views the problem from a public policy perspective. “As the population ages — as there are less people to provide care and more people needing it — the cost to society will be unbelievable,” he said. According to statistics on the NFCA website (www.nfca.cares.org), the value of services of informal caregivers provides for “free” is estimated to be $257 billion annually, or twice as much as is actually spent on homecare and nursing home services. Out-of-pocket medical expenses for an elderly family member who needs help with activities of daily living are more than 2.5 percent greater (11.2 percent of income compared with 4.1 percent) than for a family without a member who has a disability.

Gillen believes counselors could and should play a prominent role in focusing attention on the needs of young adult caregivers as well as dealing with issues related to an aging population. He readily admits, however, that he doesn’t currently know how counselors can best engage and assist young adults burdened with the multiple stresses of meeting career and home demands while also caring for an elderly family member. “I don’t think there’s going to be any one way (of helping this population),” Gillen said. “I just want to make sure that we have people out there thinking about this situation. It just seems to me like this is a very big deal.”

“The amount of information we don’t have about caregivers is far and away more than what we do have,” he said. “There are a lot of good programs out there, but the question for me is, why are we doing what we’re doing (as counselors), and does it make any difference for caregivers? How do we impact people who are already overburdened?”

For instance, he said, while counseling support groups may seem like a logical treatment method for young adult caregivers, counselors must consider whether the time commitment involved will only add to the stress level of these clients. “I think these clients will need special options made available to them in order to help serve their needs,” Gillen said. “Right now, I am not sure what those special options should be, but I hope that they will continue to become clear through more research of this age.”

But time is running out for counselors, employers and society at large to begin addressing the problem before it evolves into a full-blown crisis, Gillen warns. “I’m afraid we’re going to run into that ‘What are we going to do’ sequence — and soon,” he said.

Jonathan Rollins is the editor-in-chief of Counselling Today. E-mail comments about this article to rollins@counselling.org.
Promoting the dignity and development of persons with disabilities

According to the 2000 census report, there are 49.7 million persons with disabilities living in the United States. That represents approximately 19.3 percent of this nation’s population. Given the numbers, it is not unreasonable to suggest that at various times in their careers, all counselors will likely be called on to work with persons with disabilities or with family members who have a relative with a disability. Although rehabilitation counselors receive the sort of specialized training that is afforded such training.

We direct attention to these issues of relevance for counseling persons with disabilities because we agree with a point that numerous multicultural counseling theorists have made: Persons with disabilities need to be viewed as a unique cultural group that is marked by many within-group differences.

Thus, we begin by emphasizing the need to include persons with disabilities in the multicultural family, as they constitute a heterogeneous cultural group that continues to be misunderstood, marginalized, and devalued in ways that adversely impact their mental health and collective well-being. To stimulate greater understanding of some of the issues that need to be considered, we will outline eight foundational competencies we believe all counselors need to acquire to work effectively and respectfully with persons in this group.

With this in mind, we want to end this year and begin 2006 with a series of columns designed to foster a greater awareness and knowledge of the things counselors can do (in whatever setting they may be working) to promote the dignity and development of persons with disabilities. We believe it is possible to use this column to (1) increase counselors’ awareness and knowledge of some of the key issues people with disabilities commonly experience in their lives and (2) identify some of the professional competencies counseling practitioners need to acquire to work effectively and respectfully with persons in this group.

The monthly columns to follow will include several real-life stories that describe how persons with disabilities have been positively impacted by working with counselors who acquired the eight competencies. In presenting these personal stories in the new year, we hope to heighten your desire to develop some of the competencies yourself. As you learn about the various ways that persons with disabilities have realized new and formerly untapped dimensions of their human potential, we believe you will be motivated to think more seriously about the importance of developing some or all of the competencies outlined in this column. These results came about with the assistance of counselors who moved beyond traditional counseling interventions and used empowerment counseling and social justice advocacy strategies to foster the dignity and development of persons in this cultural group.

Adding persons with disabilities to the multicultural family

The multicultural-social justice counseling movement has become increasingly inclusive during the past 35 years but has been slow to acknowledge the many ways in which persons with disabilities can be viewed as a unique cultural group. Derald and David Sue make an innovative argument that people with disabilities need to be viewed as a unique cultural group in their book Counseling the Culturally Diverse: Theory and Practice.

Distance Counseling Credential and Training

Distance Counseling is now recognized as a valuable and exciting tool for use in the field of counseling. The Counselor for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors (NBCC), has recently established a credential for counselors and those working in the helping professions – the Distance Certified Counselor (DCC). By attending a two day DCC Professional Development Workshop counselors will learn effective distance techniques, with specific applications to career, school and clinical counseling specialties. ReadyMinds, a leader in distance counseling has been authorized by CCE to offer this training.

UPCOMING 2006 TRAINING DATES

<table>
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<tr>
<th>Dates</th>
<th>Location</th>
<th>Location</th>
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<td>8/7/06 &amp; 8/8/06</td>
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Additional training dates and locations to follow

FOR MORE INFORMATION PLEASE CONTACT

ReadyMinds
800-977-8449 code 113
www.counselingweekly.com

SPECIAL OFFER
MENTION THIS AD AND RECEIVE A $100 DISCOUNT
CONTACT READYMINDS AT (888) 225-8248
TO LEARN MORE ABOUT THE DCC TRAINING OR TO REGISTER ONLINE:
www.ReadyMinds.com/dcc or call (888) 225-8248
TO LEARN MORE ABOUT THE DCC CREDENTIAL:
www.cce-global.org or call (336) 482-2856

Other Programs Available Include
MSCE Counseling/Psychology
M.Ed. in School Counseling
Clauss A add-on Certification in School Counseling
Other Programs Available
SACS Accredited • Financial Aid Available
College of Ed NCATE Accredited • Two Year Program
Although counselors often guide couples through the more predictable topics of stress management and grief in this work, they also may face issues of medical health psychology, gender role definition and even faith testing.

"There is the piece that's about loss and trying to find goals, dreams and expectations," explained Judith Daniluk, an American Counseling Association member and professor at the University of British Columbia who has authored numerous journal articles on infertility counseling. "But there's another piece that's about coping with the medical system and the procedures that are happening to your body."

Daniluk noted that counselor education programs traditionally have omitted infertility, considering it a physical health issue. "Most of us cover the basics around grief and loss," she said. "But specific losses, like reproductive losses, don't tend to be included."

Nichole Murray-Swank, an ACA member and assistant professor at Loyola College in Maryland, wishes she had known more about the medical aspects of infertility before working with her clients. "There are so many levels to treatment, and it can be so complicated," she said. "It's disruptive when you are always going through the door together," Daniluk said. "But sometimes there are individual issues that have to do with grief, loss and with potentially unfinished business from the past. Clients may feel that they're being punished, and that kind of work can be done on an individual basis."

Helping clients find a support group that fits

Support groups can ease the difficult road of infertility by showing couples that others are on the same journey. These groups often provide men their first opportunity to talk with other men about their experience. But counselors should perform careful research to ensure that a group is appropriate for a client's specific needs.

"I've led support groups, and it is obvious that it can help to just know that there are other people out there," Murray-Swank said. "But there is a flip side to it. If someone is early in their treatments and someone else has had many failures after years and years, participating in groups with so many different stories actually can be hard for people."

A New York-based therapist who spoke to Counseling Today on condition of anonymity described her own challenging experience in an infertility support group. "When I first started the group, everyone else there had lost pregnancies and I hadn't even had one," she said. "You can't just catch everyone in this big infertility net. There are people who are infertile for different reasons. To be in a group with people who have lost pregnancies at four weeks would be a very different experience for someone who had terminated at the second trimester."

As a result of their difficult support group experience, the Ceizyk's launched their own peer-run group focused on primary infertility. But when Lisa Ceizyk became pregnant and eventually gave birth to their daughter, she noticed changes in both the group's dynamic as well as her own needs. "It's kind of like it never ends," she said. "You finally get pregnant, you go through the pregnancy in a very fragile way and then you have the baby. I always thought that having the experience of infertility would make me immune to the stress of parenthood, and guess what? That's not the case. I've felt like now I can't complain because we tried so hard for her — there's a whole new dynamic there."

Men versus women: Gender roles

Counselors also must prepare for the role of gender dynamics in infertility work. "Women tend to bear the brunt of a lot of the interventions and, of course, the outcome of treatment plays itself out in a woman's body," Daniluk said. "Frequently it can be helpful for the woman to have some individual work around relaxation training (and) visualization to get through some of the medical procedures (and) to maintain some sense of control in the process." Daniluk suggested adapting tools for overcoming phobias, such as systematic desensitization for needle use and breathing techniques for reducing anxiety. Men also may benefit from those stress management skills, she added.

In addition, counselors ought to consider the cultural shame...
### Senate Fiscal Year 2006 Spending Bill

#### Funding for Selected Education Programs (in millions)

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 05 Appropriation</th>
<th>FY 06 President's Request</th>
<th>House Final 6/24/05</th>
<th>Senate Final 10/27/05</th>
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### Funding for Selected Mental Health, Substance Abuse, Juvenile Justice and Other Programs (in millions)

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<tr>
<th>Program</th>
<th>FY 05 Appropriation</th>
<th>FY 06 President's Request</th>
<th>House Final 6/24/05</th>
<th>Senate Final 10/27/05</th>
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President's initiatives in bold
Christopher Dodd (D-Conn.), John Rockerfeller (D-W.Va.), Mary Landrieu (D-La.) and Kent Conrad (D-N.D.) co-sponsored the amendment.

The House was expected to pass its version of budget reconciliation legislation before Thanksgiving. The House Budget Committee approved such legislation on Nov. 3, but unlike the Senate bill, the legislation does not include any Medicare-related savings or changes.

The American Counseling Association is working closely with the American Mental Health Counselors Association in pushing for adoption of the Senate’s Medicare coverage provision. Senate passage of the provision provides a rare window of opportunity to significantly advance the counseling profession.

Defense authorization headed to conference

At press time, the Senate was about to pass its version of the Fiscal Year 2006 defense authorization legislation (S. 1042). The Senate’s defense authorization bill includes language establishing independent practice authority for counselors within the TRICARE program in areas where there is a shortage of health professionals. Senate passage of the bill was slowed by fierce debate on proposals to ban the abusive treatment of detainees, an issue that may complicate subsequent House-Senate negotiations.

The House-passed defense authorization bill would allow independent practice authority for counselors in all parts of the country. In anticipation of House-Senate conference committee work, ACA, AMHCA and the National Board for Certified Counselors met recently with staff members of the House Armed Services Committee to solidify support for the House-passed version of the counselor provision. For more information on the counselor provision in the legislation, contact Brian Altmann with ACA at 800.347.6647 ext. 242 or via e-mail at baltman@counseling.org.

Spending negotiations coming down to the wire

The Senate passed its version of the Fiscal Year 2006 Labor, Health and Human Services, and Education spending bill in late October, paving the way for a House-Senate conference. The Senate bill would provide $56.7 billion for the Department of Education and $476.2 billion for the Department of Health and Human Services (see chart on the preceding page for funding levels of select Education and Health and Human Services programs). If adopted, the Senate’s appropriations bill would essentially freeze education spending at last year’s levels, the first such freeze in a decade. Congress was expected to pass a final version of the bill before Thanksgiving.

The Senate appropriations bill would provide $36 million for the Elementary and Secondary School Counseling Program — a $1.3 million increase compared with last year and the highest funding level yet for the program. The full House approved a Labor-Health and Human Services-Education appropriations bill in June that would provide only $34.7 million for ESACC, the same amount the program received in FY 2005. ACA is encouraging lawmakers to adopt the higher Senate figure for the program. As happened last year, Congress may decide to impose a 2 percent across-the-board cut for ESACC and other education and health programs.

Other highlights of the Senate’s spending bill include:
- $12.84 billion for Title I, a $100 million increase compared with last year, but more than $500 million less than the amount President George W. Bush requested
- $10.69 billion for IDEA (special education), an increase of $100 million from last year’s total
- $13.18 billion for Pell Grants, which increases funding for the program to $812 million but freezes the maximum annual award at $4,050
- $29.5 million for suicide prevention activities under the Garrett Lee Smith Memorial Act, which is currently funded at $16.5 million

The Senate bill also provides funding for key education programs that had seen their funding cut or eliminated in the president’s budget request, including:
- $300 million for the Safe and Drug-Free Schools and Communities Grants
- $306.5 million for the GEAR UP program
- $836.5 for the TRIO programs
- $1.3 billion for the Perkins Career and Technical Education Act. Unfortunately, the Senate did not restore funding for Section 118 of the Perkins Act, which provides vital occupational and employment information and resources for students and parents.

For more information on the Senate spending bill, please contact Chris Campbell with ACA at 800.347.6647 ext. 241 or via e-mail at ccampbell@counseling.org.
result is that children experience scarcity in the midst of plenty.

- Doing or having so much of something that it does active harm to or at least stagnates a person and deprives that person of achieving his or her full potential.

Overindulging’s harmful and long-term effects

There are three ways in which parents can overindulge their children:

1. Material/Too much — Simply giving them too much and not teaching them the meaning of having enough. Example: material items, activities, clothes or distractions.

2. Relational/Overnurture — Not expecting them to take responsibility for themselves or their environment. Having the parent (or others) do things for them.

3. Soft structure — Not enforcing rules and boundaries. Giving children too much freedom or allowing them to dominate the family. Not expecting children to learn life and responsibility skills. Example: not enforcing curfews, not adhering to set punishments.

“The implicit message that the child gets is that they can’t do this or they have to have other people to do things for them,” Dawson said. “And they grow up and develop skills to manipulate others to do things for them.” If children don’t learn the difference between not enough/scarcity and enough/abundance, she said, they may continue to acquire things in a desperate attempt to satisfy themselves as adults. “Parents do this with the best intent,” Dawson said. “They want their child to be happy, to be successful and to be competent, but they don’t realize that they are actually hindering the child’s development.”

According to Dawson, overindulging children has several harmful and potentially long-term effects. Children may face problems associated with:

- Learning how to delay gratification
- Giving up being the constant center of attention
- Becoming competent in everyday skills, self-care skills and relational skills
- Developing a sense of personal identity
- Knowing what is enough

“Overindulged children grow up missing skills,” Dawson said. “They don’t know how to do things because they were never expected to do them. They learn a certain kind of helplessness and they don’t feel confident. They may act like they are confident, but they don’t really feel that way inside about their own competence.” When these children grow up and become parents, she said, they don’t feel as entitled to know what is best for their own child. They feel that the child controls their life and are afraid to go against the child’s wishes.

Test of four

The authors of How Much Is Enough? developed a simple test to help parents determine if an action is overindulgent. “We wanted to give people a tool to help them decide if something they were going to do for a child was overindulgent or not,” Dawson said. Parents should ask themselves four questions, she said, and if the answer is “yes” to any of them, then the action is likely a form of overindulgence.

1. Does the situation hinder the child from learning the tasks that support his/her development and learning at this age?
2. Does the situation require a disproportionate amount of family resources (financial, emotional, space, time, energy, attention)?
3. Does this situation exist to benefit the adult more than the child?
4. Is the situation potentially harmful to others, society or the planet in some way?

“No. 3 is the most telling one, because most of us as parents want to give our children everything. It makes us feel better,” she said. “It can be for any number of reasons — maybe we didn’t get so much when we were kids, so we want our kids to have more than we had.”

It’s those kinds of life lessons they need to learn on their own. Overindulgence is when the mom or dad relieves the child of struggles. Whether we like it or not, our life lessons are learned through struggles.

Unspoiling and deprogramming

For parents who have overindulged their children but want to change their family’s habits, Dawson suggested first sitting down with all the children and apologizing. “Say to them that you, as parents, didn’t... Continued on page 20.
What Young People Need Today Is A Sense Of Direction.

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Young obsession

Helping adolescents and families work through OCD

BY ANGELA KENNEDY

According to the American Academy of Child and Adolescent Psychiatry, obsessive-compulsive disorder (OCD) usually begins in adolescence or young adulthood and is seen in as many as one out of every 200 children and adolescents. For those who have the disorder, the obsessions or compulsions cause significant anxiety or distress, or interfere with the child’s normal routine, academic functioning, social activities or relationships.

The obsessive thoughts may vary with the age of the child and can change over time. Young children with OCD may have an irrational fear that they or their family members will be harmed, for example, by an intruder entering through an unlocked door or window. In an attempt to relieve anxiety, the child may compulsively check all the doors and windows after the parents are asleep. To cope with their feelings, children may develop rituals or behaviors that they perform repeatedly.

Teens with OCD may experience the following common obsessions or experience multiple obsessions:

- Fear of dirt or germs
- Fear of contamination
- Fear of illness or harm coming to oneself or relatives
- A need for symmetry, order and precision
- Religious obsessions
- Preoccupation with body wastes
- Preoccupation with lucky and unlucky numbers
- Sexual or aggressive thoughts
- Preoccupation with household items
- Disturbing sounds or words

The most common compulsions in teens include:

- Grooming rituals, including hand washing, showering and teeth brushing
- Repeating rituals, including going in and out of doorways, having to move through spaces in a special way, checking to make sure an appliance is off or a door is locked, and checking homework

- Rituals to undo contact with a “contaminated” person or object
- Touching rituals
- Rituals to prevent harming self or others
- Ordering or arranging objects
- Counting rituals
- Hoarding and collecting things
- Cleaning rituals related to the house or other items

American Counseling Association member Chris McBee has worked with both child and adult OCD clients for the last eight years. He was drawn to serve this special population because of the complexity of the disorder and the challenges involved in providing effective treatment. He suggested a three-prong approach to OCD treatment: exposure response prevention (ERP), cognitive behavior therapy and (if absolutely necessary) pharmaceuticals. ERP involves gradually exposing clients to the object or situation that causes them anxiety and teaching them to refrain from responding in a compulsive manner.

“When a person is doing an avoidant behavior,” McBee said, “they are actually reinforcing the fear that they experience, so you want to begin to drive the system backward. You want to expose the person to the fearful experience and have them not perform their compulsive behavior. The purpose of the ERP exercise is to help clients understand that this anxiety can be tolerated. When it is tolerated, it begins to diminish and they become accustomed to the anxiety or habituated to the anxiety.”

As clients get habituated to the anxiety, they gradually become more relaxed and less anxious. Although ERP exercises are the most proven standard form of treatment for OCD, McBee strongly suggests addressing all three facets of treatment. “With some people,” he said, “medical management is not necessary. In my view, medical management is not a long-term solution. If a person ever wants to have any peace in their life they are really going to have to embrace the cognitive and behavioral aspects of treatment and learn to embrace the anxiety and come to peace with their fears.”

As with any disorder or mental health issue, teens and children cannot be viewed as small adults; in essence they are their own special population. McBee embraces this belief and uses different strategies in approaching treatment with young people. “Working with teens and adolescents it always very unpredictable, and it always has its unique challenges,” he said. “The blooming individual of the adolescent has very special needs, such as developmental needs. They are not necessarily part of OCD, but are connected because the OCD complicates them.”

McBee used the example of an adolescent’s need to break away from parental control to form his or her own identity. “This in itself always involves some level of conflict with parents,” he said, “and when OCD is in the picture, it very frequently complicates that process. In my opinion, it’s essential that the whole family be involved in the treatment at some level.”

This is especially important because it’s common for parents to reinforce the OCD behaviors inadvertently, he said. “Parents love their kids, and they want to be helpful when they see their child in distress,” McBee said. “It’s the most natural thing to try and relieve that child’s stress. Unfortunately, sometimes that turns out to be exactly the wrong thing to do, or the methods used to reduce that stress tend to reinforce the fear and increase the obsessive-compulsive cycle.”

Small accommodations, such as rewashing clothes or agreeing to throw out “dangerous” items in the home, promote and support the compulsive behaviors while hindering treatment, he said. “Parents and siblings need to understand how OCD works and understand very clearly about how they fit into the family sys-
There is a focus on one person, the whole family has perspective, you could say that said. "From a family systems picture of parents and family members: counselors give the following tips to fits into the overall family carrying out some role which family members are typically member of the family, other counselors must help families date the frustrating and angry about having their child. The parents can to find different ways to support their child. The parents can really help in the sense of being a cheerleader and recognizing the difficulty while embracing and encouraging the effort." McBee advises parents to help their child select appropriate target behaviors to replace the compulsive ones. "This usually doesn’t mean selecting the behavior that is the most disruptive in the family," he said, adding that they should start with a behavior that can be more easily modified. The first goals should be attainable and begin to create a culture of success. "Usually there is a culture of defeat," he said, "where OCD has been disrupting the family for years. So you want to pick out some behaviors that can be modified fairly easily and begin having some success before working up the scale of difficulty."

One of the best things a parent can do is to encourage children fighting with OCD to begin fighting their battles with their own energy. This may require some emotional distance between the child and parents, McBee noted.

Additionally, for children and teens with OCD, counseling is advisable. Counselors and teachers must be made aware of the situation, McBee said. "If a child’s compulsive behavior is being acted out in a school setting, then they need to be informed and understand that behavior. They are otherwise most likely punising that behavior," he said. "There may be special allowances made for a child who needs to go wash frequently during the day. These people need to be brought on the team and understand what is happening."

Tips for counselors

McBee advises counselors attempting to “fix” OCD using only school administrators, counselors and teachers must be made aware of the situation, McBee said. "If a child’s compulsive behavior is being acted out in a school setting, then they need to be informed and understand that behavior. They are otherwise most likely punising that behavior," he said. "There may be special allowances made for a child who needs to go wash frequently during the day. These people need to be brought on the team and understand what is happening."

That almost always means ERP. Effective ERP exercises can be difficult to design, he noted, but they allow counselors to be quite creative. "If you have the client’s willingness and courage, you can do some things that in a sense may sound a bit outrageous," he said, "but would create a direct, powerful frontal assault on the obsessive fear. It borders on the flooding principle."

The more "offensive" the ERP behavior is to the obsessive-compulsive fear itself, the greater anxiety it will produce in the client in the short run. The higher the level of anxiety the client can tolerate, the better for progress in the long run. McBee offered the example of a client with an extreme fear of bodily waste contamination. If the counselor can encourage the client to go into a public restroom and touch the sinks, stall doors, toilet handles and even the floor around the toilets, then the client will make dramatic progress. "They will have to be willing to tolerate the anxiety that will accompany that exercise without doing their compulsive behavior, or at least delay doing their compulsive behavior," he said. "Generally speaking, the more aggressive the exercise is that the client can tolerate, the quicker the recovery can be."

McBee never demands that clients perform a certain ERP exercise, nor does he punish or shame them for being unable to carry out a task. He views his role as that of a team member and adviser. "I always accept their efforts as the best they can do right now," he said. "I’m there to help them understand what they are going through and also (let them ‘know’ that) I understand what they are experiencing and can be a companion. It’s a collaborative approach." McBee added that he also helps clients design their own ERP scenarios.

Resources for young adults

Published seasonally, Organized Chaos is an online web magazine geared toward teens and young adults with OCD. Sponsored by the nonprofit Obsessive Compulsive Foundation (www.ocfoundation.org), the webzine was launched five years ago to help teens overcome the isolation and stigma often associated with OCD. It provides a forum for young people struggling with OCD to creatively express their personal trials, tribulations and triumphs through articles, poetry and art. Mental heath professionals and physicians also contribute to the magazine.

The webzine is currently seeking submissions for consideration. If you have a client who would like to contribute, e-mail chaos@ocfoundation.org for more details.

Here are some additional resources counselors can suggest to adolescent clients struggling with OCD:

- Not as Crazy as I Seem by George Harrar
- Worry: A Story About OCD by Holly Nauer
- A Thought Is Just a Thought by Leslie Talley

Angela Kennedy is a senior writer at Counseling Today. Send comments about this article to akennedy@counseling.org.
"We are encouraged to spend, spend and spend," Dawson said. "We've got to have the latest thing. The advertisers create needs. Many of us have lost the ability to distinguish between a want and a need. To parent in this way, as in to do what's appropriate for their child's development, is counterculture parenting. There isn't a parent on the planet that doesn't hear this and say that they don't mean to be hurting their child or contributing to him not growing up strong, but it's the difference between intent and impact. In our materialistic, consumerism-driven society, adults can become very confused. At the bottom of all of this is that adults need to decide where it is they stand and clearly define their own values." Dawson said counselors can play an important role by helping parents define what is enough for their families and by showing them how to replace misguided nurturing with assertive and supportive care.

Angela Kennedy is a senior writer at Counseling Today. Send comments about this article to skennedy@counseling.org.
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Child's play or counseling tool?

Debate surrounding birth order theory rages on more than a century after its introduction

BY JIM PATERSON

If you ask proponents of birth order theories what they think about the strenuous objections the concept seems to attract, they are likely to talk about the critic's place in their own family.

"They are probably all second-born," quipped Kevin Leman, a counselor, researcher, TV personality and well-known author of several books on relationships, including the popular Birth Order Book. He echoes other proponents of birth order theory who make a similar joke.

The joke reflects the thinking of those who believe that birth order determines patterns that are not irrefutable but potentially meritorious, while its detractors have dismissed the concept as a factor in development cited by birth order theory who make a similar joke. Birth Order Book.

But anecdotal evidence does not make a theory functional or as most advocates see it, a suitable tool for counselors to use to better understand clients or to help them develop self-awareness - or even as a point to stir therapeutic talk.

Criticism of the concept began as soon as it was formally introduced in the early 1900s by therapist Alfred Adler, who cultivated many respected and durable theories about development. Since then a number of serious studies have disputed the research supporting birth order theory. The most famous was authored in the early 1980s by Swiss researchers Cecil Ernst and Jules Angst, who compared birth order theory to astrology and called it a "sheer waste of time and money." The pair efficiently attacked supportive birth order research by pointing out its failure to control for other factors.

But advocates say the research disputing birth order theory is ill-conceived. Often, Carlson said, opposing research is based strictly on ordinal birth order, while supporters say a person's response to birth order is affected by other factors such as gender, gaps in ages between siblings, a child's physical size, the loss of a parent or their attitudes about the outside world rather than examine the same patterns within a household. Sulloway also pointed out that people might not identify birth order characteristics when they describe themselves. "When they are assessed by self-report questionnaires, birth order effects are generally modest and nonsignificant," he said.

If these patterns seem so self-evident to some, why are critics so vocal? Sulloway said it is primarily for three reasons: They believe the theory is too deterministic, too simple or, for some, that it does not allow enough room for genetics to be the determining factor in development.

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Clifford Isacson, author of the book Birth Order Plus and director of the Upper Des Moines Counseling Center in Algona, Iowa, said some critics believe clients who are armed with theory about birth order will use it as a "cop-out" to justify past behavior or guide future decisions. He also believes many therapists and counselors think the theory is too simplistic.

Sulloway's supportive re-
search, meanwhile, has been exhaustive and has included a "meta-study" that scientifically combined the results of several studies on birth order. The study concluded that certain characteristics are clearly predominant in people of a specific birth order under specific conditions. That is a key point, because serious advocates of birth order theory say several variables can affect how birth order applies to each of us.

"There are many exceptions," said Isaacson, who added that his work with the theory in 30,000 counseling sessions has been very successful. "Studying birth order purely according to the numbers never will reveal true birth order," he said.

Adler described five basic categories of family members — only child, oldest, second, middle and youngest — and attributed characteristics to each. Then he established other circumstances that could affect the impact of birth order — for

continued on page 25

How counselors can use birth order

The empirical evidence for birth order theory is hotly debated, but some counselors have found that studying the patterns and educating clients about them can be another valuable therapeutic tool.

"I don't consider birth order as a theory or a predictor of behavior but rather as a critical aspect of a counselor's history-tak- ing and eventual conceptual- ization of a client." 

Mancillas, a member of the American Counseling Association, said counselors must then determine how clients' perceptions of themselves and birth order might relate.

"Helping clients understand how their position or order within the family has influenced their development can contribute to a deeper and more comprehensive understanding of how they relate to others, emotions, and interpersonal and intrapersonal dynamics," she said. "For instance, a middle child who may have felt lost among a large family could adopt an attention-seeking behavior or, conversely, remain quiet and unobtrusive with others. There is no certainty in the patterns, but they provide useful information."

Mancillas and other advocates note the importance of avoiding the stereotypes that often swirl around discussions of birth order. They also warn not to expect birth order to predict behavior. "The empirical research on birth order has largely demonstrated inconsistent relationships between birth order and client variables, such as personality," she said. "Yet people continue to grossly stereotype behaviors and personality according to the classic prototypes for each birth order position. Counselors of all people should not be making preconceived judgments of a client's background or behavior."

Kevin Leman, a counselor and well-known author of The Birth Order Book, said counselors should gather as much information as they can about a client's family, and birth order plays a role in that. "When you talk to them about their family, you will find out about birth order, and that may tell you even more," he said.

He suggested that counselors consider presenting information about birth order in generalities and allow clients to consider what impact it may have had on their lives or their thinking.

Clifford Isaacson, author of Birth Order Plus and director of the Upper Des Moines Counseling Center in Altoona, Iowa, also considers birth order information a starting point. But he sees a closer link to personality than some of his counterparts do. "Birth order simply opens the door to understanding people," he said. "It reveals the patterns that we each live out in our own way. Once we see these personality patterns, we can figure out the people we know. This process never ends, but birth order gets us started."

Isaacson talks to most clients about birth order early in the counseling process and feels strongly about the connection between birth order and personality: "Once personality is related to birth order," he said, "the client is able to look at his or her own personality with some objectivity. This opens the door to making changes in self-perception that can lead to changes in thinking, feeling and behavior."

— Jim Paterson

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Training questions for the future

Consider these questions:
- Is it time to raise training standards? Should 1,200- to 1,500-hour internships be required?
- Should school counseling internships be mandated to occur over one full year on a full-time basis or over two years on a half-time basis?
- Should training associations require that internships occur at the conclusion of coursework and thereby serve as a capstone experience, while previous practicum or fieldwork training could continue to occur during coursework?
- Should training standards specifically disallow internships from occurring within schools where candidates currently hold teaching and/or administrative positions?

Complications and considerations

School psychologists complete nationally mandated yearlong or two-half-time internships totaling 1,200 to 1,500 hours. Counseling psychologists complete one-year, full-time or two-year, half-time internships of 1,500 to 2,000 hours. Is it time to ask whether we should revisit internship hourly requirements for school counselors?

As schools struggle with an increasingly complex list of issues related to children and families, it may be time to strengthen requirements. Readers should ask if the public generally feels that school counselors ("guidance counselors") are viewed as qualified and competent to provide counseling for troubled youth. Would teachers feel comfortable entrusting young family members in need of counseling to a school counselor? If we can answer these questions in the affirmative, we can feel pleased and view this charge as a vehicle to further enhance the rigor and depth of training. If the response is negative, such a change might be viewed as a necessity. In either case, we should consider the sharp discrepancy in hourly and structural internship standards between school counselors, counseling psychologists, and school psychologists.

At present, it is not uncommon for school counselors to complete 600-hour half-year internships, but a number of states allow the substitution of multiple years of teaching experience for internship training entirely. Sometimes teachers are allowed to complete school counseling internships—while teaching—by using lunch breaks and nonteaching class time as a vehicle to accrue internship hours. Unfortunately, such concessions, while allowing easier access to the profession, degrade the rigor of professional training.

These concessions can limit the counselor-in-training's ability to see the full role that school counselors play within a given school on a daily, weekly, or full academic year basis. Counseling relationships are compromised. Ethical issues of dual relationships are seemingly forgotten. And the myriad roles and functions of a school counselor are, at best, minimized. Students who compromise their education in this manner also disallow themselves the opportunity to deal with diversity and social justice issues at deeper levels—levels that have an immediate impact on the school environment. In turn, trainees who have a full-time, year-long presence are more likely to be viewed as part of the academic community. At the same time, they are more likely to feel like productive, card-holding school counselors actively engaged with the ecosystem as opposed to only feeling like visitors. The added advantage of being present in the school regularly is that trainees will gain a deeper knowledge of the issues facing their clientele. In addition, the depth of these issues can be discussed, explored, or examined in non-superficial ways and worked through under the scope of quality professional clinical supervision.

While school counseling students might suggest that they could not enter the profession without such internship concessions, medical schools certainly would not allow concessions that degrade professional training standards. Would you feel comfortable trusting a physician who had been granted reduced training hours to accommodate challenging life issues? Given the growing complexity of mental health, it may be time to view school counseling with similar respect.

While teachers might have to take one-year leaves of absence or teach part time over two years while training in neighboring schools, such modifications would provide the opportunity for more intensive internship training opportunities.

It would be challenging, it would be cumbersome for school counseling students. But it would also assure the public that counseling professionals within their school system have endured rigorous internships that are in line with the training standards used in related professions.

Conclusions

The internship experience remains a critical component to education and training for school counselors. But as schools cope with the growing complexity of problems, inclusive of adolescent suicide and school violence, and as administrators look to school counselors to assist in aspects such as threat assessments, suicide assessments and traditional individual and group counseling initiatives, it may be time to revisit, on a national scope, internship training standards.

With sister professions requiring year-long internships and knowing that training can be compromised by concessions such as allowing teachers to complete counseling internships in the same schools where they teach, it is time to thoughtfully re-examine this issue.

Should we increase the rigor of the school counseling internship? Would students benefit from yearlong internships? Should professional standards specifically disallow training from occurring in settings where applicants are employed as teachers and/or administrators?

The questions are truly delicate and challenging. At the same time, as schools, children, and society cope with increasingly complex mental health issues, we think it is time to align school counselor internship training with that of related professions. We believe the work of school counselors demands this level of depth and breadth. We think children's mental health needs demand this quality. Where do you stand?
example, gender, being a twin, having a sibling die or being adopted.

Another respected perspective came from Walter Toman in 1961. He developed 11 categories that more thoroughly took gender into account. And, finally, Leman suggested in 2000 in The New Birth Order Book that there are nine factors to consider with regard to birth order: spacing; gender; physical, mental or emotional differences; sibling deaths; adoptions; birth order position of parents; relationship with parents; the "critical eye" of some parents; and the blending of families due to a divorce or death.

The themes for each birth order position are often similar, and the mainstream media have generally described the pop psychology categories this way:

- First-boms are responsible, perfectionists, often very successful, reliable and conservative.
- Middle children are silent rebels and team players. They are reticent but dream of greatness. They are unlikely to make themselves known but often break from family to make a spot for themselves as adults.
- Youngest children may be showoffs, charming, rebellious, creative and energetic, but also likely to doubt themselves.

Sulloway, in his "big five personality dimensions" related to birth order, said first-borns tend to be conscientious and have a higher IQ but are also more neurotic, while "later-boms" are more agreeable, open to experience and extroverted.

Among other things, the various research on the topic has suggested that:
- First-born children are attracted to cognitive pursuits, while later-born children are more interested in artistic or creative endeavors.
- First-borns are more likely to be Type A personalities.
- Later-boms are more jealous.
- First-borns have more rational beliefs within relationships.
- First-borns may be more anxious about financial concerns.
- "Later-boms" are more likely to dominate relationships.
- There is a higher rate of relationship failure in cases where participants are in the same birth order. Leman found similar results, suggesting that a marriage of two first-borns would be a "lifelong power struggle."
- First-borns are more likely to be leaders.
- Oldest males and youngest females are often the most dominant personalities.
- No matter what the categories, Sulloway said his research has shown three factors lead to birth order tendencies: the attention each child gets from his or her parents, how the child relates to his or her siblings and the child's feelings about his or her position in the family.

"Each birth order is a set of coping skills," Isaacson said. "It is how this person coped in early childhood with the position they were put into. Then it stays with them."

Sulloway said birth order is also related to Darwin's study of how we evolve and develop — particularly for middle children. When resources are scarce, parents tend to invest more in the first child because he or she will be the first to reproduce, and then more with the younger children because they are the most needy and vulnerable and the last the family will have. Also, children at both ends get more undivided attention than middle children, he said. "Even when parents treat all of their offspring equally, middle children still receive fewer resources," Sulloway said. "They always share them with another sibling."

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Letters to the editor: cct@acounseling.org
Division, Region & Branch News

ACCA asks for input on membership survey
Submitted by Joyce R. Thomas

Nearly 2,000 counseling professionals working in higher education settings, both in the United States and in 19 different countries, are members of the American College Counseling Association, ACCA. ACCA is an organization dedicated to its members, and providing exceptional member benefits has always been the cornerstone of the association's mission.

In our continuing efforts to enhance and improve member services, ACCA is asking that our college counseling professionals take a few surveys to complete a brief membership survey. Our sincere thanks to those who have already completed the survey!

If you have not yet completed the survey, please know that your input is extremely valuable to us. Whether you are currently a member of ACCA or a college counselor who is considering becoming a member, please take a few moments today and complete this important member survey.

To access the survey, simply go to the ACCA website (www.collegecounseling.org) and click the "ACCA Membership Survey" link from the homepage. The survey will remain open through Dec. 15. Results will be analyzed and made available early in 2006.

ACES members reflect, respond to Katrina
Submitted by Paige Bentley

During times of crisis, the counselor's role as support and advocate to those in need becomes clear. For counselor educators and supervisors, the response also includes an examination of how to better prepare future counselors to intervene effectively. At the recent Association for Counselor Education and Supervision National Convention, counselor educators and supervisors discussed Hurricane Katrina's impact on the profession and took action to provide support to the survivors.

"Tragic events like Hurricane Katrina offer an opportunity to examine and reflect on who we are and what we do," said ACES President James Benshoff in the fall ACES newsletter. "What is called for at times like this is reaching out from those of us with our homes and universities intact to those whose lives have been totally disrupted by the storm."

With this in mind, ACES made several changes in the conference schedule. The President's Reception was canceled and $100 that was saved was donated to relief efforts. The generosity of the Marriott City Center Hotel in releasing ACES from its contract for the reception made this donation possible.

The conference's opening session was modified to feature a panel discussion exploring implications of recent natural disasters for counseling. During the discussion, counselor educators Viviana McCollum (Albany State University) and Ted Remley (University of New Orleans) described their experiences as victims of Katrina. McCollum outlined specific steps counselor educators and supervisors should take to better prepare counselors to handle situations in the future, including developing a response team to deploy counselors quickly; establishing better communication between counselors, FEMA and the Red Cross; and conducting multicultural training with FEMA and the Red Cross. She suggested designing counselor education courses that specifically address counseling victims of natural disasters. McCollum also called for more advocacy and representation for the profession, stating that other helping professionals did not take counselors seriously during the relief efforts.

Remley said the experience changed him for the better. "I am in a new role of being a victim — someone who needs services," he said. "This will help me be a better teacher."

Visibly moved by her experiences, ACES Past President Donna Henderson said, "I've been touched in an uncommon way. We will never have words to capture it all. What I can say is that the world needs to be different because of this. We must act on our commitment to help."

ACES worked in conjunction with the NBCC Foundation and CACREP to offer travel grants of $200-$700 to help faculty and students impacted by Katrina attend the conference. ACES also coordinated with NBCC, CACREP and CSJ International to develop a list of counselor education programs willing to work with graduate students whose education was disrupted by Katrina.

Benshoff reminded counselor educators and supervisors that it is not just Katrina that is just beginning: "Such a tragedy should not be quickly forgotten by the rest of the nation, and we should be among the voices holding our governments accountable for their responses after the storm. We should keep asking ourselves, 'How can we help?'"

AGLBIC discusses goals, plans at board meeting
Submitted by John Marszalek

The Association for Gay, Lesbian and Bisexual Issues in Counseling held a Fall Board Meeting in Pittsburgh on Oct. 19, coinciding with the Association for Counselor Education and Supervision National Convention. AGLBIC President Joy Whitman chairing the meeting, which was attended by Michael Kocet, Anneliese Singh, Phyllis Mogielski-Watson, Cyndy Boyd, Rob Mate, Ned Farley, Brian Dew, Ed Cannon and John Marszalek. Board members and committee chairs met to discuss the following goals and business for 2005-2006:

1. Joy Whitman encouraged AGLBIC members to join our listserv by sending an e-mail to majordoino@purdue.edu with the following command in the body of the e-mail message: SUBSCRIBE AGLBIC-L.

2. Ned Farley reported on the status of our journal, The Journal of Gay, Lesbian and Bisexual Issues in Counseling, which will be published by Haworth Press. The first issue will be a double edition and is currently in press with an expected publication date of spring 2006.

3. Rob Mate provided a treasurer report for the board discussed budget issues.

4. The board voted to use members' e-mails to notify them of AGLBIC news such as the newsletter unless members request to opt out of electronic communication. AGLBIC's newsletter is currently available online at the members section of AGLBIC's website (www.aglbic.org/index.html).

5. The board voted to officially charter Alabama AGLBIC after Ned Farley verified that it is in the best interest of counselor education programs willing to work with graduate students whose education was disrupted by Katrina.

6. Phyllis Mogielski-Watson provided a membership report and attendees discussed ways to increase membership.

7. Ned Farley provided a past-president report on nominations. Ned is calling again for nominations to board positions, which will be presented at the convention this spring. Ned also called for nominations for three awards to be granted in Montreal.

8. Anneliese Singh, the multicultural consultant for AGLBIC, reported that she has put out a call to get translators for the conference, and has begun translation in several languages. She reminded board members that she is a resource to the board specifically to look at documents, generate ideas and to be mindful of representing a variety of identities.

9. Brian Dew provided a president-elect report on the AGLBIC activities planned for Montreal Montreal. The board also discussed plans for an AGLBIC-sponsored wedding ceremony for same-gender couples.

10. Michael Kocet provided a Graduate Student and New Professional Committee report, and John Marszalek provided a Media Committee report.

11. Ed Cannon provided a Chapter Expansion Committee report. Currently, Kentucky, Louisiana, Alabama, Texas, North Carolina and Pennsylvania are the states with AGLBIC chapters. State chapters are encouraged to report their experiences in the AGLBIC newsletter.

ASERVIC launches division in Illinois
Submitted by Cherri Smith

Beginning and endings — the life cycle is something that has touched the lives of the Association for Spiritual, Ethical and Religious Values in Counseling in various ways recently. One of the reflections of new beginnings for the organization is the beginning of the Illinois ASERVIC branch. Greg Rodriguez is serving as the president, and Gary R. Koch is serving as president-elect. In a recent conversation with Gary, I was excited to hear about all of the ideas the state division has for incorporating the ASERVIC mission. I know that State Divisions Chair Gordon Spice is working hard to provide support for this new state division. If you are interested in joining ASERVIC, please contact Gary at GKoch@Olivet.edu.

Another new beginning took place in October as the first issue of Counseling and Values was published with Christopher Slak as the journal editor. Christopher maintains the legacy of quality and professionalism provided by our previous journal editor, Dennis Engle. If you are interested in applying for the Counseling and Values Editors position (2006-2008), please contact Christopher at cskak@spu.edu.

Also, a new beginning will take place for those individuals who are awarded one of the two $500 research grants being offered through ASERVIC. If you are interested in applying for one of the research grants, please contact Research Awards Chair Marie F. Shoiffer at mfshoiffer@virginia.edu.

These new beginning come at a time when we reflect on the death of one of our members, Sid Messard, who served as ASERVIC treasurer for many, many years, recently passed away. His contributions have made it possible for ASERVIC to continue to enjoy a strong financial base. Often when the budget was being discussed, Sid knew when to keep a tight rein so that we could make sure the money reflected what was important to the ASERVIC membership and mission. I know many members join me as I express gratitude for the contributions Sid made to the association. We will miss him.

IAMFC calls for officer, award nominations
Submitted by Lynn Miller

The International Association of Marriage and Family Counselors is calling for nominations for the following elected positions: president-elect, Continued on page 66
that a client might feel about failing to have a family, allowing it to manifest in guilt or anger. She recalled a client who thought about divorcing her husband so he could find another wife and have children. "I've seen the self-blaming person going into depression and feeling shame about her body, and I've also seen the anger side," she said. "Not everyone is sad; some people are mad that this just isn't fair."

According to RESOLVE, male-factor infertility accounts for 40 percent of all cases. Despite this prevalence, men may have difficulty articulating their distress due to social and cultural factors. "Coping with stress is different for men than for women," said William Petok, a Baltimore-based psychologist and chairman of the American Society of Reproductive Medicine's Mental Health Professional Group. "Part of it is knowing how to work with men about what their issues are and providing them opportunities to talk."

As Petok explained, men typically are problem-solvers. When faced with male-factor infertility, they want specific solutions. "The problem, of course, is that there is no easy solution," Petok said. "Nobody likes to feel helpless, but men tend to cope with stress less frequently by talking to peers about it and so are left without that as a resource. They tend to become absorbed into other kinds of activities."

Men also may grapple with perceptions in situations of female-factor infertility. "It is characteristic for couples to struggle in the sense that women tend to vocalize more of their distress," Danuk said. "Male partners, who are already once removed from reproduction, feel powerless to fix it for their female partners."

Infertility and associated treatments can wreak havoc on intimacy, she added. "That's where counselors could do so much; they could help them realize that while they have shifted their goals from sex for pleasure to sex for procreation, there are 320 days of the year that they can't procreate because she's not ovulating."

When is enough, enough? A counselor can also play a vital role in helping partners who are at odds over whether to continue treatment. "There certainly are times when there is a disconnect between the couple," Clapp said, particularly around the issue of when is enough, enough? One person may want to continue treatment, and the other may be feeling battle-weighy. A counselor can help partners address differences in their willingness to try new treatments, seek support and tell other family members. "Stopping treatment involves addressing the grief and the loss for each person and then looking at the options which might address their needs in the future," Clapp said. "What happens often is that the husband may want to adopt and the wife may want to try a donor egg. Then counseling is critical in order to come to some type of resolution together."

Rich Okulski and his wife, Gayl Anglin, of Silver Spring, Md., have spent the last 18 months undergoing infertility treatments, including one in vitro fertilization and two intrauterine inseminations. They have also experienced a miscarriage. "We're really at the final stop in terms of trying to have our own, natural child," Okulski said. "The frustration starts to mount, even as you get a surge of renewed hope when you go to the clinic. It's a journey through the whole process, and you have to be resilient and bounce back in order to deal with the obstacles as they come along the way."

Anglin said their couples counselor was an invaluable source of support when the treatment process strained their marriage. "Fertility is such an emotional, heart-wrenching, very personal thing," she said. "You're dealing with such difficult stuff, and at the same time you need to feel that you're safe talking about it."

Anglin said their counselor accompanied them as they traveled an uncertain road, including helping them to consider options after a miscarriage and to deal with the possibility that treatment might never work. "I'm a planner, I've always had a game plan," Anglin said. "She worked with us to consider all the scenarios. While there is grieving and pain, we worked through that as a couple and she helped us facilitate that. As much as I will be sad if [treatment doesn't work], I am at peace with it because we've worked through the long-term issues. We know that we will have a family."

Spiritual fallout

Daniluk approaches this issue in terms of adult development. "Being able to have a child, being able to procreate, being able to construct one's future that way is a critical, fundamental part of most adults' lives," she said. "I've had more people over the years say, 'Infertility? What's the big deal?' People can always adopt."

Well, the big deal is that there is probably no other thing that one can go through in life, in terms of a loss, that has such far-reaching implications on a couple than the inability to have children."

At some point, counselors have to adjust their roles from helping clients manage medical questions to advising them on

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coping with loss or reconstructing their lives around a new reality. “Counselors need to be aware of the significance of the fact that our entire socialization tells us that at some stage in our lives we will not only like do this, we have the right to do it, and we have everything we need to do it,” Daniluk said. “To have that denied is hugely difficult for people. It’s not only about a medical crisis, it’s an existential crisis: If it’s not going to be kids, what’s it going to be?”

Further, the expectation of building a family may have spiritual or religious reverberations. Daniluk remembered a Roman Catholic couple struggling with the decision to pursue infertility treatment. “As desperately as they wanted to have a child, they said, ‘It’s against our faith to do this.’ Yet, on the other hand, their understanding was that the whole purpose of marriage is to have children, according to their faith,” she said. “They wondered, ‘Where do we go with this?’”

June Hutchison, an ACA member and affiliate faculty member at Regent University and Loyola College in Maryland, teaches her students to be sensitive to the role of religion in counseling relationships. “The presence or absence of the client’s adherence to the family’s faith tradition is central to the development of coping skills, resilience and acceptance of different aspects of the diagnosis of infertility,” she said. “There is a risk that counselors, in their compassion, may become focused on the medical diagnosis and not hear how the client’s perception of infertility is integrated with their understanding of a faith tradition.”

Is experience really the best teacher?

Many counselors are drawn to working with infertility issues based on their own experiences trying to conceive. Having gone through it themselves, these counselors may be familiar with the various treatments and more aware of the emotional terrain. But past experience can create its own challenges. “That’s the draw, and it draws women in a much stronger way than it does men,” Petnk said. “The problem, of course, in this field is that there just aren’t enough men who are doing this work. If you look at the causes of infertility, it’s about equally divided between men and women. But if you look in our professional organization (ASRM), there are about 14 percent men.” He noted that ASRM’s Mental Health Professional Group provides post-graduate level infertility counselor training, including ethical instruction.

The Ceizyks’ first counselor had also gone through fertility treatment, and they believe her insider knowledge was helpful. “There are nooses for each type of procedure,” Denny Ceizyk said, “different emotions and issues that come up. There are different connections and different levels of grief that we went through as each one of the cycles failed, and our counselor was able to tailor each session as we progressed more and more through those cycles because she really understood what we were talking about.”

But self-disclosure can be a thorny topic. When the New York-based counselor and her husband faced the decision of terminating a pregnancy due to genetic factors, their therapist revealed her own similar struggle and eventual decision not to terminate. “We left that night, and we knew something really weird had happened,” she said. “Trust was broken that day. It was such a horrible situation that I’d gone through, and I really wanted to talk to someone who had gone through it. But to talk to someone who thought they were going to have to go through it but then didn’t is not the same thing.”

This counselor expects to work in infertility counseling in the future, but only after her situation is resolved and she has completed her own healing. “I think I would be a great therapist someday for people going through infertility, but definitely not for a while,” she said. “When you’re fresh from the battle of infertility, you’re still raw. It’s a long, difficult process, and there are a lot of feelings of anxiety (and) failure. You don’t get over those just because you have a baby. It takes a while to get over those.”

The new infertility clients

While fertility issues are still a common problem for traditional couples, the types of clients considering treatment are changing. At a fertility center in Vancouver where Daniluk consults, one-third of the patients are single women. “They are looking at having children on their own using anonymous donor sperm and sometimes using donor eggs,” Daniluk said. “Many of the women are in their early 40s by the time they decide that the way it was supposed to be in the storybooks is not the way it actually has turned out.”

Daniluk also noted that an increasing number of infertility clients are gay and lesbian couples. “It’s important that counselors know that,” she said, “because when we start talking about people with fertility issues, there’s an automatic assumption that those people are married couples, and that has changed a lot. There are many people who are in (traditional) couples and are dealing with this, but there’s a whole other group who will be dealt with somewhat differently by mental health professionals and counselors.”

Letters to the editor:

Stacy Notinas Murphy, a candidate for a master of science degree in pastoral counseling at Loyola College in Maryland, is a counseling intern at PC&kCC in Washington, D.C. Contact her at smurphy@verizon.net.

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Prevention Researcher
A collection of journeys

ACA book editors scheduled to present Learning Institute based on Journeys at convention in Montréal

BY ANGELA KENNEDY

Robert Conyne and Fred Bemak selected 15 well-known and highly regarded counselors to write about their paths to success and the lessons they learned along the way. The result was the American Counseling Association publication Journeys to Professional Excellence: Lessons From Leading Counselor Educators and Practitioners.

At the 2006 ACA/Canadian Counselling Association Convention in Montréal, Conyne and Bemak will help other counselors define their own professional journeys. The Journeys co-editors will use the same questions with Learning Institute attendees that they employed to guide the authors highlighted in their book. Conyne and Bemak believe these key inquiries and prompts help to distinguish their introspective collection of stories from other counseling books on the market and can help other counselors to embrace and express their personal journeys.

The concept for the book emerged out of a lively lunch conversation at the Association for Counselor Education and Supervision National Convention in October 2002. As colleagues and friends, Bemak and Conyne began discussing and comparing their writing styles and work habits. The conversation evolved into how they had reached current points in their lives, the paths they had chosen and the people and events that had most influenced them. Surrounded by other colleagues, the two spent lunch asking everyone how they had arrived at their present level of success. People joined in the conversation, contributing their own stories and reflections. The energy at the table rose as the group became more animated and enthusiastic about sharing their anecdotes. By the time lunch was finished, Bemak and Conyne knew there was something special about the topic. They contemplated gathering a collection of essays from successful counselors detailing their journeys, professional and personal development.

"We had the sense that we as a society don't take much of an opportunity to discuss these things with people," Conyne said. "We are so busy. But we wanted to see if we could identify successful people in our field and get them to talk—in print—about how they got to be where they are, what they experienced along the way, what they learned and the advice or ideas they have for other people. We thought this could be of interest to readers."

They saw the book as a way to provide examples, in a very personal and moving way, of how some well-known people in the counseling field have developed into the individuals and professionals they are today, Conyne said. The two counselor educators developed a proposal with a detailed format that would prompt the contributors in a certain direction while providing uniformity and order to the personal narratives. Those general guides included:

- Past influences
- The experience of the journey
- The connection between theory and practice
- Development as a multicultural counselor
- Style of working and...accomplishment.
- Predictions for the future
- Advice for young professionals

Besides providing a basic structure for the book, the editors thought responses to these questions might lead to possible themes while allowing contributors ample room to detail their diverse journeys.

Choosing the contributors

Narrowing down the list of potential contributors proved very difficult for Conyne and Bemak, especially because they wanted to include a variety of personalities from across the spectrum of careers in the counseling profession. "We wanted both practitioners and counselor educators, and we wanted readers to know who they were," Conyne said. "We each developed a list of names and went back and forth in a negotiation process. They were all people we both respected and who we thought may have an interesting tale to tell."

The co-editors whittled their list down to 15 professionals, nine of which are ACA past presidents. They were both ecstatic and pleasantly surprised when every single one of the counseling professionals they approached said yes to the project. Conyne and Bemak gave each of the contributors the list of questions to follow and a deadline. Then they simply waited.

"The biggest challenge to me was not knowing what we would get back from the authors," Bemak said. "It was like fishing in the dark. We had no idea how people would respond. Would it be superficial? Would it be interesting? Would it be educational? We had no idea it would go as deep as it went and be such a profound experience—(both) for the authors that wrote the chapters and for us, as editors, to read it.

Gerald Corey was the first to submit his chapter. Conyne and Bemak were caught completely off-guard by his emotional and revealing essay. "As editors, we started to get these chapters back, and we were amazed from the beginning," Bemak said. "The very first chapter we got back was from Gerald Corey, and we were both floored by it. Gerald had just plunged into this fully. He disclosed at a level that we didn't anticipate." Corey candidly exposed some of his early childhood "failures," beginning with the first day of kindergarten. He also wrote about his insecurities, from being held back in the fifth grade to being scared that he wouldn't pass statistics for his doctorate degree to becoming a parent and struggling with family and work. But over and over, he refused to let his fears and self-doubt get the best of him, and he found inspiration and mentors in the most unlikely of places.

The editors asked Corey if they could send his chapter to the other contributors as an example of the level of honesty and frankness they were seeking. He agreed, and the other authors followed suit by contributing the kind of quality, both in terms of depth and exploration, the editors wanted. "Many of them identified early troubles," Conyne said, "and I found this particularly meaningful, like speech or physical problems, growing up poor, gay or discriminated against.

The cards seemed like they were stacked against them, but they were able to find ways to not just overcome them, but to deal with their pressing problems, move through them and find ways to really become successful people."

As the chapter authors poured their life stories on paper, many of them found the process cathartic, therapeutic and liberating. It was a learning experience for some; scary yet fulfilling for others. One of the contributors could barely believe what he found himself revealing—information so private that he had never told anyone else, yet now, here it was in print for everyone to see.

For the readers

"I think we are tapping into something that is a great need for most of us in this crazy world," Conyne said. "We just don't take the time to understand what is happening around us and to connect with one another. It was an honor to work
on this book. It came out of such a serendipitous discussion with Fred, and it opened up to be something so important and relevant to people.

Bemak agreed: "Our hope is that readers will take these 15 leaders in the field and reflect on how their journeys evolved and how that relates to who they are today — how other people have synthesized and balanced the profession, the person and the spiritual, how they have integrated it all. We are hoping the spiritual, how they have the profession, the person and are today and how that relates to who they are leaders in the field and reflect on this book. It came out of such a serendipitous discussion with on this book. It came out of such an easy. There were particularly easy. There were none of them had it have taken completely different people in the field of counseling don't talk about very much?'

As this balance sheet indicates, ACA's liabilities appear as a liability because of consistent way to figure out where they are and to take their own personal lessons from. "The fast pace doesn't allow much time for reflection, but we can all benefit greatly in taking time to reflect and to learn and talk to other people."

Although their approach focuses on counselors, Conyne noted, it could be applied to any successful or mentoring professional. "The questions that we are trying to illuminate here in this book are meaningful and relevant to people around the world," he said. "How are we going about our lives in today's frantic world, and what sense are we making of things? We need to look at what we are hoping to be and the meaning of our lives up until this point. This is of human importance, not just to counselors."

Conyne and Bemak believe the book speaks to all levels of counselors, including students, new professionals, and middle and senior-level professionals, because all can relate and compare their own journeys to those presented by the contributors. "I believe it's a real contribution to the field and to the up-and-coming professional's especially. There is some profound depth in the chapters," said Bemak, who believes a lack of these types of disclosures from his mentors was a deficit in his training. "Here are some of the far deeper value systems and spiritual elements, childhood experiences, failures and successes, pains and joys. Here are some of those pieces of the people you read and know about, hear about and see. Here is how to understand them in a much fuller way. I think that's a tremendous contribution, and it's very rewarding to me to have facilitated that."

Comments to the authors
Several of the chapter authors have received praise from readers for illuminating their journeys. Most of the comments have dealt with the courage it took both to tell their private stories in such a public forum and to face challenges with unwavering determination. ACA Past President Samuel T. Gladding said he was told, "Thanks for being so transparent. I saw you warts and all! It was very real. I appreciate knowing about you beyond the name and accomplishments. It made me realize I can become a leader too." Another reader said Gladding's journey taught them that leadership doesn't mean perfection and that perseverance is what's important.

Current ACA President Patricia Arredondo reported another reader's comments to her: "It is helpful to know about you in a different way. (The chapter) rounds out the public persona and how your past relates to your present work."

Mark Pope, a former ACA president, said, "The feedback in our profession, whether students, early career professionals or wizened veterans like me, is that they love this book. The word I have heard over and over again is 'inspirational.' I had two students come up to me recently at the NCDAA (National Career Development Association) Conference and tell me how great this book was and how it had confirmed to them that they had made the right choice when they chose a profession in counseling. They were so animated and so obviously passionate about their new profession, and so proud to be counselors."

The proconvention Learning Institute with Conyne and Bemak is scheduled for March 31, 2006, from 9 a.m.-3:30 p.m. To register, call 800.247.6647 ext. 222, or go online to www.counseling.org/convention. The "Bright & Early" discount registration rates increase after Jan. 15.

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

First quarter ACA fiscal report

BY JANE GOODMAN

In an effort to keep the American Counseling Association 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, 2006.

The balance sheet presented with this report is intended to reflect ACA's financial position at a given point in time. The balance sheet gives a picture of the association's financial position as of Sept. 30, 2005. On Sept. 30, ACA owned $7,467,960 in assets. Of these assets, $6,324,474 was in cash and investments. On Sept. 30, the association's liabilities included vendor fees of approximately $670,788, staff salaries and benefits of $397,104 and fees collected on behalf of related organizations of $3,672,951. Member benefits to be fulfilled total $3,672,951 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 on Sept. 30 was $2,634,209. This indicates that the association remains financially positive. However, efforts must continue to be made to ensure the association's long-term stability. ACA was financially sound at the end of the first quarter of FY 2005. On Sept. 30, the association reported $413,764 in excess expenses over revenues. While this represents a deficit position, it is better than the financial position reported each of the previous two fiscal years on Sept. 30. At the end of each of those fiscal years, the association realized excess revenues over expenses. As we move into the new fiscal year, ACA intends to continue developing more programs as it realizes greater success in its legislative activities, while continuing to provide established programs and benefits to its members.

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

Jane Goodman serves as ACA Treasurer.

<table>
<thead>
<tr>
<th>AMERICAN COUNSELING ASSOCIATION</th>
<th>BALANCE SHEET</th>
<th>SEPTEMBER 30, 2005</th>
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<tbody>
<tr>
<td></td>
<td>ASSETS</td>
<td></td>
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<tr>
<td>Cash &amp; Cash Equivalents</td>
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<td>Fixed Assets (Net of Accum. Dep.)</td>
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<td>Total Assets</td>
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<td>LIABILITIES AND FUND BALANCE</td>
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<tr>
<td>Due to related organizations</td>
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<tr>
<td>Accounts Payable</td>
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<tr>
<td>Accrued Salaries, Annual Leave &amp; Payroll Taxes</td>
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<td>Deferred Revenues</td>
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<td>Total Liabilities</td>
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<td>FUND BALANCES</td>
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<td>Defined Fund Balances</td>
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<td>Retained Earnings</td>
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<td>Total Fund Balance (Deficit)</td>
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<tr>
<td>Total Liabilities &amp; Fund Balance (Deficit)</td>
<td>$ 7,467,960</td>
<td></td>
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Counseling Today • December 2005
Locked out

There is an annual workshop that I frequent every summer. It's the one place I return from each year feeling more centered, grounded, confident, energized and supported in my work. It truly is a magical time, and my experience this year was no different. In fact, this year was special because it marked the institute's 10th anniversary. I was given the responsibility of welcoming myself because I had been given the responsibility of welcoming newcomers.

While in the area, my husband and I had planned a trip to the coast with our children to take advantage of the cool northeastern beaches. It's a long trip to Boston from my hometown of San Antonio, and my husband happens to have extended family in the area. It made sense to plan a brief visit with them while we were in town for the institute in spite of a complication related to a family rift that started at a funeral about five years ago. As my husband and I were not directly involved in this checkered history, I was fairly confident we could stay out of trouble. Besides, we had our two young children with us. Surely they would keep the family entertained, if not distracted.

The family gathering was scheduled for a friend's home in a very upscale neighborhood of Boston. I was certain the neutral meeting place would offer us enough privacy to reconnect and, as the site of a celebration, would be light enough to ward off any lingering bad feelings among the combatants. In addition, we were informed that the host, a former physician, had suffered a spinal injury in the last year, was paralyzed from the neck down and depended on a respirator to breathe.

Driving in the Boston area can be quite an adventure, so we left our hotel expecting the worst. In the car, my husband began preparing our daughter for what to expect. She had no idea what he was talking about. We were left simply to hope that she wouldn't embarrass us.

When we arrived, we were greeted by my husband's sister and her children. They welcomed us with a bright smile and warmth, and an open mind in our daughter that she wouldn't embarrass us. We had to trust that we'd successfully instilled a kind heart and an open mind in our daughter and that she would express nothing more than an innocent curiosity over our host's physical condition.

Upon arriving, we were greeted by our family and kindly shown into the home. I made my entrance with a sleeping and potentially very cranky 35-pound toddler draped over my shoulder. Once inside, our first stop was to meet the host, whom I'll call "Jerry." He flashed a bright smile and struggled to turn his eyes in our direction. In one instant I simultaneously took in his attractiveness, vulnerability, helplessness, optimism and courage at having invited so many people to gather in his midst. I also noticed his hospital bed stationed by the window in the den. We heard the rhythmic hissing of the respirator and the delicate balance of all the equipment that had to be kept in sync to sustain his life.

So many women bustled around him to keep him comfortable that I couldn't make out which one was his wife (and our hostess). A palpable sense of urgency was in the air. As he peered over the commotion to greet us, our small talk struck me as meaningless in light of his situation, yet I had no idea what else to do. I began to feel very anxious and looked for a way out of the awkward situation. To escape, I decided I should check out the food.

At the buffet table, I couldn't tell if the "green stuff" was pesto, guacamole or an exotic form of hummus. So I kept walking and eventually found myself in the kitchen, where I overheard two women gossiping about me, wondering what my background was.

Again, I had made a mistake, so I went back to the food and sampled some of the dips. I felt very self-conscious and out of place, especially with my 2-year-old still draped over my shoulder. I was complaining to myself about my back pain when I remembered Jerry in the other room, tethered to his respirator. As the home began to fill with guests, I made my way over to my 6-year-old daughter.

Continued on page 37
We need your help! Letters and phone calls from constituents are the most effective way of getting members of Congress to take action. Following are a few of the current high-priority federal policy issues on which the American Counseling Association is working, and contacts by counselors can make a big difference in level of success. If you're unsure who your Representatives or Senators are, visit the ACA Legislative Action Center on the Internet at http://capwiz.com/counseling, or contact Chris Campbell with ACA's Office of Public Policy and Legislation at 800.347.6647 ext. 241 or via e-mail at ccampbell@counseling.org. Remember, in any communications with your elected representatives — whether by letter, post card, phone, fax or e-mail — be sure to leave your name and postal address.

**Medicare Reimbursement of Licensed Professional Counselors**

The Senate has adopted Medicare provisions, including language establishing coverage of licensed professional counselors, as part of broad legislation reducing federal spending by roughly $35 billion over five years. The Senate bill reduces Medicare spending overall, including by eliminating billions of dollars in unnecessary incentive payments to private managed care companies for participating in Medicare. However, the legislation also includes a handful of provisions that increase spending, including both the counselor coverage provision and a provision canceling a scheduled reduction in physician payment rates. At press time, the House was poised to pass its version of the legislation without any reductions in Medicare spending, relying instead on steeper cuts to Medicaid, the health insurance program for low-income children, parents, seniors and individuals with disabilities.

Representatives should be encouraged to follow the Senate's lead in adopting the Medicare provisions to achieve budget savings in a compassionate manner while also improving access to mental health services at the same time. Seniors deserve the same choice of mental health service providers under Medicare as private-sector beneficiaries enjoy. In many communities, licensed professional counselors are the only accessible mental health providers. Sadly, older Americans remain the demographic group most at risk of committing suicide.

**Who to Contact**

Your Representatives

Capitol Switchboard 202.224.3121

www.house.gov

**Message**

"I'm calling to ask the Representative to support the Senate's Medicare provisions in the budget reconciliation legislation that Congress is considering. These provisions are preferable to the steeper cuts in Medicaid included in the House bill and would also make needed, cost-effective improvements to Medicare. The Senate bill would establish coverage of licensed professional counselors under Medicare, which would improve access to services in underserved areas. Untreated mental illness is a devastating problem for the elderly and contributes to older Americans being the demographic group most at risk of committing suicide."

**ACA Resource**

Scott Barstow
800.347.6647 ext. 234
sbarstow@counseling.org

Internet briefing paper:
www.counseling.org/public

Capwiz 'Contact Congress!' site:
http://capwiz.com/counseling

**Department of Defense Recognition of Licensed Professional Counselors**

The number of soldiers returning from Iraq with post-traumatic stress disorder and other mental and emotional health problems is staggering. Yet federal law still requires that licensed professional counselors practice under physician referral and supervision under the TRICARE military health care system and in Department of Defense facilities. LPCs are the only mental health professionals not allowed to practice independently.

Fortunately, a study by the RAND Corporation on the effects of a demonstration project allowing independent practice authority for LPCs found that this resulted in better access to care, no increase in costs and no adverse effects on TRICARE beneficiaries. The House has passed language, as part of the Fiscal Year 2006 defense authorization bill, allowing defense spending, establishing independent practice authority for counselors.

The Senate included a provision in its bill that would only allow LPCs to practice independently in "medically underserved" areas. Congress aims to finish consideration of the FY 2006 defense authorization bill soon, so it is vital that counselors contact their Senators to urge adoption of the House-passed provision for independent reimbursement of counselors throughout the country, regardless of where they practice.

**Who to Contact**

Your Senators

Capitol Switchboard 202.224.3121

www.senate.gov

**Message**

"As a constituent, I'm calling to ask you to support enactment of a House-passed provision in the defense authorization bill to give soldiers and their families easier access to mental health services by allowing licensed mental health counselors to practice independently within the TRICARE program in all parts of the country. Increasing access to services is especially important considering that as many as one in three soldiers will return from Iraq with symptoms of post-traumatic stress disorder. The RAND Corporation conducted a study on the effects of a demonstration project allowing counselors to practice independently and found that it resulted in better access to care, no adverse effects on beneficiaries and no increase in costs. I'd like to hear back on what the Senator will do on this issue. Can I give you my contact information?"

**ACA Resource**

Scott Barstow
800.347.6647 ext. 234
sbarstow@counseling.org

Internet briefing paper:
www.counseling.org/public

Capwiz 'Contact Congress!' site:
http://capwiz.com/counseling
DECEMBER

Bipolar/Depressive Disorder Symposium
December 31
Tucson, Ariz.

The Second Annual Child and Adolescent Mental Health Symposium: Bipolar and Depressive Disorders in Children and Adolescents, will be held Dec. 3. It is sponsored by the University of Arizona College of Medicine at the Arizona Health Sciences Center and the Child and Adolescent Psychiatry Program at the Department of Psychiatry. The symposium will be at the Arizona Cancer Center, Kliwt Auditorium, in Tucson.

For more information, contact the Professional Development Office at Psychiatry Department, University of Arizona, P.O. Box 245002, Tucson, Arizona 85724; phone: 520.266.1392; fax 520.626.5752; e-mail upsyccon@email.arizona.edu; or visit the website at www.psychiatry.arizona.edu.

FOCUS 2005
December 1-3
Kansas City, Mo.

A strand of the Association for Career and Technical Education National Convention will take place in Kansas City. This is a change from the original venue of New Orleans. This portion of the convention will center on the collaboration between education and workforce at the local, regional and state levels. More details and registration information is available online at www.acteonline.org/convention/index.cfml.

FYI

ASGW seeking nominations for awards, applicants for scholarship

The Association for Specialists in Group Work Awards Committee is seeking nominations for the Group Work Practice Award, Eminent Career Award and Professional Advancement Award, as well as applicants for the Peg Carroll Scholarship.

The purpose of the Group Work Practice Award is to recognize an outstanding practitioner in group work. Recognition may be for any area of group work covered by the ASGW Professional Standards.

Nominations for the Eminent Career Award or the Professional Advancement Award should address the nominee's outstanding activities and contributions to the field of group work. The Eminent Career Award recognizes the contribution of ASGW members to the field of group work or an ASGW/ACA member. The Professional Advancement Awards recognizes the outstanding activities of individuals who help advance the field of group work through any one of the following: research, development of a new technique or theory, public relations, legislative activities or group work practice.

Contact Lorraine J. Guth, Ph.D., Indiana University of Pennsylvania, Department of Counseling, 206 Stouffer Hall, Indiana, PA 15705 or via e-mail at lguth@ups.edu for complete details on award nominations. All nominations and supporting letters must be received by January 31, 2006.

The ASGW Awards Committee also invites applicants for the $2,000 scholarship given annually to honor Marguerite "Peg" Carroll, a former ASGW president and pioneer in group work. The purpose of the award is to support the study of group work and further the understanding of group dynamics. Any student interested in the field of group work is eligible for consideration.

Applicants must respond in writing to six questions and should solicit letters of recommendation from three professionals in the field who are familiar with the applicant's work. For complete scholarship application requirements, contact Kelly McDonnell at Kelly.mcdonnell@wmu.edu. Applications must be received by January 31, 2006.

The award recipients and scholarship winner will be announced at the ASGW Luncheon at the ACA/CCA Convention in Montreal.

Board members sought

The Journal of Humanistic Counseling, Education and Development, the journal of the Counseling Association for Humanistic Education and Development, is seeking applicants for its Editorial Board. All ACA members interested in serving on the journal's Editorial Board are encouraged to submit their application materials by April 15, 2006. Primary responsibilities include reviewing manuscripts and submitting reviews to the editor in a timely manner. Editorial Board members should be familiar with the content and aims of The Journal of Humanistic Counseling, Education and Development and the C-AHEAD division. Several openings are available for the three-year term beginning on July 1, 2006.

Those selected must be willing to join C-AHEAD. Please send electronic copies of your vita and a cover letter highlighting your qualifications to Mark.Schoff@llu.edu.

Counseling and Values, the journal of the Association for Spiritual, Ethical and Religious Values in Counseling, is seeking applicants for its Editorial Board for 2006-2008. All ACA members interested in serving on the journal's Editorial Board are encouraged to submit their application materials by Feb. 15, 2006. Primary responsibilities include reviewing manuscripts and submitting the reviews to the editor in a timely manner. Editorial Board members should be familiar with the content and aims of the Counseling and Values journal and ASERVIC, have sound opinions on what is currently important in the field, and be willing to offer constructive feedback to authors. Several openings are available for the three-year term from July 1, 2006, through June 30, 2008.

Those selected must be willing to join ASERVIC. Please send electronic copies of your résumé or vita and a cover letter highlighting your qualifications, including ACA membership, areas of expertise and goals for the journal to Christopher Sink, Editor, Counseling and Values (in concert with ASERVIC), Seattle Pacific University, School of Education, Department of School Counseling, Psychology, 3307 Third Ave. West, Seattle, WA 98119-1997, or e-mail to csink@spu.edu.

Call for papers, manuscripts

The Fourth Biennial St. John's University Adoption Conference: "Families Without Borders: Adoption Across Culture and Race" will take place on Oct. 13-14, 2006, in New York City. The university is calling for papers, presentations and workshops. The first conference in 2000 focused on "The Adoption Journey: Psychological, Socio-Political and Legal Challenges"; the second conference in 2002 focused on "The Life-long Adoption Journey: The Eyes of the Adopted"; and the 2004 conference theme was "The Dynamics of Adoption: A Three-Way Mirror." In keeping with its goal to create conferences that address adoption themes relevant to the training of mental health professionals as well as to the adopted person's growth and understanding of adoption, triad members themselves, the fourth conference will focus on issues related to transracial and transcultural adoption.

Potential topics include the development of self-esteem; the role and impact of race and discrimination on the triad; adoption vs. development vs. race vs. culture — determining what influences adjustment and how to cope with those issues critically; how transracial and transcultural adoption affect the whole family; exploration of racial/cultural identity in the context of the individual, family, community and society; large; the influence of culture on families of transracial adoption; the stigma of adoption (including recognition of society's view that "biological is best"), especially in transracial adoption; complexities of adoption — not all good or all bad; the need to present challenges and benefits/successes; and research studies on adoption issues.

For more information, visit www.stjohns.edu/adoption or e-mail mckelly@stjohns.edu.

Point/Counterpoint writers wanted

Counseling Today is seeking writers for the Point/Counterpoint column, a forum for two professionals to debate a hot-button issue currently in the counseling field. Proposed topics include:

- Are counselor educators giving too many A's? Is the grading system too lenient?
- Multiculturalism versus diversity: Which should be embraced by the counseling profession?
- Should the school counseling profession move from certification to licensure?
- Should the Council on Rehabilitation Education merge with CACREP to form one counseling accreditation body?
- Psychology training programs provide classes on prescribing medications. Should counseling programs follow suit?
- Contact Angela Kennedy at akennedy@counseling.org if you are interested in writing on one of the suggested topics or if you would like to propose a question. Please add "Point/Counterpoint" in the subject line. The e-mail must include the topic you would like to write about and your stance on the issue.

Bulletin Board submission guidelines

All entries for the Bulletin Board must be submitted via e-mail to akennedy@counseling.org with "Bulletin Board" in the subject line. Paragraphs (in complete sentences) should be in a Word document, single-spaced, justified, Times font in black. Please provide a contact person with an e-mail address or number to call for more information. Do not send submissions with tables, tabs, bullet points, logos/letterhead, colors or uncommon fonts. Submissions are subject to editing. The rolling deadline is the 10th of every month by close of business, ET.
Only after much counseling did I begin to see how hard I had persisted and finally accept that no amount of persistence on the part of one person can fix everything. The counselor helped me see how emotional abuse affected my self-esteem and beliefs about my role in that relationship. I finally risked being alone and saw that, in a relationship that left me feeling hurt and crazy.

These insights proved invaluable both as a counselor and an instructor. I could identify with the reasons people stayed in unhealthy relationships and understand their struggles. I could empathize with survivors who berated themselves for staying with their abusers for far too long. Counseling helped me to explore these abuse issues and increased my understanding of the dynamics involved.

**Defining abuse**

As an instructor, I was startled to discover how many counselors-in-training defined abuse solely as a physical or sexual assault against another person. I had assumed beginning counselors were already aware of the many forms abuse can take and that the knowledge I had gained through experience, bibliotherapy and counseling would be readily known by others entering the field. I shouldn't have been surprised to find this simply was not the case.

As a counselor who has worked with many people in abusive relationships, I have encountered numerous accounts of how verbal and emotional abuse is more traumatizing than physical violence. Some clients liken emotional and verbal abuse to brainwashing. Many say they would actually prefer getting hit because "it leaves heal quickly, but scars from the words remain for years, if they ever go away." The contrast between what students thought and the realities of emotional abuse was striking. How could they possibly support clients experiencing emotional and verbal abuse with such inappropriate beliefs?

The counseling students may not have known what I assumed they would, but they wanted to learn about the lasting damage and the need for clinical attention. The class reviewed emotional and verbal abuse in detail. Students reported overwhelmingly that they enjoyed the book *Destructive Relationships: A Guide to Changing the Unhealthy Relationships in Your Life* in large part because it wasn't full of statistics but instead provided countless exercises for self-introspection and exploration. True understanding of these issues demands personal examination in addition to collecting basic information. The book also recounted stories of individual cases studies about the experience of different types of abuse. This helped to increase the students' empathetic understanding, which, in turn, seemed to solidify the information and motivate the students to learn and do more.

**Survivor blaming**

A lack of understanding about the injuries sustained from verbal and emotional abuse was likely the key to some of the survivor blaming that appeared in class. Many students demonstrated little compassion for clients who remained in abusive relationships. They reported feeling frustrated while watching videos in class because the clients often returned to the abuser or minimized the abuse they encountered. It took some time for students to recognize the cycle of violence and how barriers often sever their partners from support systems so that no options seem available. Survivor blaming gradually decreased as knowledge about intimate abuse increased and emotional connections to victims developed.

Knowledge of the violence cycle is central to working with people in abusive relationships. If a counselor with a victim-blaming mindset works with a client experiencing intimate abuse, the client is likely to terminate counseling prematurely. Survivors have been blamed and unappreciated inappropriately in their relationships and do not need to re-experience this dynamic in counseling. This is a key for beginning counselors who want to help.

**Personalizing the information**

Self-reflective exercises helped students examine their personal experiences with various forms of physical, sexual, emotional and verbal abuse. They disclosed highly personal events that many had never before considered abusive. Several reported previously disregarding or minimizing the personal impact of the emotional and verbal abuse just as they had witnessed clients doing. Some students began undergoing counseling themselves to explore their experiences with abuse in more depth. Their feedback indicated that the exercises provided much-needed awareness and growth.

When the counseling students began to understand the complexities of intimate abuse and inspect their own life experiences, they reported increased self-awareness, self-growth and self-understanding, not just about abuse but in general. The heightened development and competency gained from the personal awareness exercises helped shape their development as neophyte professionals, potentially guiding them toward greater efficacy as counselors. They committed to not participating in victim blaming and to seeking an improved ability to empathize with people experiencing abuse. The examination of intimate abuse seemed to reinforce the "counselor know thyself" saying as essential to counselor effectiveness.

Intimate abuse remains a complex and timely issue. Intimate relationships and abuse experiences are pervasive, and counselors will very likely face these issues with clients. New counselors in particular have an ethical responsibility to expand awareness of their own emotional issues before working with the public.

This class definitely provided an opportunity for needed self-exploration. I've often wondered since if I would have repeated my abusive dating pattern if I had taken a similar course in my master's program. Whether or not students have an opportunity to take such a course, I hope readers will gain a sense of how to expand their knowledge of self and others through this brief review of my experiences as an abuse survivor, student and instructor.

The National Institute for Trauma and Loss in Children

**ATTENTION**

Graduate Students, First Year Professionals, & Seniors

The American Counseling Association WANTS YOU!

Now recruiting student volunteers for The ACA 2006 Annual Convention, Montréal, Canada, March 30-April 3

Mingle with counseling legends
Network with peers from all over the world
Explore future career options and research collaborations

**HAVE FUN AND SAVE MONEY**

12 hours of volunteer service guarantees first-time recruits reimbursement of one-half their registration fee. Returning volunteers will have their entire registration fee waived as an expression of gratitude for their commitment to a successful ACA Convention.

For information about volunteering, and affordable ways to attend the convention, please contact ACA at:

www.counseling.org or 800-347-6647, x204
Starting over

What if you had to start over? It is a numbing thought, especially during a time of the year typically associated with myriad celebrations, but we know that disasters can happen at any time without regard to the clock or calendar.

As counselors, we are prepared to shepherd others through the aftermath of their disasters, but how many of us have looked in the mirror and asked ourselves the question, "What if I had to start over?"

Search the web and you'll discover entire professions and industries devoted to answering this question — risk management, insurance, disaster recovery, emergency response and crisis management, insurance, disaster recovery, etc. Many disasters of both the natural and human-made variety: terrorist attacks, hurricanes, fires, tornadoes, earthquakes, etc. Some are geographically predictable, while others are more random. Computer viruses, by comparison, may seem relatively innocuous, but they can have large implications, particularly if a hard drive crash jeopardizes irreplaceable records. Lawsuits, although relatively uncommon in counseling at present, can be a nuisance. And then there's a whole category of the imaginable but unpalatable, including every counselor's worst nightmare of an unstable client gone out of control.

How can I prepare? What can I do to protect myself?

As the saying goes, forewarned is forearmed. Once you begin to consider the potential risks, common sense will guide your preparations. Here are a few suggestions:

- Maintain emergency supplies to weather the aftermath of a natural disaster (canned food, water, medications, etc.). A complete list of emergency supplies recommended by the American Red Cross can be accessed at www.redcross.org. Under "Our Services," click "Get Prepared" then "Prepare at Home" and "Disaster Supplies Kit."
- Perform regular computer backups to protect electronic data. If these data are crucial to your work, strongly consider contracting a remote backup service with redundant storage locations.
- Install alarm systems and conduct regular evacuation drills for personal protection.
- Consider purchasing weather alert radio systems for your home and office to complement your smoke alarms. Also make sure to change the batteries when you "spring forward" and "fall back." As fire prevention professionals recommend.
- Review your insurance needs for life, health, short- and long-term disability, personal property and malpractice.

What would I need to get back on my feet?

If you make it through a disaster without losing your life or your loved ones, little else really matters, but having original copies or important papers stored in a safe place can help reduce some headaches after a catastrophe. A bank safe deposit box can be rented for a nominal annual fee, or a fireproof box that you store at home may meet your needs. Take steps to safeguard the following:

- Proof of identification (driver's license, Social Security card, passport, birth certificate, etc.)
- Other legal papers (marriage license, divorce decree, incorporation papers, etc.)
- Financial information (bank account numbers, stock certificates, retirement account numbers, credit card numbers)
- Insurance papers (copies of policies, phone numbers for your agents)
- Copies of professional credentials (documentation of supervision, proof of licensure, university transcripts)
- Phone numbers and addresses of important contacts
- An electronic copy of your resume or vita

Entire books have been written on disaster preparation, so this is by no means an exhaustive list. For more information, check out the U.S. Small Business Administration's Disaster Planning Tool Kit at www.sba.gov/disaster/recov/prepared/getready.html.

We hope you never need to exercise your contingency plans. But as you count your blessings during this holiday season, remember to protect them as well.

Amy Connell is ACA's manager of Career Services. Send questions or comments to her at aconnell@counseling.org.

Family Counseling for all Counselors

David Kaplan & Associates

Almost all counselors must contend with matters related to the family, yet many have not been exposed to the concepts and interventions of family counseling. That is why this book was developed.

You will learn how to:

- Determine when to bring in family members
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- Set goals for family progress
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In the midst of her happy chatting, she asked a member of our extended family for a tour of the house because she is "sorry!"

We were led upstairs and shown the bedrooms, one by one. Before our relative shut the door to one of the guest rooms I asked, "Do you think I could lay Kaleb down somewhere?" She didn't respond, so naturally I wondered whether she had heard me. But she made her way to the last room, opened the door and asked, "Do you think you'd want to lay him in here?" I peeked in only to see a treadmill and an old sofa, "I wonder what the big deal was, then wondering what the big deal was, then wondered if i might end up in even more trouble. It seemed evident that about the only place we might find refuge was with Jerry in the den.

By the time we arrived back downstairs, a violinist had arrived to entertain the guests, immediately sparking my daughter's interest. While awkwardly pressing the issue to introduce our son to family members, I realized how much like an awkward teenager I had become, feeling some optimism that I might, in fact, be able to contain him in his lap before making my way halfway across the room to sit on the floor.

Kaleb, however, decided he would rather be with Mommy, so he begins to move his way in my direction in the stumbling, drunken gait of a toddler. As he started tripping over everyone's feet, he began complaining and flailing his arms over a large collection of cups. I envisioned him transforming into a bowling ball ready to knock down any thing valuable within striking distance, so I grabbed him to minimize the damage. At that point, my only thought was that we just needed to get out of the house. That way we could avoid any more disruptions and Kaleb could burn off some energy. We made our way into a beautiful pool and garden — a beautiful setting for adults but a potential minefield of dangers for a toddler.

In the midst of my happy chatting, she had no air conditioning. "Ah, no thanks," I replied, and we all made our way back down the stairs.

I had no idea how to take what had just happened. Had I made an intrusive request? Was this family member just being rude to me? I peered over my shoulder to see the celebration in full form. Relieved this plight was nearly over, I watched as the gentleman bent down to undo a latch at the foot of the door. As he stood up to let me in, he banged his head on the corner of a hutch. "Yes, Jerry," I thought, "and how must he feel locked out every second of his tenuous life. My own adversity felt feeble by comparison.

After the music and dancing ended, a friendly couple noticed me hovering outside the door. Relieved this plight was nearly over, I watched as the gentleman bent down to undo a latch at the foot of the door. As he stood up to let me in, he banged his head on the corner of a hutch. "Yes, Jerry," I thought, "and how must he feel locked out every second of his tenuous life. My own adversity felt feeble by comparison.

I nodded gratefully, my back now on a dark stain was already forming on the ultra-suede love seat. More determined than ever not to mess anything up, I carefully tucked a napkin between his cheek and the seat cushion. I felt very pleased with myself for being so resourceful.

I didn't wonder too far so I could keep an eye on my sleeping son. While getting reacquainted with family I began to feel some optimism that I might, in fact, survive this gathering without messing everything up. About this time I heard the violin for the first time. I recognized the unfolding melody as "Jingle Bells." I shot my eyes across the room and spotted the gentle couple noticed me hovering outside the door. Relieved this plight was nearly over, I watched as the gentleman bent down to undo a latch at the foot of the door. As he stood up to let me in, he banged his head on the corner of a hutch. "Yes, Jerry," I thought, "and how must he feel locked out every second of his tenuous life. My own adversity felt feeble by comparison.

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Kaleb, however, decided he would rather be with Mommy, so he begins to move his way in my direction in the stumbling, drunken gait of a toddler. As he started tripping over everyone's feet, he began complaining and flailing his arms over a large collection of cups. I envisioned him transforming into a bowling ball ready to knock down any thing valuable within striking distance, so I grabbed him to minimize the damage. At that point, my only thought was that we just needed to get out of the house. That way we could avoid any more disruptions and Kaleb could burn off some energy. We made our way into a beautiful pool and garden — a beautiful setting for adults but a potential minefield of dangers for a toddler.

Horrified by the idea of both of us ending up in the pool, I attempted to distract Kaleb by leading him over to one of the flowerbeds. We began to explore the scents of lush herbs. He was immediately offended by the smell of something and decided it was far more interesting to dig up the plants. While on my knees and knees brushing dirt off the walkway and back into the flowerbeds, I decided I needed help. After all, that was part of what I had learned at the workshop I attended and part of what I do as a counselor — seek for help when I feel in over my head. The accumulative stress from several uncomfortable encounters had left me on edge.

I headed back inside for assistance from my husband, if not support from the other partygoers themselves. I was dismayed to find the door locked. I made my way around the perimeter of the house trying other doors, but they were closed tight as well. My final stop was a sliding glass door that happened to be off the den. Holding Kaleb, I peered pathetically, into the room only to see the celebration in full form.

Everyone was standing in a circle, which surrounded my daughter and the only other young child in the house. The violin was playing loudly, the lights were dimmed and candles were burning. People were chanting, clapping and laughing, and I found myself in exile. A wave of discomfort, humiliation and frustration washed over me, but at the same time I felt there was something good for me in this experience. I chose to stand and observe — both my feelings and what I was missing. I thought about the notion of privilege and oppression and what it felt like to be "locked out" in all the ways marginalization is experienced. I also considered what it felt like to be exhausted and responsible for the care of a young child with no resources or sense of social or familial support, even if only temporarily.

I wondered why I'd been trying so hard to fit in and make a good impression. I remembered a scene from a movie in which a father explains to his daughter that to be accepted as Mexican-American in Mexico or the United States they need to "become more Mexican than the Mexicans and more American than the Americans." That made me contemplate what it would be like to be locked out permanently — perhaps even homeless. I also thought about Jerry and how he must feel locked out every second of his tenuous life. My own adversity felt feeble by comparison.

A wonderful compilation
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—Beverly J. O'Bryant, PhD
Assistant Provost
Bowie State University
ACA President 1993-1994
ASCA President 1990-1991

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Handbook of Vocational Psychology (3rd Edition)


From two of the most skilled editors and contributors in our profession comes a classic. Their mission is to assess the current state of affairs in the field of vocational psychology and then to direct the reader’s attention toward the future. Their vision is clearly articulated in chapters written by some of the most significant scholars in the field.

The first section addresses the field of vocational psychology and begins with a chapter by Mark Savickas and David Baker on the field’s history. An excellent chapter by Mary Sue Richardson, Keita Constantine and Mara Washburn discusses theoretical development, and a progressive chapter by Ruth Fassinger is specifically devoted to women’s career development.

Section two of the handbook addresses, research related to vocational choice, Sue Whiston and Laurel Oliver provide a solid chapter dealing with the career counseling process and its outcome. They deliver the kind of synthesis the field desperately needs, providing a grand summary of “what works.” This section concludes with a remarkable piece of writing by Michael Brown, Yasmeen Yamini-Dion and Christopher Ruiz de Espana on career interventions for diverse populations.

Section three addresses research related to work adjustment. Bruce Walsh and Don Eggert write on the Five-Factor Model, and Timothy Elliott and Paul Leung provide two interesting chapters on vocational values and cultural and gender issues.

The handbook’s fourth section addresses career counseling and caps the handbook. The section includes contributions by John Kramholz and Anne Clam on professional issues, an outstanding chapter by Paul Hartung on career assessment and counseling and, finally, a well-developed chapter by Linda Subich on career assessment and diverse individuals.

This book is an excellent resource for students, whether for research, practice or simply for reference. It can be easily recommended to either a student or a colleague without hesitation. The editors’ emphasis on cultural issues as well as their inclusion of the practice of vocational rehabilitation is well-crafted as it moves forward into an ever so complex and challenging future.

Reviewed by W. C. Bridick, an assistant professor in the Counseling and Human Resource Development program at South Dakota State University in Brookings.

Human Service Agencies: An Orientation to Fieldwork


Teaching a fieldwork course requires a useful textbook to guide students through the challenges and issues of volunteering in a human services agency. Students enrolled in human services, community counseling and social work programs find themselves having to take a fieldwork, practicum or internship course (or courses) to qualify for graduation. The second edition of this book by the husband-wife team of Lupe All-Corliss and Randy All-Corliss is intended for any undergraduate or graduate student who is completing a fieldwork course and wants to become an effective helper in a community agency. As licensed clinical social workers, the authors have an extensive background in public, nonprofit and private agencies in the human services. They see the book as a guide to transferring theoretical knowledge to practical experience.

The second edition provides updated and revised material on diversity, ethical issues, multicultural and gender issues, technology and partner violence. A number of scenarios embedded in each of the book’s nine chapters encourage critical thinking and create classroom discussion. Though the textbook prepares students for real-life scenarios as professional workers, the situations fall short of representing the different roles that student interns perform. After each section, the textbook offers titled “Thinking Things Through” generates self-reflection for the reader. Additionally, the chapters provide individual and group exercises to illustrate the purpose of the chapter topic. Chapter 1 directs the reader to focus on values and self-awareness and includes helpful exercises to explore contemporary and real-life ethical issues. Chapter 2 emphasizes agency policies and systems to familiarize the reader with standard policies and procedures. Chapter 3 stresses how and why students should maximize the fieldwork experience. Taken together, these three chapters are ideal as an orientation to the first fieldwork course.

Depending on the prerequisites for the fieldwork course, chapters 4, 5 and 6 serve as a refresher on the helping process, diversity issues, and ethical and legal implications, including dual relationships and confidentiality. Like the other chapters, the range of scenarios appropriately addresses the topics and illustrates the many circumstances encountered in an agency.

Chapter 7 focuses on personal issues that could negatively affect the fieldwork experience, and as such is heavily entrenched with scenarios and self-reflection exercises. Chapter 8 extends from the concept of interpersonal communication with clients to personal and professional relationships. The textbook concludes the textbook and focuses on handling stress and preventing burnout. The authors also provide a reference list, an epilogue and appendixes. Though not a workbook, the textbook pages are perforated. The appendix pages include three forms for students to record client interviews. Overall, the textbook material branches into several components to guide students through the challenges presented in a human services agency and provides a practical resource for the many facets of fieldwork.

Reviewed by Sylvia Head, associate faculty member at the University of Phoenix Online.

Integrating Spirituality and Religion Into Counseling: A Guide to Competent Practice


“I just feel hollow.”

“Well, you think to yourself, ‘that’s about as good as any way to begin the counseling relationship with this client.’ But then the client utters the ‘S’ word.

“I feel like I’ve lost any spiritual connection with my life.”

Suddenly, you’re at a loss. Recent media coverage of intelligent design, the Pledge of Allegiance and school prayer causes you to reflexly through your ethical Rolodex, while the faint words of Freud, Ellis and Skinner trace across your mind, insisting that spirituality is merely a result of fantasy, irrational distortions and reinforcement contingencies. You want to help the client with this. You really do. In fact, you can even relate. But should you address spirituality in counseling?

Editors Craig Cashwell and J. Scott Young assure you that you should and can. In Integrating Spirituality and Religion Into Counseling, they take the nine spirituality competencies in counseling practice, as outlined by the 1995 Spirituality Summit held by the Association for Spiritual, Ethical and Religious Values in Counseling, and devote a chapter to each. All nine chapters are written by various specialists in the field.

From defining the difference between spirituality and religion to the use of spiritual and religious beliefs in pursuit of personal goals, the nine chapters are written by various specialists in the field. The book offers advice on assessing the client’s spiritual domain, considers issues of spiritual and religious life span development and explores religion and spirituality in the context of culture.

If spirituality and religion are to be addressed in session, as many professionals are beginning to understand, then Integrating Spirituality and Religion Into Counseling can serve as a solid, ethical first text while the counseling field and further material on the subject catches up with demand.

“Feel like I’ve lost any spiritual connection with my life?” your client confides. Confidently and respectfully, you reply, “I understand. Say more…”

Reviewed by Jeffrey F. Valenti, a doctoral student in counseling psychology at University of South Dakota.
Spotlight on Montreal

A sampler of Montréal’s ‘enriching’ experiences

By now you should have received your Advance Registration Brochure in the mail and hopefully had a chance to browse through the Education Sessions and pre-convention Learning Institutes — all 500-plus of them! — that will be offered at the upcoming American Counseling Association/Canadian Counselling Association Convention in Montreal.

Now it’s time to learn about what’s really hot, happening and new in Montréal so you can plan on having some fun (well... let’s say “enriching”) experiences while you are visiting the island city. We know you won’t have beaucoup hours of free time, but in a place such as Montréal, you’ll want to make every spare hour count.

First, we recommend you sign up for one of the seven ACA-arranged tours listed in the November issue of Counseling Today on page 6 of your Advance Registration Brochure. This is the best way to see Montréal.

Then, when you have an hour or two to spare, visit an incredible restaurant, a unique store or even a casino! Here are a few hot spots we wanted to point you out and a few links where you can find even more places to spend your precious free time.

Nightlife

Casino de Montréal

Formerly the French and Quebec pavilions of Expo 67, the Casino de Montréal offers more than 3,060 slot machines, 120 gaming tables and a dazzling atmosphere. The casino is also home to the Cabaret, a spectacular 500-seat performance hall dedicated to world-class variety shows. In addition, the casino features four restaurants sure to suit every taste, from a quick snack to an exquisite gourmet experience. Visit www.casinos-quebec.com for more details.

Suites 701

Located in the Place d’Armes hotel, this new bar boasts a contemporary urban style that’s a magnet for hip and happening trendsetters. Go for the tapas prepared by the reputed Aix Cuisine de la Terrasse restaurant team. There is live music on certain days and DJs spinning tunes on others. For more information, visit www.hotelplace Suite 701 is a lounge that just opened in the summer; it was not listed on the hotel’s website at press time.

Shopping

Boutique Three Monkeys

For funky fashions, this is the place to go in downtown Montréal. The boutique provides a showcase for the incredible talent of up-and-coming young Canadian designers. It is known for its limited quantity, exclusive line of T-shirts that are created by local designers and artfully depict various Montréal landmarks.

Biscuit de Montréal

A young pastry chef from France has found a unique way to express his love of Montréal — by creating a baked treat called the Biscuit de Montréal. The cookies contain Canadian butter, Italian olive oil, French vanilla and Quebec maple syrup as well as spices and zest from the four corners of the Earth to symbolize the city’s cosmopolitan character. You can buy the Biscuit de Montréal in a number of pastry shops and specialty grocery stores.

For more information on the city’s exciting new sites as well as its traditional favorites, visit www.tourisme-montreal.com. We look forward to seeing you in Montréal.

InBrief

NBCC Board of Directors election results

The National Board for Certified Counselors Inc. and Affiliates elected new members and officers to the Board of Directors after its summer meeting. Dawna Jackson-Sanford was elected to serve a second term on the board, and John “Jack” Schmidt was elected to a first term.

Jackson-Sanford, in private practice in Boise, Idaho, served as secretary of the board last year. She is completing a doctorate in adult education at the University of Idaho. Schmidt, a counselor educator at East Carolina University, received his doctorate at the University of North Carolina at Greensboro. He served on the North Carolina Licensing Board, has authored several books on counseling and has held various leadership positions in counseling organizations. Schmidt replaces outgoing board member Tom Kellar.

The elected NBCC officers for 2005-2006 are: M. Sylvia Fernandez, chair; Dawna Jackson-Sanford, chair-elect; and Ted Hill, public member, secretary.

In addition, Lynn Hall was elected to serve a five-year term on the board of the Center for Credentialing and Education, a counselor educator at Western New Mexico University, received her doctorate from the University of Arizona. Hall has served several years as the campus coordinator for the NBCC Graduate Student Application program for Western New Mexico University. She is replacing Harold “Dick” Hackney, who had completed a five-year term.

College alcohol recovery program assists students, parents with decision

As students prepare for college, they consider the schools that best meet their needs. They prepare some criteria and evaluating each school before finalizing their decision. Recovering students and their parents should employ the same methodology as they pursue colleges with recovery programs.

All recovery programs are not alike, though each strives to develop the recovering individual with an opportunity to pursue a college degree while also offering a sober living environment in which these students can discover their potential. The structure of the program differs from school to school. Thus, it is necessary to evaluate each recovery program to determine which one best fits the recovering student’s needs.

The Center for College Alcohol Recovery has developed material to assist recovering students and their parents in making an educated choice. The center offers a catalogue of thought-provoking questions that, when answered by school administrators and recovery program directors, will provide the insights necessary for recovering students and their parents to choose the best program. In addition, the Center for College Alcohol Recovery offers a list of all colleges offering recovery programs, along with the history and structure of each program. Current tuition, room and board, and other fees are also included. For more information, visit www.cfarr.org.

Valvo for Life Award nominations sought

Now in its fourth year, the Valvo for Life Awards honor individuals making outstanding contributions in the areas of safety, environment or quality of life. Past nominees have included people who have helped to open a community center for needy kids, developed recycling programs for their schools or helped save the life of a perfect stranger. If you know someone who fits this description of a hero, go to www.valvolifeawards.com to nominate them. Volvo just might feature your nomination on the site and in the media.

The deadline for submitting nominations is Jan. 15, 2006. In March, Volvo will select 10 semifinalists who will receive a Certificate of Merit to honor their accomplishments. From these semifinalists, Volvo will select the top three finalists in three categories: safety, quality of life and environment. Celebrity judges, including Bill and Carol Bradley, David Kennedy, Mina Lin and Paul Newman will then name one winner for each of the three categories.

Each of the winners will receive $50,000 to be donated to the charitable of their choice. The remaining six finalists will each receive a $25,000 charitable donation. The three category winners will be flown to New York City to be honored at the Volvo for Life Awards ceremony, where an overall winner will be unveiled and presented with a Volvo car for life.

Free training, counseling materials available

The nonprofit Getting Them Sober Foundation is offering the best-selling book Getting Them Sober, Vol. 1 and the Getting Them Sober television series on video at no charge or shipping cost to helping professionals, including counselors, social workers and mental health educators at colleges and universities. The foundation also encourages recipients of the free video to make copies for others.

To receive the free book/video package, e-mail a request along with your name, title, mailing address and ZIP code to freebook@gettingthemoser.org. Your information will not be shared, rented or sold.

For more information, visit www.GettingThemSober.org.
American Counseling Association

President

Brian S. Canfield
Title and Full Business Address
Professor and Chair, Department of Counseling and Human Development, Southeastern Louisiana University SU-10863, Hammond, LA 70402

Education
Ed.D., Counseling, Texas A&M University Commerce; M.A., B.A., Louisiana Tech University

Certification and Licensure
LPC, LMFT (Louisiana), Licensed Psychologist (Arkansas)

Recent Professional Experience
Chair of CACREP-accredited counseling program; 26 years' experience in private practice as a counselor

Association Experience
Past President, IAMFC; Past President, LMHCA; Director, IAMFC Northampton Summer Institute (U.K.); IAMFC Conference Coordinator for ACA Conventions in San Antonio and New Orleans; Co-Chair, IAMFC/ACMD Joint Task Force on Multicultural Family Counseling Competencies; Chair, IAMFC Accreditation Standards Committee

ACA Branch, Division and Affiliate Membership, and Other Related Membership
ACES, ASCA, AMHCA, IAMFC, ASGW, EB-ACA, LCA, American Association for Marriage and Family Therapy, Chi Sigma Iota

Publications and Presentations

Goals Statement
As an ACA member for almost three decades, I have a strong commitment to our association’s founding ideals. As president, I would focus on three main goals to promote the counseling profession and the interests of counselors:

- Collaboration with other professional groups and a renewed partnership with branches and divisions of ACA. Counselors are a diverse group, and our association’s organizational structure should mirror that diversity. In recent decades, there has been a proliferation of professional associations and increased competition for members. Unfortunately, most counselors are not members of ACA. To increase membership in ACA, we need a strategy that embraces the differences and builds linkages among counseling groups. Healthy branches and divisions are the key to a healthy ACA, and the relationships should be characterized by collaboration rather than competition.

- Improved organizational 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 chair, I would work with the Governing Council to initiate efforts to provide better membership value. We have skilled and competent professionals working for our association. However, staff only implement policy; they do not set policy. As such, responsibility for the future direction and growth of ACA resides with the elected leadership.

- Work toward achieving parity with other professional groups. Counselors do not enjoy parity with many other groups. This inequality extends to third-party reimbursements and participation in managed-care networks. As president, I would work to increase parity, particularly in the public sector. This would include initiating a dialogue with the Department of Defense to recognize counseling as an area of specialization within the armed services and increased lobbying of state legislatures for mandatory inclusion of counselors in managed-care networks and state employment.

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?
Promoting respect for human dignity and diversity is an ethical responsibility of all counselors. ACA and its affiliate organizations play their part by illuminating these values in various codes of ethics and standards of practice, but ultimately it is our work as individual counselors that turn these values into actions and tangible results. Through our individual attitudes and behaviors with clients, students, colleagues and the general public, we are in an ideal position to model respect for human dignity and diversity. Having developed graduate courses in multiculturalism and diversity for counselor education programs at three different universities, I have come to realize that a key strategy for promoting these values is to present them early and intensively throughout the counselor training program and internship experience. When presented as foundational, such values take root and become a natural part of counselor identity and practice.

Q: What are the top five programs that you would like to pursue as ACA president?
Describe them and tell why you believe they are important.
Lobby the federal government to recognize counseling as a core mental health discipline on par with social work and psychology. Work with the Department of Defense to employ counselors as recognized mental health providers within the armed services. Establish greater coordination and mutually beneficial relationships between ACA and its divisions, branches and affiliates. This would include developing more attractive joint membership options and the coordination of annual conferences between ACA and its divisions. Provide greater membership value to ACA members. Work with professional staff to ensure that ACA membership provides attractive and tangible benefits, specifically in the area of job opportunities and expansion of the scope of counseling practice.

Build more effective collaborative relationships with fellow mental health associations (e.g., AAMFT, APA, NASW). Host an annual "summit meeting" to ameliorate areas of disagreement and promote issues of common interest.

Q: What do you intend to do to increase the public visibility of professional counseling and market the profession to our external constituents (members of Congress, our state professional associations, the public, etc.)?
"It's all about the relationship." As counselors, we recognize that relationships are central to successful human endeavors. There is a quote attributed to the late Thomas P. "Tip" O'Neill Jr., former speaker of the U.S. House of Representatives, that "All politics is local." Being a more politically effective organization will require ACA to enhance existing relationships and develop new alliances with other professional associations at a local, "one-on-one" level.

Every counselor who works in an agency or who has built a private practice knows that relationships and networking are essential to establishing identity and attracting clients. ACA can play a crucial role in building professional networks by serving as a forum for interaction and the dissemination of information. A concrete example of this would be for ACA to host a summit with allied professional groups (e.g., APA, AAMFT) in order to build alliances and expand areas of common interest and mutual support.

Awards and Honors
ACES Award for Supervision; Perkins Govt. Relations Award; SACES Outstanding Program Supervisor Award

Publications and Presentations
Have conducted more than 300 presentations and workshops and have written several articles.

Goals Statement
I am uniquely qualified to be the president of ACA due to the breadth of my work and association experiences, my passion for the profession and my devotion to the association. For more than 20 years I have served in a number of leadership positions at the local, branch, regional and national levels. My work as a counselor in local school systems and at the State Department of Education, and my current position as a counselor educator have allowed me to develop a broad perspective of the issues facing the counseling profession and a feel for the concerns of counselors. We are at a critical juncture in the profession and need leaders who are prepared with the experience, knowledge, and skills to move us forward. I can help with this. Through my involvement with MACD and the regions, I have developed an understanding of the grassroots issues facing counselors and the profession. Through my involvement with public policy and legislation at both the ACA committee and board levels, I believe that recognition of professional counseling is critical to our profession. We must continue to educate the public about professional counseling and make our presence felt in all arenas.
As a member of Governing Council, I developed an understanding of the governance of ACA and issues facing its entities. As a member of the Finan-
cial Affairs Committee, I gained an understanding of ACA's bud-
get and finances and the impact on programs and activities. Thus I have developed a broad perspec-
tive of how the association and its entities function. From my grassroots involvement to my ACA experiences, I believe that I have the knowledge, skills and vision to be ACA president. I have an understanding of our strengths, our needs and our challenges, and the ability to work both as a leader and member to accomplish our goals.

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?

ACA and its officers can carry out the charge for this part of our mission statement through both the policies of the association and the practice of professional counseling. First, the association must come to a commonly understood understanding of what "respect for human dignity and diversity" means. This process can be accomplished through the work of a committee or task force using input from members.

Once this description has been created and accepted by the association, then a number of strategies need to be implemented. Materials should be created that promote awareness of the importance of counseling to our constituents to achieve their goals. Materials can be accomplished through articles in Counseling Today, information on ACA's website and through other documents that can be disseminated. Similarly, materials need to be developed for use in counselor education programs to ensure that emerging professionals can demonstrate this standard. Informational sessions can be offered at conferences and the ACA Convention. Lastly, ACA membership must develop the policies it approves and procedures it creates are consistent with and further the implementation of this standard in the mission statement.

Q: What are the top five programs that you would like to pursue as ACA president? Describe them and tell why they are important.

As ACA president I would focus on increasing and retaining members, increasing responsiveness to members, developing a signature product, focusing the efforts of the association and impacting public policy and legislation at the local, state and national level. The health of an association depends on its membership. We need to continue to gather feedback from our members to ensure that we are focusing more on what services and resources members want and help them understand what ACA offers. We need to ensure that members can access timely and relevant information about professional and association issues. I would like to see ACA develop a signature product, similar to the American Psychological Association's publication manual, which would be of interest to a larger public. This product could generate significant revenues for ACA and give ACA tremendous visibility.

Fourth, I believe that at ACA we need to focus more on what we do well and determining what we should do. We should not duplicate things that other groups can do more effectively. And last, I have spent most of my professional career working with public policy and legislative bodies. I would work with members to strengthen our efforts in this area through training, information and support.

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

Increasing the visibility of the counseling profession and ACA must be a focus of the ACA president and all ACA members. As president, there are some things that ACA and I could do to increase our visibility and name recognition.

We can use our experience in our marketing efforts. ACA needs to be seen as an expert resource. Other associations are often quoted in the newspapers, etc. We need to develop relationships with the media so that we are called and quoted when events occur.

As I mentioned in Question No. 2, I believe ACA needs a signature product for which we would become known. This would give us tremendous visibility in the mental health community and among other groups. We need to continue our traditional public policy and legislative efforts and continue to build coalitions and collaborative relationships with other organizations in areas of mutual interest. However, grassroots efforts are critical to increasing our visibility. I would work with our regions and divisions to increase efforts to help members with effective marketing services and to develop strategies to build coalitions locally that could be built upon at the state and national level. Counselors must become adept at marketing themselves and their programs.

Judith A. Seaborn
Title and Full Business Address
Owner/Therapist, Bridges Counseling and Consulting, 7980 Cutler Road, Bath, MI 48088
Education
Ph.D., Social Psychology; Ed.S., Educational Administration; M.A., Counseling and Counsel-
ing; B.S., Education
Certification and Licensure
Permanent Teaching Certification W/K-12 Guidance & Counseling, Endorsement (Michigan), Licensed Professional Counselor (Michigan), Certified Reality Therapist, Certified Hypnothera-
pist/Instructional Consultant
Recent Professional Experience
High School Counselor, 19 years; Private Practice, 15 years
Association Experience
ACA Midwest Region chair, ACA Bylaws Committee chair, ACA Strategic Planning Commit-
tee, Illinois Counseling Association (bylaws chair, conference planning committee), Michigan Counseling Association (president, secretary, conference chair), Michigan Association of Adult Development and Aging (president), Mid-Michigan Counseling Association (president), Michigan Association of Clinical Counselors (treasurer)

ACA Branch, Division and Affiliate Membership and Other Related Membership
Awards and Honors
High School Counselor of the Year (Midichigan School Counselors), Association Leadership Awards: Mecosta-Osceola Counseling Association, Mid-Michigan Counseling Association, American MENSIA, Michigan Counseling Association, Big Rapids Public Schools, Gifted Educator Award (Michigan)
Publications and Presentations
"Fostering Success" column for the Michigan Counseling Association newsletter; presentations given 1999-2005 include four presentations to MCA Chapters, two MCA pre-conference work-
shops, 12 national presentations and six branch presentations; keynote at leadership conference, self-care for the professional, embracing uniqueness of individuals, aging with grace and gifted education
Community Service
Pro bono work, three hours/week at MSU campus chapel

Goals Statement
Having essentially professional experience, time, interest, energy, leadership experience and dedication to the profession of counseling is paramount to the presidential office. I possess these qualities.

My involvement in the counseling field exceeds 50 years. I have been a peer counselor, a resi-
dent counselor at a university, a counselor for high-risk young-
sters and parents, a high school counselor (19 years) and a pri-
vate practitioner (15 years).

My six-year involvement with ACA as a committee member, By-laws chair, and ACA Mid-
west Region Executive Committee member has provided leadership experience and a valuable working knowledge of what ACA represents to our profes-
sion: unity, diversity, structure. I've gained a deep respect for the responsibilities ACA has for the organization and its members via divisions, organizational affili-
ates, branches, regions and individual members. I know that "listening" to these groups and individuals and responding to their needs is vital to both ACA and to the profession. Respond-
ing to the needs of ACA members must be a primary goal.

During my 21 years of service in professional leadership capac-
ties, I've made a positive differ-
cence in the organizations in which I've served. My leadership support for branches, committees, regions and divisions in-
cludes more than 25 leadership development workshops reach-
ing over 1,000 counselors in our branches. Four ACA presidents have asked me to serve ACA dur-
ing their presidential years. I look forward to pursing legislative support for the profession, parity and greater third-party payment from insurers.

I have a wide range of experience in a number of venues. Those I have mentored have risen to leadership positions in branches, divisions and regions and on ACA committees.

Staying focused on organizational missions is my strength. My past history indicates my ability to guide leaders and their constitu-
te to achieve their goals. I am confident that my extensive experience enables me to address the needs of ACA members.

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?

André Lorde said, "It is not our differences that divide us; it is our inability to recognize, accept and celebrate those differences." I believe that education is the key in promoting respect for human dignity and diversity. This education must encompass not only counseling professionals at every level (students, professors, administrators, practitioners) but also clients seen by these professionals as well as individuals who are not counseling, for this education will happen in class-
rooms, school offices, private practice settings, at conferences, on the streets, in our homes. ACA members have a responsibility to be educated about human dignity and diversity. Continuing to offer professional development opportunities that highlight such respect is para-
mount to this mission charge.

Q: What are the top five programs that you would like to pursue as ACA president? Describe them and tell why they are important.
1) Leadership training — Development of a comprehensive training program for potential and elected leaders. This program would emphasize synergism (working together) to accomplish the mission and/or the strategic plan. This is important, as in order to be effective leaders, it cannot be assumed that leadership skills are inherent.

2) Concordance — Collaboration and coordination between ACA entities are vital. Concordance (coexistence-synchronicity) is vital in order to form a whole creating the opportunity to be a unified profession in all areas.

3) Multitudefulness — Because ACA and the counseling profession as a whole is complex in structure, function and needs, representing and offering varied services to members working in diverse settings with diverse populations is crucial.

4) Public awareness — It is vital that members of the counseling profession are seen as providers of a valuable service to the public. The more positive the " hype," the less negative is the association to those who pursue counseling services.

5) Continued pursuit of mental health parity and more universal third-party payment — Many mental conditions are as ongoing as diabetes or heart disease, yet mental illness treatment is considered by insurers to be "time limited." If insurance providers do not provide mental health coverage or severely limit coverage, those in need may not get the help they require.

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

I. Continue to emphasize to ACA members the need for public visibility.

II. Enlist the help of all ACA members to call their legislators, write articles and submit them to their local newspapers, make presentations to the service clubs in their communities, and join sister professional organizations and become active in them.

III. Develop a structured nationwide media plan that would include wide coverage of the counseling profession during special recognition months (i.e., October: Month of Adolescents; February: School Counseling Month; and April: Counseling Awareness Month).

A. Michael Hutchins
Title and Full Business Address
8612 N. Oracle Road, Suite 100
Tucson, AZ 85704
Education
Ph.D., University of Idaho, guidance/counseling; M.A., Assumption College, psychology/guidance; B.S., College of the Holy Cross, sociology/psychology
Certification and Licensure
Arizona Licensed Professional Counselor
Recent Professional Experience
Counselor, private practice; consultant, Cottonwood & Tucson Treatment Center; adjunct faculty, Department of Educational Psychology, University of Arizona
Association Experience

Awards and Honors
ACA: Kitty Cole Human Rights Award; AGILC: Joe Norton Award; CSJ: "Ohana Award; ASGW: Fellow, Professional Association; Top 10, Professional Development Award
Publications and Presentations
Publications focusing on sexual identity development, social justice advocacy, and multicultural and experiential group work.
Community Service
City of Tucson GLBT Commission (2004-2006)
Goals Statement
In a diverse world, we have the responsibility to work for peace and justice. As ACA moves forward, we must build on our past while taking bold steps into the future. As a profession, the identity of counselors and the roles we play in our communities. Immediately, we must work for licensing qualified counselors in all states and support endeavors to establish portability of licensure and the inclusion of counselors as service providers throughout the community.

We must continue to balance advocacy for the profession with advocacy for our clients and the community we serve. Having adopted the Advocacy Competencies, we must creatively integrate these with the newly revised ACA Code of Ethics and diversity competencies into counselor education for counselors at all stages of our professional careers. By collaboratively working with training and credentialing bodies, we can enhance counselor competencies in advocacy, cultural diversity and ethics while providing counselors in the field with the skills we need for licensure renewal. We must bring our training to counselors, and those who employ us, on our branch and regional levels, creating incentives for increased member involvement and retention. Building on our public policy and legislative agenda, we must provide support and training for counselors to address local, state and regional concerns. Together with our divisions, regions and others, we can create a signature product with which counseling can be identified. Several ACA entities have developed competencies and principles for working with diverse groups. Working together, we can integrate these documents, developing a core training product that can be used to work across professions and within communities.

I am honored to be nominated. Thank you
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?
We have a moral and ethical obligation to join our communities and create an inclusive, caring community. At a time when fear-based decision-making creates divisiveness and isolation, we must speak up in a loving and respectful manner. We have passed the revised Code of Ethics and have embraced the Advocacy Competencies. Some of our divisions have developed diversity competencies and principles. Working collaboratively, we can integrate these into educational programs and research and training vehicle to assist counselors and the clients and communities we serve, bringing training directly to counselors and those who employ us.

Using the revised ethical code as a framework, we can become advocates for the disenfranchised. Working with other entities, we can take stands on those social justice and human rights issues that affect the mental health and welfare of our clients and communities. By issuing public statements within our areas of counseling expertise and publishing position papers, we can identify how world events affect the mental health, career aspirations and wellbeing of those with whom we practice, and participate in creating change. We must speak to issues of social justice and human rights by becoming more involved in our community to create peace.

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

I. Develop our signature product, integrating our revised ACA Code of Ethics, Advocacy Competencies and other diversity competencies and principles. With this development, provide training for others at professional conferences, online and in other national and international sites.

II. Develop material to be used on the Internet where there is increased public access.

III. Build coalitions with other professional organizations and associations (members of Congress, our sister professional associations, the public, etc.) to address social justice/human rights counseling concerns. Pay particular attention to the growth of technology and its impact on our profession and world community.

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

- Work with our divisions, regions and affiliates (ACAIT, ACAF and others) and their established resources to address critical issues in our community.
- Continue to build upon the areas of expertise of our Public Policy and Legislation Committee and staff, providing support and training to counselors, allies and employers.
- Share information and policy papers in our areas of expertise with legislators and other policy officials.
- Continue to develop public service announcements on specific issues.

**Wyatt D. Kirk**

**Title and Full Business Address**
Professor/Chairperson, Department of Human Development and Services, 212 Hodgin Hall, North Carolina A&T State University, 1601 E. Market St., Greensboro, NC 27411-1066

**Education**
B.A., Physical Education/Sociology; M.S., Education Administration; Ed.D., Counselor Education, Western Michigan University

**Certification and Licensure**
Licensed Psychologist (Michigan) and National Certified Counselor (NCC)

**Recent Professional Experience**
Twenty-six years as a professor at NC A&T State University; IMGEM Site Visit Team, 2001, 2000, 1998, 1996

**Association Experience**

- **ACA Branch, Division and Affiliate Membership, and Other Related Memberships**
  - AMCD, ACES
  - Awards and Honors
    - AMCD, President’s Meritorious Award, 1998; WMI, William D. Martinson Outstanding Alumnus Award, 1994; Who’s Who Among Black Americans, 1975, 1983, 1992; NCACD, President’s Service Award, 1988-89; National AMCD, John L. Lennon Award, 1988; NC A&T School of Education, Outstanding Faculty, 1987, 1988; NCACD, John L. Lenton Award, 1992
  - Publications and Presentations
    - Published articles and conducted workshops on cultural diversity, multicultural counseling and academic and athletic counseling
  - Co-edited book with wife titled Student Athletes: Shattering the Myths and Sharing the Realities

**Goals Statement**

I would like to thank the AMCD Executive Council for nominating me to run for ACA president-elect. It is an honor and a pleasure to continue to serve the counseling profession. If elected, I will carry on many of the ACA programs and services put into action by my predecessors, while also focusing on some changes designed to strengthen and further the work of the association.

Thinking about change, it is not a cliché to say that ACA is at a crossroads. Our organization is more than 30 years old, and in these years, counselors have become recognized and legitimate members of the greater helping circle. Still, we cannot rest upon past accomplishments or risk stagnation. I have often heard my friends from the corporate world say, "If you’re not growing, you’re dying." That may be true; if, in the thoughtfully and thoughtfully creative changes is a necessary and revitalizing element to any healthy organization.

Thus, during my administration, I would propose we explore the following possibilities: (1) change the term of the president to at least two years, (2) hold the convention every two years and (3) create a President’s Council consisting of division presidents, regional chairs and affiliate chairs (outside of COPARC) to assist in improving internal stability and communication between ACA, the divisions, regions and affiliates.

In closing, I wish once more to thank our dear AMCD friends for their support, and I assure them that AMCD in the counseling community — that I am prepared to join with whatever organizational arrangement may be in place. We will work together, shoulder to shoulder, to lead the great American Counseling Association into the next 50 years.

**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 for carrying out this charge?

I have had the honor of serving in a number of leadership positions, and I am proud that most of these positions have focused on human dignity, diversity and social justice. Human dignity and diversity are important to the counseling profession and our national association. In particular, I believe that counseling transcends social order. Society neither grants, nor can it legitimately violate, basic human rights. Human dignity is the conceptual basis for what is right. Diversity is what this nation’s most ambitious attempt to reframe its long history of discrimination and social injustice against people of color, disability, sexual orientation and age. I believe that counseling strategies would be useful, if not our right, necessary, for structuring future policies intended to promote respect for human dignity and diversity.

- Multicultural counseling competency certification
- Research-based institute for human dignity and diversity
- Regional forums focused upon answering the question: “What is diversity?”
- Partnerships, with other associations and organizations for which human dignity and diversity are central concepts
- Increased visibility of subject-related literature, with representation across ACA divisions
- Adoption of the 50th-anniversary document outlining the universal declaration of human rights

Q: What are the top five programs that you would like to pursue as ACA president? Describe them and tell why they are important.

Professional: Advocacy for the counseling profession is important. One definition for advocacy may include access to certification and licensure across states, client protection legislation, including parity for reimbursement to counselors for mental health services; and counseling professionals’ access to and use of testing instruments.

Membership: ACA is a member-driven association. I intend to establish a committee consisting of representation across ACA membership and leadership to examine joining and renewal procedures and to recommend ways to build membership.

Funding: Pursuing funding initiatives is critically necessary, and defining new and innovative ways of generating much-needed income for ACA is necessary. I plan to work with ACA leadership to increase organizational income both from current and other sources.

Image: It is imperative that we improve our public image, both within the mental health community and among the general public. Accordingly, I would seek greater counseling visibility through a cogent, consistent and compelling multimedia message, and I would assist divisions and state organizations in these same efforts.

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

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

- Awareness: I believe the general public has some idea of what mental health is, I doubt they truly understand the real role of counselors within the mental health field. Moreover, at times I have wondered if members of Congress and other professional associations were any better informed. Thus, believe increasing our professional visibility across public, political and professional arenas is important. In simplest terms, this may be best accomplished through an educational “buzz,” implementing a cogent, consistent and compelling multimedia message.

As an organization, ACA has already established many positive relationships with vital congressional and other government leaders. Yet public opinion as reflected in political policymaking is always subject to change. Thus, I will strive to build upon established positive relationships while maintaining a sensitive and responsive “ear to the ground,” seizing every opportunity to enhance these relationships and to forward the purposes of professional counseling.

Finally, I believe relationships with our sister professional associations may certainly be bolstered as we continue to convey to them that the true purpose of counseling is to help our fellow man and woman. Through partnerships with other helping professions, we greatly improve the likelihood of fulfilling this goal.

**Colleen R. Logan**

**Title and Full Business Address**
Associate Professor, Chair, Counseling Programs, The American School of Professional Psychology at Argosy University, Washington, D.C., Campus

**Education**
Ph.D. (Counselor Education), University of Virginia; M.Ed. (Counselor Education), Duquesne University

**Certification and Licensure**
LPC, LMFT

**Recent Professional Experience**
Department Chair, Associate Professor, Private Practitioner, Consultant and Trainer

**Association Experience**
ACA Executive Committee, Governing Council, Human Rights Committee Liaison, Best Practices With Sexual Minority Youth in School Task Force Liaison, Best Practices to Empower All Families Through Counseling Interventions Committee Member, ACA National Ethics Committee Co-Chair, National Ethics Committee Member, AGLBIC President, TAGLBC President

ACA Branch, Division and Affiliate Memberships, and Other Related Memberships
ACA, AGLBIC, CSJ, Virginia Counseling Association
Professional counselors are specifically trained to help people manage these emotional crises, and we need to let consumers, lawmakers, educators and other mental health professionals know that we’re here and we’re here to help. We must make ACA necessary to the public at large.

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?

ACA must not only talk the talk, but we must walk the walk of an active commitment to social justice. As someone who juggles multiple, minority statuses, I am acutely aware of the prejudice and bigotry that is pervasive within our society. I am counting on professional counselors to stand on the front line and fight against ignorance, intolerance and discrimination. But first we must work together to heal the wounds within our own counsel.

So many of us have experienced prejudice and discrimination on so many different levels, and yet there seems to be some sort of tacit agreement that we will not talk about or certainly not across divisions or groups. Not talking to each other only leaves us more polarized, isolated and disconnected, less able to combat societal oppression. Forums, focus groups and other such facilitated groups and workshops create an environment where each and every one of us can uniquely meet the needs of all individuals seeking mental health services.

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

As ACA president, I will launch a major marketing campaign designed to increase the public’s visibility and illustrate what professional counseling is and what professional counselors do. Efforts will include public service announcements, developing and maintaining a pool of experts available to the media as well as the dissemination of information regarding the services that professional counselors provide. In addition, I will use our members as resources to tap into high-profile positions who have received quality counseling education and are willing to serve as spokespersons for our profession.

Moreover, I will work closely with ACA staff to develop a signature product. I will develop strategies to promote public awareness about what we do best — counseling for health and wellness across the life span. I will actively support ACA’s Office of Public Policy and Legislation in its efforts to obtain mental health parity, support and protect the rights of sexual minorities and their significant others, as well as promote our ability to administer tests and receive third-party payment. And I will continue to develop strong partnerships with our sister professional organizations, working together to provide quality mental health services, particularly to underserved and underrepresented populations.

Michael C. Lazarchick
Title and Full Business Address
Workforce New Jersey Manager 1, Burlington County One Stop Career Center, 595 Woodlane Road, Westampton, NJ

Education
M.A., Glassboro State College; B.A., University of Miami; Ph.D., International University for Graduate Studies (July 2005)

Certification and Licensure
NJ LPC, NCC, NCCC, GCDP, GCDP Instructor, Certified ACN/ET

Recent Professional Experience
New Jersey DOL since 1971

Association Experience
ACA Governing Council (Financial Affairs and Strategic Planning Committees), Past President of NECA, NJCA, NCDA, NTEA, NJASERVIC, ASERVIC Executive Board, NJBCCA & ECA (Treasurer), NJASERVIC, NJACC Executive Director, orchestrated numerous conferences. On at least one executive board every year since 1982. Field virtually every position of service and leadership at least once at the national level with NECA or state branch level with NJCA or state division level. Delegate to NAR for five years

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
All ACA Divisions, NICA, NJCA, & ECA, NJASERVIC, NJACC

Awards and Honors
Distinguished Professional Service (NECA, NICA, NJASERVIC), LPC Recognition Award (NICA), NECA Professional Development (Volunteer)

Publications and Presentations
NCJA Journal Editor; editor of numerous newsletters (paper and electronic); webmaster of numerous websites, including NECA’s and NICA’s; C-AHEAD Wellness Day presentation on experiential spiritual; numerous publications at ACA, NICA, NECA and numerous other organizations (enhancing self-worth, job-seeking skills, marketing, professionalism).

Community Service
Rescue Mission Fund Raising, Cub Master, Wildlife Sanctuary Caretaker

Goals Statement
I am passionate about counseling and fully invested in professional organization participation. My personal expectations are high. Leadership is by example. I write well and have a gift for public speaking. Add my listening skills, and you have an individual ideally suited to spread our collective message. I am bold enough to take the American Counseling Association into a far more prominent position within our society and educated enough to be humbled by how much more I have yet to learn. I treat everyone with dignity and respect, listen, elicit needs and then act.

A primary goal will be to deliver professional services to all who call. Our counselors need to talk about what professional counselors are because the weakness is a reflection of our profession. I believe every experience in a person’s life has prepared him or her for the next step. Our profession is all about helping unique humans move in the healthiest possible direction. I want to deliver better internal and external customer service. I am speaking about our clients, coworkers, supervisors, managers, staff, students — everyone. I believe there are certain those who give money to support our association.

We are in business together. I will facilitate stronger partnerships to more effectively deliver the standards, ethics, techniques and expertise that define our message about professional counseling. The Internet, technology and 21st century market-
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?

"It is through our compassion that we care for the dignity, well-being and integrity of every person around us. Our capacity to embody this quality, simple as it may seem, is the strength that can change the world around us." — Thich Nhat Hanh

This is one of my favorite quotes from those I gather to make cards, which I distribute at conferences and meetings and use in workshops.

All humans are dealing with self-worth. No matter how strong the fortitude or long the agony, solidifying the will to expound on my beliefs. I met with infertile parents fighting similar battles; consulting with teachers, parents, and administrators; coping with infertility; death anxiety and infertility; and self- destructive behaviors.

Community Service

Led relationship recovery group in community and served as panel evaluator for school district school counselor of the year award

Goals Statement

Becoming a member of AACE was a natural step for me to take. My training and educational backgrounds include the fields of school psychology, counseling and counselor education. Naturally, I see the importance of assessment in all of these areas. Now, more than any time in recent history, assessment and accountability have come to be the primary focus of educational systems and helping professionals. In essence, counselors and educators have to demonstrate their effectiveness through the use of data. And I believe that, if we have the right data, we can be successful.

As president of AACE, my main goal will be to advocate for strong assessment practices in counseling and education. There is a mistaken assumption that good, quality assessment is taking place in these arenas. However, there is still a certain amount of inequity in the way that decisions are made. And I believe that, with the right data, we can be successful.

Association for Assessment in Counseling and Education

AACE President-Elect

Donna M. Gibson

Title and Full Business Address

Assistant Professor, University of South Carolina, Dept. of Educational Studies, 263 Wardlaw, Columbia, SC 29208

Education

University of North Carolina at Greensboro, Ph.D., Counseling and Counseling Education; Winthrop University, M.S., Specialist in School Psychology; M.S., School of Psychology, B.A., Psychology

Certification and Licensure

Nationally Certified Counselor, Nationally Certified School Psychologist; Chair, AACE Convention Committee; Past Chair, AACE Screening Assessment Instruments Committee; Chair, ACA Southern Region; Chair, ACA Task Force on High Status Testing; Chair, ACA Interprofessional Task Force; Chair, ACA Task Force on Test User Qualifications; Co-chair, ACA Public Awareness and Support Committee; Past President, Maryland ACI, MAME, MACES and MABEC

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

AACE, ACES, NARACES, SACES; ACA Southern Region, Maryland ACI, Chi Sigma Iota

Awards and Honors

ACA Professional Development Award; ACA Carl D. Perkins Government Relations Award; AACES Stripling Excellence in Standards Award; Maryland’s Counselor of the Year, Counselor Advocacy, Professional Development and Counselor Visibility awards

Publications and Presentations

Six books (including The Counselor’s Guide to Clinical, Personality and Behavioral Assessment, Transforming the School Counseling Profession and Professional School Counseling Handbook), numerous refereed articles, other publications and presentations.

Goals Statement

Our American Counseling Association is confronted with a number of significant challenges: organizational, financial and legislative. I have been a
division president and treasurer, regional chair, state branch and division president, and ACA committee and task force chair. I am passionate, energetic, focused and principled. As the ACA governing Council Representative from AACE, I will draw upon these leadership experiences to:

- Empower and give voice to professional counselors and those we serve by strengthening the public and legislative perception of what professional counselors do through a focused public relations campaign, social justice initiatives, and encouragement and dissemination of outcomes research.
- Elevate the importance of legislative efforts for all counselors.

- Stress strategic and financial planning, including fiscally responsible budgeting and building financial reserves. Key to this goal is to increase membership and any expanding cost-effective membership services, such as conference planning, workshops, continuing education and publication initiatives, and creating new sources of revenue.

- Foster a greater appreciation of and celebrate cultural and lifestyle diversity, which are essential cornerstones of our profession.

- Increase support for our outstanding headquarters staff to do their jobs even more efficiently and effectively.

- Focus on leadership development, cooperation and collaboration between and among divisions, regions, branches, affiliates and other professional organizations to build and enhance partnerships and networks.

These are the pillars of an effective and vibrant organization!
Today's leader must possess knowledge and resolve to address the unique issues of the world at this dramatic change, an understanding of the world's populations. To address the economy, social welfare and the incredible implications for the future, AADA is the division that has addressed these goals. AADA needs to work closely with numerous other divisions and interest groups so that our efforts are united and focused. Along with that greater collaboration, concerns for this population must be addressed to policymakers and money brokers.

Another concern I want to address is increasing membership in this division. There is much to be accomplished, but it only can happen when the membership of professionals unites. Every one of us is aging. AADA membership should and must grow to reflect the needs of an aging population and the belief that counseling makes a difference across the life span.

AADA Secretary

John S. Wadsworth
Title and Full Business Address
Assistant Professor, Department of Counseling Rehabilitation & Student Development, University of Iowa, N376 Lindquist Center, Iowa City, IA 52245
Education
Ph.D., M.A. and B.A., University of Iowa
Certification and Licensure
Certified Rehabilitation Counselor, National Certified Counselor
Recent Professional Experience
Instructor of master's and doctoral level course work and field experiences to students of counseling and counselor education. Lines of investigation include the employment of persons who are older and the impact of aging on persons with developmental disabilities. Service activities include participation in the Iowa Older Workers Partnership and regional representation to the National Council on Rehabilitation Education.
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
AADA, ARCA, National Council on Rehabilitation Education
Publications and Presentations
Community Service
Lee J. Richmond
Title and Full Business Address
Professor of Education, Loyola College in Maryland, 4501 North Charles Street
Education
Ph.D., University of Maryland, Major Human Development, Minor — Counseling Psychology; M.Ed., The Johns Hopkins University, Major — Counseling, B.S., Loyola College, Sociology
Recent Professional Experience
Counselor Educator
Association Experience
ACA life member, Past President (1992); six years on Governing Council; three years on Strategic Planning Committee, Nominations and Elections Committee; five years on ACA Insurance Trust (Chair one year); one year as ACA representative to CACREP; Editorial Board of JCD (current); NCDA: Fellow (Past President, 1989), Chair of Professional Standards Committee; AADA: Member and on Editorial Board, Adultspan
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA Life Member and Member of the following State Branches and Divisions: MACD (Immediate past president), AADA, ARCA, National Council on Rehabilitation Education
Publications and Presentations
Community Service
Foster care parent, Iowa Department of Human Services
Social Service. Continuing education for meeting the needs of the aging population through collaborating with other organizations that are interested in an aging population but that may not know the value of counseling. Another goal is to encourage counselors to become interested and educated about an aging population, and to learn how important counseling can be to increasing the happiness, well-being and productivity of this group. In order to reach these goals, AADA needs to work closely with numerous other divisions and interest groups so that our efforts are united and focused. Along with that greater collaboration, concerns for this population must be addressed to policymakers and money brokers.

Another concern I want to address is increasing membership in this division. There is much to be accomplished, but it only can happen when the membership of professionals unites. Every one of us is aging. AADA membership should and must grow to reflect the needs of an aging population and the belief that counseling makes a difference across the life span.

AADA Secretary

John S. Wadsworth
Title and Full Business Address
Assistant Professor, Department of Counseling Rehabilitation & Student Development, University of Iowa, N376 Lindquist Center, Iowa City, IA 52245
Education
Ph.D., M.A. and B.A., University of Iowa
Certification and Licensure
Certified Rehabilitation Counselor, National Certified Counselor
Recent Professional Experience
Instructor of master's and doctoral level course work and field experiences to students of counseling and counselor education. Lines of investigation include the employment of persons who are older and the impact of aging on persons with developmental disabilities. Service activities include participation in the Iowa Older Workers Partnership and regional representation to the National Council on Rehabilitation Education.
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
AADA, ARCA, National Council on Rehabilitation Education
Publications and Presentations
Community Service
Lee J. Richmond
Title and Full Business Address
Professor of Education, Loyola College in Maryland, 4501 North Charles Street
Education
Ph.D., University of Maryland, Major Human Development, Minor — Counseling Psychology; M.Ed., The Johns Hopkins University, Major — Counseling, B.S., Loyola College, Sociology
Recent Professional Experience
Counselor Educator
Association Experience
ACA life member, Past President (1992); six years on Governing Council; three years on Strategic Planning Committee, Nominations and Elections Committee; five years on ACA Insurance Trust (Chair one year); one year as ACA representative to CACREP; Editorial Board of JCD (current); NCDA: Fellow (Past President, 1989), Chair of Professional Standards Committee; AADA: Member and on Editorial Board, Adultspan
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA Life Member and Member of the following State Branches and Divisions: MACD (Immediate past president),
MAADA (Founding Member), MASCA (Board member, Post-Secondary Vice-President in 2003), MASERVIC, MACES (Past President — 1973), APA, Chi Sigma Iota

Awards and Honors
* Eminent Career Award (NCA, 2002); Fellow (NCCDA); various service and achievement awards from the above-listed associations

Publications and Presentations

Community Service
* Maryland Commission on the Status of Women; Career Consultant, Marian House

Shannon Tori Andreas

ACCA Secretary

Title and Full Business Address
Counselor in Private Practice, 1506 Breakwater Terrace, Hollywood, FL 30019

Education
B.A. in Psychology and Sociology, Vanderbilt University; M.A. in Counseling, Rollins College

Certification and Licensure
Licensed Mental Health Counselor, Nationally Certified Counselor, Certified in Clinical Hypnosis, Certified Trainer and Administrator of Myers-Briggs Type Indicator, Mentor in Violence Prevention

Recent Professional Experience
Assistant Director and Acting Director of Office of Personal Counseling at Rollins College, Counselor in Private Practice

Association Experience
Current Membership Chair of ACCA

Recent Professional Experience
College counselor at a small Southern university knows for its engineering, architecture and technical programs. Experience in three different university settings as a counselor and professor

Association Experience
ACCA Research Awards Committee (2003-Present)

Jeffrey T. Hughes

ACCA Member-at-Large

Title and Full Business Address
Counselor, Southern Polytechnic State University, 1100 South Marietta Parkway, A-245, Marietta, GA 30060

Education
Ph.D., Candidate, Counseling Education (ABD); Ed.S., Guidance and Counseling; M.Ed., Guidance and Counseling

Recent Professional Experience
College counselor at a small Southern university knows for its engineering, architecture and technical programs. Experience in three different university settings as a counselor and professor

American College Counseling Association

ACCA President-Elect

Richard D. Hanson

Title and Full Business Address
Director, Rockhurst University Counseling Center, 1100 Rockhurst Road, Kansas City, MO 64110

Education
M.S. Ed., Counseling Psychology, University of Kansas; Ph.D., Counseling Psychology, Michigan State University

Certification and Licensure
Licensed Psychologist

Recent Professional Experience
For the past nine years, I have worked in university counseling centers. As the clinical director for the past four years, I have worked to establish and build collaborative relationships in both the university and community. I serve undergraduate and graduate courses as an adjunct appointment.

Association Experience
I have been actively involved in ACCA for many years. I was a member of the Committee for Professional Advocacy and Public Awareness and participated in the creation of the College Counseling Advocacy Booklet. For the past five years I have chaired the Media Committee. This position has oversight responsibilities for the Journal of College Counseling, VISIONS newsletter, the ACCA webpage and the ACCA ListServ.

ACCA Branch, Division, and Affiliate Membership, and Other Related Memberships
ACCA, ASERVIC, Association for University and College Counseling Center Directors

Publications and Presentation
In the past eight years I have presented 13 professional programs on a variety of college counseling-related topics at regional or national conferences.

Community Service
I am actively involved in community service projects and serve as an elected city council representative.

Goals Statement
ACCA is my central professional organization and best captures and represents my professional identity. College counseling is not becoming a respected discipline. We are neither at a crossroads nor in a crisis. We are an established professional discipline, and ACCA is a reputable professional organization with a history of strong and innovative leadership. As ACCA prepares for its third national conference, we are strong, we are healthy, and we are ready to expand our influence.

There are three ways I would like to see ACCA grow to further equip members for a broad impact:

1. Provide proactive ideas and information related to trends in higher education. College counseling occurs in the broader context of national and regional university trends. Where do you turn for the latest up-to-date information? Hopefully to ACCA!
2. Provide high-quality services and resources to our members. Whether in a community college or four-year university, in an academic department, center, the counseling center, ACCA will continue to provide resources and to the offerings expand to cover the wider spectrum of professional environments in which our members work.

3. Proactively build dialogue between professional organizations representing college counseling. In addition to ACCA, the American Psychological Association and the American College Personnel Association each have special interest groups that focus on college counseling. ACCA is the largest of these groups and should provide a leadership role in creating collaborative opportunities.

ACCA Member-at-Large

Mary Jo Mason

Title and Full Business Address
Director of Counseling, Sacred Heart University, 515 Park Ave., Fairfield, CT 06492

Education
Ph.D., Kent State University, Counseling Education

Certification and Licensure
Licensed Professional Counselor, NCC

Recent Professional Experience
Private Practice and University Counseling Center

Association Experience
Member since 1993

ACCA Branch, Division, and Affiliate Membership, and Other Related Memberships
ACCA, ACES

ACCA Member-at-Large

Jeffrey T. Hughes

Title and Full Business Address
Counselor, Southern Polytechnic State University, 1100 South Marietta Parkway, A-245, Marietta, GA 30060

Education
Ph.D., Candidate, Counseling Education (ABD); Ed.S., Guidance and Counseling; M.Ed., Guidance and Counseling

Recent Professional Experience
College counselor at a small Southern university knows for its engineering, architecture and technical programs. Experience in three different university settings as a counselor and professor

Association Experience
ACCA Research Awards Committee (2003-Present)

ACCA Branch, Division, and Affiliate Membership, and Other Related Memberships
ACCA, ACES, National Association of College and Employee, Georgia College Counselors Association, Georgia Counseling Association, Georgia Association of Colleges and Employers, Southern Association of Counselor Education and Supervision

Publications and Presentations

Community Service
Georgia BEST Robotics Competition, Volunteer; SPSU Science Olympiad, Judge; SPSU Athletic Association, President; Search Committee Member and Chair (five positions at SPSU); Healing of Racism Committee (University of West Georgia)

Derrick Paladino

Title and Full Business Address
Visiting Assistant Professor, Dallas Campus Counseling Clinic Director, University of North Texas, 8915 S. Hampton Road, Dallas, TX 75322-6002

Education
- Ph.D. in Counseling Education, University of Arkansas; M.Ed./Ed.S. in Mental Health Counseling, University of Florida

Certification and Licensure
NCC, LPC (Texas and Arkansas), EMDR Level 1, Crisis Intervention and Suicide Prevention (American Association of Suicidology)

Recent Professional Experience
Visiting Assistant Professor in Counseling and Counseling Clinic Director (present); Counselor-in-Residence (University of Arkansas, 2001-2004); Emergency and Adult Services Therapist (Ozark Guidance, 2003-2004); Crisis Intervention Coordinator (University of Florida, 2000-2001)

Association Experience
ACCA Graduate Student Committee Chair (2002-present), Vision Graduates Student Column Editor (2004-Present)
A CA Branch, Division and Affiliate Membership, and Other Related Memberships

Multiracial/Ethnic Concerns in Counseling (Curriculum Committee co-chair and Division Liaison Committee); ACA Human Rights Committee (2002-2003); ACA Bylaws Committee (2003-2004); Latino Task Force (2005); Graduate Student Association Task Force (2005)

Awards and Honors
ACCA Outstanding Professional Contribution to Knowledge National Award, 2005 ("Healing the Campus: A College Student Affairs Model for Assisting Suicide Survivors"); ACCA, Outstanding Contribution to Knowledge National Award, 2004 ("Effects of Cultural Congruity, University Alienation and Self-Concept Upon Multiracial Students' Adjustment to College"); ACCA Dedicated Leadership and Service Award, 2005

Publications and Presentations
National, regional and state publications and presentations on college counseling and student development

Angela Smith Shores

Title and Full Business Address
Graduate Student, Campbell University, P.O. Box 546 G, Buies Creek, NC 27506

Education
Candidate, M.A., Community Counseling (Campbell University, May 2006); B.A., Religion, Campbell University, December 2001

Recent Professional Experience
Intern, Meredith College Career Development Center and Academic Advising Center (Fall 2005 and Spring 2006); Intern, Wake Technical Community College, Admissions and Counseling Office (Summer 2005); E-Counselor, Campbell University Undergraduate Admissions Office (March 2003-August 2004); Intern, Residence Director, Campbell University Residence Life Office (January-April 2003)

Association Experience
ACA 2005 Convention Volunteer; NC College Counseling Association 2005-2006 Secretary/Treasurer; NCCA 2005 Conference Volunteer; NCCA 2006 Conference Volunteer Coordinator; Co-coordinating 2005-2006 NCCA graduate student membership development

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, ACCES, ACMD, NCDA, ASERVIC, NC Counseling Association, NC College Counseling Association, NAACCC, Counseling Education & Supervision, NC ASERVIC, NC Career Development Association, NC Association for Multicultural Counseling & Development, LPC Association of North Carolina

Community Service
Volunteer, NC Air National Guard Family Readiness Program

Kathryn "Tina" P. Alessandria

Title and Full Business Address
Assistant Professor, Counseling & Educational Psychology, West Chester University, Graduate Business Center, Suite 102, West Chester, PA 19383

Education
Ph.D., counselor education, University of Virginia; Ed.S./M.A., counseling psychology (community counseling track), James Madison University (JMU); B.S., psychology, JMU

Certification and Licensure
National Certified Counselor, Licensed Professional Counselor of Mental Health (Delaware)

Recent Professional Experience
Assistant Professor of Counseling & Educational Psychology at West Chester University, including advising students in the MS-Higher Education/Postsecondary counseling program (2003-present); Counselor, James Madison University (three years)

Association Experience
ACCA, Graduate Student Committee (2003-present); Jefferson Counseling Associations, Member-at-Large (two years); Chi Sigma Iota (CSI), Rho Beta chapter President/President-Elect (2001-2003), Alpha Sigma chapter President (1998-1999)

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, ACCES, ASCG, CSJ, IAMFC, North Atlantic ACBS, Pennsylvania Counseling Association, CSI; NCACREP Team Member

Awards and Honors
Rho Beta CSI, Chapter Outstanding Doctoral Student, 2003; CSI Fellow, 2002; ACCA Registration Grant, 2002

Publications and Presentations

Mark C. Easter

Title and Full Business Address
Counselor/Adviser, Mineral Area College, 5970 Flat River Road, Park Hills, MO 65601

Education
M.Ed., Counseling, University of Missouri-St. Louis, 2002; B.S., Education, Lindenwood College, 1998

Certification and Licensure
CACREP Certified Counselor, 2002

Recent Professional Experience
Counselor and advisor since 2003 at Mineral Area College

Association Experience
ACA member since 2000

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACCA member since 2003

ACCEG Secretary

Janet E. Wall

Title and Full Business Address
President, Sage Solutions, 300 King Farm Blvd., Ste. 102, Rockville, MD 20850

Education
M.Ed., Educational Leadership; Ed.D., University of Georgia.; M.Ed., Texas A&M University; B.S., Northern Illinois University

Recent Professional Experience
Twenty-plus years as an Air Force education counselor

ACCEG Board of Directors

Nancy M. Shrope

Title and Full Business Address
Community Readiness Consultant, USAF Family Support Center-Incirlik AB, TU, Unit 7075, Box 175, APO AE 09294

Education
M.S.E., Counselor Education, Agency Emphasis and B.S., Community Services Counseling, Wayne State College; AAS, Human Services Technology, Southeast Community College; Women's Studies Certificate, UMUC-Germany

Certification and Licensure
NBCC, Certified Professional Counselor/Licensed Mental Health Practitioner (NE Inactive)

Recent Professional Experience
Immediate Past President, ACEG (2004-2005)

Association Experience
President-elect, Director and Secretary of ACEG; Treasurer, Coordinator, West River Counseling Association, Rapid City, S.D.; Membership Chair/Director, ACEA European Branch

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
European Branch-ACEA, Association for Counselors and Educators in Government, lifetime member of Chi Sigma Iota

Awards and Honors

Publications and Presentations
U.S. Air Force-Europe Family Matters Family Life Education Training Team member

Community Service
Court-Appointed Special Advocate for Children (CASA Volunteer)

Grey Holt Edwards Jr.

Title and Full Business Address
Education Services Officer, Giessen Education Center, Giessen, Germany

Education
Ed.D., Adult Education Leadership; CAGS, Counseling and Human Services; M.S., Education Administration; B.A., History

Certification and Licensure

NC

Recent Professional Experience
Thirty years with adult and continuing education and counseling services for the Army

Association Experience
Member,ACA and ACEG

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACEG, Phi Delta Kappa, AAACE, Commission of Military Education and Training

Awards and Honors
Achievement Medal for Outstanding Service to United States Government, Olympic
Judith C. Durham
Title and Full Business Address
Assistant Professor, Department of Counseling Education, Saint Joseph College, 1678 Asylum Ave., West Hartford, CT 06117
Education
Ph.D., educational psychology, counselor education; M.A., counseling psychology; BSN, nursing
Certification and Licensure
LPC (CT #451), NCC (NBCC #37984), ACS (NBCC #00239), additionally licensed as a Psychiatric APRN
Recent Professional Experience
1982-present, Psychotherapist, Private Practice; 1985-2001, Senior Associate Faculty, Antioch NE Graduate School, N.H.
Association Experience
NARACES President, 2004-2005; NARACES Representative to the ACS Awards Committee, 2002-2005
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, CT Counseling Association, CSJ, ACS, NARACES, CT ACE, AMCA
Publications and Presentations
Community Service
Takes students on a cultural immersion experience to Guyana, South America. Focus is to work as a change agent and improve counseling in a developing country. Actively involved with the development of Wellness Center to serve the needs of the underserved in downtown Hartford, Conn.
Goals Statement
It is indeed an honor to have been nominated for ACS president-elect. While completing my doctorate and making the professional transition from 20 years as a clinician to counselor educator, ACS became my professional home. NARACES became like a family, with its conferences and members always welcoming, inspiring and continuing the work in my fledgling counselor educator status. This past year I had the privilege of serving as NARACES president and was able to give back a small portion of what has been given to me. To continue to provide service as ACS president would be a wonderful opportunity.
If elected, my goals for ACS would include continuing to increase membership, expanding participation from supervisors and supervisors in the development of the ACS website as a portal for counselor education and training. Additionally, my goal and theme for presidency would be to focus on the advocacy value practiced by counselor educators. Frank Parsons' counseling education programs have done a commendable job of infusing a multicultural/diversity focus into all aspects of education and supervision. Now it is time that all training also promotes a social justice advocacy focus that will ensure that counselors continue Par-sons' legacy of social and political reform. As change agents or advocates of social justice, counselors must work for the advancement of society and advocate for equal access to resources for marginalized, underserved or less fortunate members of society. Counseling programs need to prepare students to be change agents, not only at the individual empowerment level but also at the macro level by working with community and political systems. The ACA Advocacy Competencies should become as ubiquitous in training as the Multicultural Competencies. As ACS president, I would welcome the opportunity to re-envision the role and infuse a contemporary social justice focus just in all counselor education and supervision.

David M. Kleist
Title and Full Business Address
Associate Professor, Idaho State University, Department of Counseling, Campus Box 8120, Pocatello, ID 83209-8120
Education
Certification and Licensure
LPC (Idaho)
Recent Professional Experience
Associate Professor, Department of Counseling, Idaho State University, 1995-present
Association Experience
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, ACS, IAMFC, NASAC, NCDA, AMCA, ACC, CSI
Publications and Presentations

Randall Astramovich
Title and Full Business Address
Assistant Professor, University of Nevada-Las Vegas, 4505 Maryland Pkwy., Box 453003, Las Vegas, NV, 89154-3303
Awards and Honors
IAMFC Mentorship Award, 2005; Co-Recipient of IAMFC Professional Leadership Award, 1997; Master Teacher Award, Idaho State University, 1999-2000
Goals Statement
Upon reflection of my time on the AESES Executive Council and my own experience as a counselor educator, I identify most passionately with three primary issues: the continued disparity between our profession's philosophy of prevention and actual education in and practice of primary prevention and its impact on counselor identity; ACS membership woes and the future of counselor education; and the value placed on researching counselor education and supervision in higher education.
The philosophical foundation of counseling embraces primary prevention and mental health promotion. Counselor education programs and training standards continue to emphasize remedial, rather than preventative, counselor interventions. Beyond similarities with psychology and social work, differences do exist and counselor education has failed to embrace counseling's uniqueness and potential in the mental health service arena.
The recent membership decline experienced by ACS raises concerns of not just "why" but also of the future of counselor education. Unity of thought is vital for a profession, and through organizations such as ACS unity can develop and thrive. Fewer counselor educators make the potential for fragmentation of thought regarding professional identity and our ability to "sell Foxing" Recruitment of future counselor educators and supervisors, master's students with potential, and counselors and supervisors in the field with similar potential, is central to the health of ACS.
Researching counselor education and supervision is no longer viewed as "faddish" research, with studies of clinical issues providing the most grant monies. Our division of ACA focuses on counselor education and supervision, and our research should reflect this. Our institutions of higher education need to understand our purpose and value to the larger profession, and their wellbeing.
I will focus on the aforementioned issues with keen attention to the impact and importance of diversity in counselor education. Unity and complexity can co-exist in counselor education.
Phyllis Mogielski-Watson
Title and Full Business Address
Assistant Professor, School of Education, Hampton University, Hampton, VA 23668
Education
Ph.D., Clinical Psychology; M.S., Education, Graduate Studies, University of North Carolina at Charlotte, 2004-2005
Awards and Honors
AGLBIC Branch, Division and Affiliate Membership, and Other Related Memberships
AGLBIC, ASERVIC, AMCD, ASERVIC, ASOW, CSI, CSJ, SACES
Awards and Honors
AGLBIC Graduate Student Award (2005); PFLAG Scholarship Award (2004, 2000, 2003); CSI, Chi Epsilon Chapter, Outstanding Doctoral Student Award (2003)
Publications and Presentations
Three articles and two book chapters in review on topics of intersection of LB and acculturation, LGB and coping resources, heterosexism and resilience of transgender individuals; 19 presentations at national and regional levels on social justice, GLBTQ issues in counseling and South Asian women; 25 workshops at the local level; Georgia Women Psychologist's Research Grant (2003)

William "Bill" Fenson
Title and Full Business Address
Counseling Specialist III, University of Texas, College of Business, Box 19377, 701 S. West St., Arlington, TX 76019
Education
Eighteen doctoral credits, technology in education and training, University of South Dakota; master of science in career and human resource development, Rochester Institute of Technology; bachelor of arts in management, Hartwick College
Certification and Licensure
GCDP certification; no license

AGLBIC Trustee
Anneliese A. Singh
Title and Full Business Address
Counselor and Doctoral Candidate, Department of Counseling and Psychological Services, Georgia State University, P.O. Box 3980, Atlanta, GA 30302-3980
Education
Doctoral Candidate, Counseling Psychology (Georgia State University); M.S., Professional Counseling (Georgia State University); B.S., Political Science (Tulane University)
Certification and Licensure
NLC, LPC
Recent Professional Experience
Teach supervision course; taught career development and life planning, group counseling, interpersonal skills and multicultural counseling; worked as a counselor at Georgia State Counseling Center, Agnes Scott College and Ridgeview Institute; mental health and technology consultant
Association Experience
Multicultural consultant to AGLBIC Board (2004-2005)
ACA Branch, Division and Affiliate Membership, and Other Related Memberships

AMCD, ACBS, AMHCA, Association of Black Counseling Psychologists

Awards and Honors

Women Who Make a Difference Award (YWCA); Servicio a Otros Award (AMCD); ACA Foundation Grant

Publications and Presentations:

Future Vision, Present Work (book); ACA Pre-convention Learning Institute workshop

Community Service

Editorial board member: Journal of Mental Health Counseling and Counselor Education & Supervision

Goals Statement

As president of AMCD, my goals would be to reinvigorate the primary and historical mission of the organization: to augment and disseminate knowledge based upon both theory and praxis that impacts the psychological well-being of culturally diverse clients. To accomplish this task, it is important to first increase involvement of the overall ACA membership because multicultural issues are embedded in all interactions. Thus, all counselors need to increase multicultural competence. Either through direct involvement as AMCD members or through advocacy in other ACA divisions, each ACA member can forward the AMCD mission and thus impact the clients we serve.

Second, this necessitates coalition-building efforts: (a) within AMCD among the various cultural concerns groups and (b) between AMCD and other ACA organizations. Moreover, it becomes important to augment capacity building through partnerships with external organizations that have goals similar to AMCD.

My third goal would be to concentrate on nurturing the current and future scholars within the organization through the development of a rigorous mentoring program. Culturally diverse graduate students and faculty are in need of a collegiate circle of scholars that serves as a resource for professional development.

Fourth, I would focus on strengthening research activities, such as regional symposia, funded research projects, research awards at all academic and professional levels, and think tanks. Finally, community outreach would become a priority.

Heldra H. Montero

Title and Full Business Address

Student Counseling Specialist, Student Mental Health Services, UP, P.O. Box 117500, Gainesville, FL 32611-7500

Education

Ph.D., Psychology; Ed.S., Counseling; B.S., Political Science

Certification and Licensure

LMHC (Florida)

Recent Professional Experience

Mental Health Counselor, EAP counselor, Private Supervision Practice, Visiting Faculty: Universidad del Valle Guatamala and University of Michigan-Duluth, Adjunct Faculty: Webster University, Associate Director for Career Counseling, Assistant Director for Career Education

Association Experience


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

AMCD, AMHCA, ACCA, ACBS, NCDA

Awards and Honors

CSI Outstanding Practitioner Award, 2004; ACA Emerging Leaders Training Program, 2002; ACPA Outstanding Professional Award (5-10 year category), 2003; Stripping Fellowship Award, 2003; CSI Outstanding Service to Chapter, 1998

Publications and Presentations

Various publications and presentations at ACA, ACPA and NCDA national conferences and FMHCA state conference on issues related to acculturation, cybertechnology in counseling and career issues

Community Service

Board Member, Gainesville Counseling Commission on the Status of Women; Seeding Committee, People Awareness Week; Faculty Advisor, Hispanic Graduate Student Association; Chair, Association of Hispanic Faculty and Staff; Minority Recruitment and Retention Committee member, Secretary, FMHCA; President/Founder, Gainesville-Ocala FMHCA; ACPA Latino Network Chair; ACPA Secretary, Committee for Multicultural Awareness; Board Member, Standing Committee for Women; Founder, EmpowerHER Fellowship Program

Goals Statement

The multicultural context of our society is in constant evolution. To address it, counselors must foster intercommunication and disseminate knowledge that impacts the psychological well-being of culturally diverse clients. To accomplish this task, it is important to first increase involvement of the overall ACA membership because multicultural issues are embedded in all interactions. Thus, all counselors need to increase multicultural competence. Either through direct involvement as AMCD members or through advocacy in other ACA divisions, each ACA member can forward the AMCD mission and thus impact the clients we serve.

Second, this necessitates coalition-building efforts: (a) within AMCD among the various cultural concerns groups and (b) between AMCD and other ACA organizations. Moreover, it becomes important to augment capacity building through partnerships with external organizations that have goals similar to AMCD.

My third goal would be to concentrate on nurturing the current and future scholars within the organization through the development of a rigorous mentoring program. Culturally diverse graduate students and faculty are in need of a collegiate circle of scholars that serves as a resource for professional development.

Fourth, I would focus on strengthening research activities, such as regional symposia, funded research projects, research awards at all academic and professional levels, and think tanks. Finally, community outreach would become a priority.

Heldra H. Montero

Title and Full Business Address

Student Counseling Specialist, Student Mental Health Services, UP, P.O. Box 117500, Gainesville, FL 32611-7500

Education

Ph.D., Psychology; Ed.S., Counseling; B.S., Political Science

Certification and Licensure

LMHC (Florida)

Recent Professional Experience

Mental Health Counselor, EAP counselor, Private Supervision Practice, Visiting Faculty: Universidad del Valle Guatamala and University of Michigan-Duluth, Adjunct Faculty: Webster University, Associate Director for Career Counseling, Assistant Director for Career Education

Association Experience


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

AMCD, AMHCA, ACCA, ACBS, NCDA

Awards and Honors

CSI Outstanding Practitioner Award, 2004; ACA Emerging Leaders Training Program, 2002; ACPA Outstanding Professional Award (5-10 year category), 2003; Stripping Fellowship Award, 2003; CSI Outstanding Service to Chapter, 1998

Publications and Presentations

Various publications and presentations at ACA, ACPA and NCDA national conferences and FMHCA state conference on issues related to acculturation, cybertechnology in counseling and career issues

Community Service

Board Member, Gainesville Counseling Commission on the Status of Women; Seeding Committee, People Awareness Week; Faculty Advisor, Hispanic Graduate Student Association; Chair, Association of Hispanic Faculty and Staff; Minority Recruitment and Retention Committee member, Secretary, FMHCA; President/Founder, Gainesville-Ocala FMHCA; ACPA Latino Network Chair; ACPA Secretary, Committee for Multicultural Awareness; Board Member, Standing Committee for Women; Founder, EmpowerHER Fellowship Program

Goals Statement

The multicultural context of our society is in constant evolution. To address it, counselors must foster intercommunication and disseminate knowledge that impacts the psychological well-being of culturally diverse clients. To accomplish this task, it is important to first increase involvement of the overall ACA membership because multicultural issues are embedded in all interactions. Thus, all counselors need to increase multicultural competence. Either through direct involvement as AMCD members or through advocacy in other ACA divisions, each ACA member can forward the AMCD mission and thus impact the clients we serve.

Second, this necessitates coalition-building efforts: (a) within AMCD among the various cultural concerns groups and (b) between AMCD and other ACA organizations. Moreover, it becomes important to augment capacity building through partnerships with external organizations that have goals similar to AMCD.

My third goal would be to concentrate on nurturing the current and future scholars within the organization through the development of a rigorous mentoring program. Culturally diverse graduate students and faculty are in need of a collegiate circle of scholars that serves as a resource for professional development.

Fourth, I would focus on strengthening research activities, such as regional symposia, funded research projects, research awards at all academic and professional levels, and think tanks. Finally, community outreach would become a priority.

Heldra H. Montero

Title and Full Business Address

Student Counseling Specialist, Student Mental Health Services, UP, P.O. Box 117500, Gainesville, FL 32611-7500

Education

Ph.D., Psychology; Ed.S., Counseling; B.S., Political Science

Certification and Licensure

LMHC (Florida)

Recent Professional Experience

Mental Health Counselor, EAP counselor, Private Supervision Practice, Visiting Faculty: Universidad del Valle Guatamala and University of Michigan-Duluth, Adjunct Faculty: Webster University, Associate Director for Career Counseling, Assistant Director for Career Education

Association Experience


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

AMCD, AMHCA, ACCA, ACBS, NCDA

Awards and Honors

CSI Outstanding Practitioner Award, 2004; ACA Emerging Leaders Training Program, 2002; ACPA Outstanding Professional Award (5-10 year category), 2003; Stripping Fellowship Award, 2003; CSI Outstanding Service to Chapter, 1998

Publications and Presentations

Various publications and presentations at ACA, ACPA and NCDA national conferences and FMHCA state conference on issues related to acculturation, cybertechnology in counseling and career issues

Community Service

Board Member, Gainesville Counseling Commission on the Status of Women; Seeding Committee, People Awareness Week; Faculty Advisor, Hispanic Graduate Student Association; Chair, Association of Hispanic Faculty and Staff; Minority Recruitment and Retention Committee member, Secretary, FMHCA; President/Founder, Gainesville-Ocala FMHCA; ACPA Latino Network Chair; ACPA Secretary, Committee for Multicultural Awareness; Board Member, Standing Committee for Women; Founder, EmpowerHER Fellowship Program

Goals Statement

The multicultural context of our society is in constant evolution. To address it, counselors must foster intercommunication and disseminate knowledge that impacts the psychological well-being of culturally diverse clients. To accomplish this task, it is important to first increase involvement of the overall ACA membership because multicultural issues are embedded in all interactions. Thus, all counselors need to increase multicultural competence. Either through direct involvement as AMCD members or through advocacy in other ACA divisions, each ACA member can forward the AMCD mission and thus impact the clients we serve.

Second, this necessitates coalition-building efforts: (a) within AMCD among the various cultural concerns groups and (b) between AMCD and other ACA organizations. Moreover, it becomes important to augment capacity building through partnerships with external organizations that have goals similar to AMCD.

My third goal would be to concentrate on nurturing the current and future scholars within the organization through the development of a rigorous mentoring program. Culturally diverse graduate students and faculty are in need of a collegiate circle of scholars that serves as a resource for professional development.

Fourth, I would focus on strengthening research activities, such as regional symposia, funded research projects, research awards at all academic and professional levels, and think tanks. Finally, community outreach would become a priority.
and many committees and task forces locally and nationally regarding volunteer services; Board of Regents, college and state boards, Missouri and national

Goals Statement
My professional experience as a counselor, educator, superintendent of schools, past president of AMCD, past member on the Governing Council Board, Midwest Region Representative of the Governing Council. I have served on the Governing Council, Midwest Region Representative of APCGA, and chaired and co-chaired several committees across divisions. I am a charter member of AMCD, then ANWC, formerly the office of NWC and by various titles until we became a division. I have always been active. My professional background provides a much needed historical perspective for the membership as we continue to enhance the past, present and future development of ACA, AMCD and its many divisions with a goal toward positive development and collaboration.

I believe in the goals and objectives of the parent organization and the engagement of its many entities that allows us to be currently and futuristically prepared to provide leadership and “followship” when needed to serve our various appellations locally, nationally and internationally. This is one reason why I have chosen to continue in my professional career to care and share. Finally, it is not so much about us in our leadership roles; it’s about the children who someday will become our leaders. The effective and efficient leadership, “followship” and commitment that I possess will allow me to represent AMCD’s interest and share with other professional peers and staff of ACA my efforts for the good of all. I have the experience, training and commitment to carry out the inadventures so stated.

Bernal Baca
(Candidate Information Unavailable)

AMCD North Atlantic Regional Representative
Juicell Carroll
Title and Full Business Address
Professor and Director of College Counseling Services, Medgar Evers College/CUNY, 1650 Bedford Ave., Brooklyn, NY 11225
Education
Ed.D., Counseling Psychology; M.Ed., Applied Human Development and Guidance; B.A., teacher education; A.S., Liberal Arts
Certification and Licensure
Certified School Counselor, New York State
Recent Professional Experience
Member of Foundations of Excellence Task Force at Medgar Evers College; John Gardner, Executive Director of the Policy Center on the First Year of College, honored the college for “Contributions as a Founding Institution to the establishment of Foundations of Excellence in the First College Year” (2005).
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
AMCD, NCATE, Middle States Accreditation Association
Publications and Presentations
Community Service
Mentor of Big Brother & Big Sister organization; Secretary of Waverly Avenue Block Association
Mark Edward Kenney
Title and Full Business Address
Counselor/Consultant, Rainbow Support Network, 2540 Marcor Drive, Sinking Spring, PA 19608
Education
M.Ed., Counseling; B.S., Secondary Education Social Studies Certification and Licensure
National Certified Counselor, Licensed Professional Counselor (Pennsylvania)
Recent Professional Experience
Adjunct professor, Chestnut Hill College Instructor, Johns Hopkins University Summer Institute
Association Experience
AMCD North Atlantic Region representative; MRECC co-chair; CST Public Policy chair; PCA president
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
AMCD, CSI, AGLBC, MRECC, CPA Counseling Association, PA Association, Multicultural Counseling & Development
Awards and Honors
PA Counseling Association President’s Award, AMCD Northern Region representative certificate
Publications and Presentations
Counseling Multiracial Families, Sage Publications; Counseling the Multiracial Population, videotape
Community Service
Search Institute Healthy Communities/Healthy Youth, Berks County United Way

American Rehabilitation Counseling Association

ARCA President-Elect

David B. Peterson
Title and Full Business Address
Assistant Professor, Illinois Institute of Technology, Institute of Psychology, 3101 S. Dearborn St., Suite 352, Chicago, IL 60616
Education
Ph.D., rehabilitation psychology; M.A., deafness rehabilitation counseling; B.A., psychology, AAS B&I
Certification and Licensure
Certified Rehabilitation Counselor, Licensed Mental Health Counselor (inactive), Licensed Psychologist (Illinois, New York, Iowa)
Recent Professional Experience
Associate Professor, IT; 2003-present; Assistant Professor, NYU, 1999-2003; U of IA 1996-1999
Association Experience
Chair, Council on Research and Knowledge, ARCA; Chair, Awards Committee, ARCA; ARCA representative to CORE AACA Branch, Division and Affiliate Membership, and Other Related Memberships
ARCA, National Council on Rehabilitation Education, American Psych Association Rehabilitation Psychology Awards and Honors
Fifth ACA Emerging Leader Workshop, 2005; Goddard Fellowship, NYU, 2002; Commitment to Diversity, UAA, 1999
Publications and Presentations
Thirty-six invited, peer-reviewed publications or other scholarly products; thirty-two local/national presentations

Community Service
Professional service provided for more than 10 state and national professional associations

Karen Leila Bibbins
Title and Full Business Address
Recreational Therapist, St. John Riverview Hospital, 7735 E. Jefferson Ave., Detroit, MI 48214
Education
Ed.D., Higher Education, University of Rochester; M.S., The Pennsylvania State University; B.S., Wayne State University
Certification and Licensure
National Council for Therapeutic Recreation Certification
Recent Professional Experience
Cognitive retraining to persons with traumatic head injury; group therapy for adolescents and adults, recreation therapy, physical medicine and rehabilitation; lecturer, SUNY College at Brockport.
Association Experience
AMCD Secretary (Fiscal Years 2000-2001, 2002-2003); Program Reviewer, 2006 ACA Annual Convention
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
AMCD, NCATE, University of Illinois Certification and Licensure
National Certified Counselor, AMCD, ACRS, ASCER, ACA, ARCA
Awards and Honors
Publications and Presentations
Community Service

Dione Brooks Taylor
Title and Full Business Address
Associate Professor and Pupil Personnel Services Coordinator, School of Education, Point Loma Nazarene University, 4007 Camino Del Rio South, San Diego, CA 92108
Education
B.A., Master of Science, San Diego, CA 1986; Ed.D., Rehabilitation Psychology, California State University, Long Beach, CA 1992; M.Ed., Counseling, Long Beach, CA 1994
Certification and Licensure
Cultural and Linguistic Competence: California (California does not have licensure)
Recent Professional Experience
University faculty member and program coordinator
Association Experience
AMCD Past-President, ARCA President-Elect, CAMC Past-President
AACA Branch, Division and Affiliate Membership, and Other Related Memberships
AMCD, ACRS, ASCER, ACA, ARCA
Awards and Honors
ARCA, National Coalition on Rehabilitation Education, American Psych Association Rehabilitation Psychology Awards and Honors
Fifth ACA Emerging Leader Workshop, 2005; Goddard Fellowship, NYU, 2002; Commitment to Diversity, UAA, 1999
Publications and Presentations
Thirty-six invited, peer-reviewed publications or other scholarly products; thirty-two local/national presentations

Community Service
Professional service provided for more than 10 state and national professional associations
Goals Statement
I was very flattered when asked to consider submitting my credentials as a candidate for president-elect of ARCA. Many people I hold in high regard have held this office, leaving big shoes to fill. If elected, I promise to do my best to deliver on the following goals while holding the president-elect, president and past president roles:

1. I will work with the Executive Council to develop a plan to raise the awareness of the membership, potential members and related constituencies regarding the accomplishments of ARCA to highlight the value of membership with ARCA.

2. I will encourage the council and membership to be creative in presenting the rehabilitation counseling profession to consumers and colleagues to enhance the professionalization of rehabilitation counseling.

3. Finally, I will establish an ad hoc committee to compile rehabilitation counseling process and outcome research data that support the efficacy of rehabilitation counseling service provision; develop a systematic research plan that addresses inadequacies in the current literature base; and distribute the list to the research community to encourage quality outcomes research that promotes the profession of rehabilitation counseling.

Patty Nunez

Title and Full Business Address
Manager, CNA, P.O. Box 6500
Brea, CA 92822

Education
M.A., Rehabilitation Counseling
B.A., Psychology

Certification and Licensure
CRC, CDMS, CCM, RPC;
Counselor Licensure — not quite lore yet, but on its way in California!

Recent Professional Experience
Manager-CASE Management, CNA Insurance; Past President, NRCA; Commissioner, CRCC

Association Experience
ARCA Executive Council: Member, 2003-2006; ACA Emerging Leader Training, 2003

AACA Branch, Division and Affiliate Membership, and Other Related Memberships
ARCA, ACA, National Rehabilitation Association, National Rehabilitation Counseling Association

Awards and Honors
Fellow, National Rehabilitation Counseling Association; Switzer Scholar

Publications and Presentations
Various presentations on topics such as counselor licensure, RTW issues, association membership

Community Service
Past President, FRER; Past Chair, CRC; CCCL & CA Registry Board Member; CRCC Commissioner (current)

Goals Statement
It has been my privilege to hold leadership positions within professional associations for ... well, for more years than I care to discuss! I have worked on state, regional and national levels, and have always come away enriched by each and every experience, both professionally and personally.

I have also served in leadership roles within CRCC and the Foundation for Rehabilitation Education Research. Here I further developed a great pride in our profession and a clear understanding of the issues that face rehabilitation counseling.

It is only in the past three years that I have had the opportunity to serve as a member on the ARCA Board, within ACA. However, while in leadership positions within other entities, I worked closely with ARCA leaders on issues and projects of mutual benefit to both associations. Our profession is looking at critical issues such as access to counselor licensure, state-federal mandates and the value of maintaining professional association membership. I firmly believe that no one group can go it alone.

Therefore, if I were selected to help lead ARCA, I would do so with a willingness to work collaboratively toward the good of our association as well as our profession. Critical to consumer protection is the inclusion of rehabilitation counselors in licensure laws, which would ensure persons with disability who are seeking counseling to be served by the most qualified professionals. I see our student groups as vital to our growth and development in states and would propose to the board's interest in bringing educational opportunities to the state level to engage our members in their own backyards.

We have a lot of work ahead of us as ARCA members. I would be honored to work with you as we move forward.

ARCA Governing Council Representative
Charlene M. Kampfe

Title and Full Business Address
Associate Professor, University of Arizona, Department of Special Education, 1121 E. 2nd St., Tucson, AZ 85721

Education
M.A., Rehabilitation Counseling; Ph.D., Rehabilitation Counseling

Certification and Licensure
CRC, NCC, NGCC

Recent Professional Experience
Associate Professor in Rehabilitation Education Program

Association Experience

AACA Branch, Division and Affiliate Membership, and Other Related Memberships
Professional member: ARCA, AADA, NCC, NCGC

Awards and Honors
AADA Bernie Memorial Research Award, ACA Best Practices Research, AACA Counselor Education Advocacy Award, ARCA and AADA Governmental Relations Awards, ARCA Charlene Kampfe Student Fund established, AADA Mentor of the Year, AADA Distinguished Service Award, AZCA Member of the Year Award, Chi Sigma Iota/ERC Outstanding Research Award, U of A Alumni Extraordinary Faculty Award

Publications and Presentations
More than 65 publications and 100 presentations

Community Service
Advocacy to Horticulture Therapy Program at Tucson Botanical Gardens and to State Deaf Blindness Committee; Boy Scout Merit Badge Counselor

Goals Statement
I have had six years of experience as a Governing Council Representative and am very much aware of the workings of ACA, the budgetary practices and procedures of ACA, and the techniques required to get things done in the Governing Council. I have a strong understanding of budget issues and financial responsibilities and practices that I have used in the past and will use in the future during my service as a Governing Council member.

I have a strong record of advocacy within the Governing Council for the rehabilitation profession at the state, regional and national levels.

In 2001, I was elected to serve as ARCA's representative. I am not afraid to ask questions prior to, during and after Governing Council meetings to ensure that both I and my fellow members understand the issues and their implications. I thoroughly study the minutes, budget, finance reports, agenda and motions that are associated with upcoming meetings, and often find myself questioning items that have been moved. I have served on the ARCA Board and chaired many ARCA committees. I am aware of ARCA's history and its aspirations. I love ACA and I love ARCA, and that is why I want to be sure that they both continue to grow in positive ways that will enhance the lives of the persons we serve.

Carolyn W. Rollins

Title and Full Business Address
Project Director/Assistant Professor, Albany State University, 504 College Drive, Albany, GA 31705

Education
Ph.D., rehabilitation; M.S., counseling; B.A., sociology

Certification and Licensure
Certified Rehabilitation Counselor

Recent Professional Experience
Project Director and Assistant Professor, Albany State University, Albany, Ga.

Association Experience
Chair, ARCA Council on Collaboration and Development

AACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, ARCA

Publications and Presentations

Goals Statement
The dynamics of the environment in which human services are provided are continually changing and evolving. I believe that professional rehabilitation counselors need a strong voice in the dialogue taking place in the counseling arena. My goal is to represent the concerns of rehabilitation counselors and to promote collaboration around issues of mutual concern. Further, I would like to increase awareness and sensitivity to the needs and concerns of persons with disabilities and ways in which counseling professionals may be proactive allies and advocates.
Rehabilitation Counseling Association

Awards and Honors
Academic: Lorenz/Baker Doctoral Scholarship; WSU CEHS Outstanding Alumna Award

Publications and Presentations

Community Service
I have served on the Professional Advisory Committee for the Ohio Department of Mental Health and on the Tarry House Board of Directors

Richard Coelho
Title and Full Business Address
M.A., Rehabilitation Counseling
East Jolly Road, Suite 216
Lansing, MI 48910

Education
Ph.D., Community Psychology; M.A., Rehabilitation Counseling; B.A., Psychology

Certification and Licensure
LPC (Michigan), CRC, NCC

Recent Professional Experience
More than 25 years' experience as a counselor, educator and researcher in the field of rehabilitation

Association Experience
ACA Conference Committee
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACARCA, National Rehabilitation Counseling Association

Awards and Honors
Recognition from CRCC, ACA/ARCA, Affiliate Membership, and ACA

Education
Academic: Lorenz/Baker Doctoral Scholarship; WSU CEHS Outstanding Alumna Award

Publications and Presentations

Community Service
I have served on the Professional Advisory Committee for the Ohio Department of Mental Health and on the Tarry House Board of Directors

Connie McReynolds
Title and Full Business Address
Associate Professor, Kent State University, 405 White Hall
Kent, OH 44242

Education
Ph.D., Rehabilitation Psychology, University of Wisconsin-Madison; M.S., Rehabilitation Counseling, Emporia State University

Certification and Licensure
CRC, Licensed Psychologist (Ohio)

Recent Professional Experience
I teach in the Rehabilitation Counseling program at Kent State University and am currently employed as an associate professor. I have been with the KSRP graduate program for seven years.

Association Experience
I am currently serving as president of the National Rehabilitation Counseling Association and have served on the NRCA Executive Committee for 10 years.

ARCA Branch, Division and Affiliate Membership, and Other Related Memberships
ACARCA, NRCA, NCRE, APA, NRA

Awards and Honors

Publications and Presentations
I have authored/co-authored more than 24 publications and given more than 80 presentations at the local, regional, state, national and international levels.

Community Service
I have served on the Professional Advisory Committee for the Ohio Department of Mental Health and on the Tarry House Board of Directors

ARCA Council on Administration, Organization and Management

ARCA Council on Research and Knowledge
Joseph Edward Kefert
Title and Full Business Address
Assistant Professor, College of Education and Human Services, M080 Creative Arts Center, 3640 Colonel Glenn Hwy., Dayton, OH 45439-0001

Education
Rh.D.

Certification and Licensure
CRC #00013614

Recent Professional Experience
Wright State University, Assistant Professor; California State University-Fresno, Lecturer
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
National Council on Rehabilitation Education, National Rehabilitation Association, National Rehabilitation Association of Job Placement and Development, National Rehabilitation Counseling Association, Ohio Counseling Association, Ohio Rehabilitation Counseling Association

Awards and Honors
More than 24 publications and presentations

Publications and Presentations
More than 100 professional papers and technical reports about rehabilitation and applied research

Community Service
Past Treasurer of CORE, Past Chair of CRCC

ARCA Treasurer

Awards and Honors
Academic: Lorenz/Baker Doctoral Scholarship; WSU CEHS Outstanding Alumna Award

Publications and Presentations

Community Service
I have served on the Professional Advisory Committee for the Ohio Department of Mental Health and on the Tarry House Board of Directors

ASERVIC President-Elect

Connie McReynolds
Title and Full Business Address
Associate Professor, Kent State University, 405 White Hall
Kent, OH 44242

Education
Ph.D., Rehabilitation Psychology, University of Wisconsin-Madison; M.S., Rehabilitation Counseling, Emporia State University

Certification and Licensure
CRC, Licensed Psychologist (Ohio)

Recent Professional Experience
I teach in the Rehabilitation Counseling program at Kent State University and am currently employed as an associate professor. I have been with the KSRP graduate program for seven years.

Association Experience
I am currently serving as president of the National Rehabilitation Counseling Association and have served on the NRCA Executive Committee for 10 years.

Associate Professor, James Madison University, Department of Graduate Psychology, MSC 7401, Harrisonburg, VA 22807

Education
Ph.D. in counseling and counselor education (UNCG); M.A. Ed. in counseling (WPU); B.A. in communications, psychology (Randolph-Macon)

Certification and Licensure
Licensed Professional Counselor in North Carolina; Licensed School Counselor in Virginia

Recent Professional Experience
Assistant Professor of Counseling & School Counseling Program Coordinator, JMU, 2001-present

Association Experience
ASERVIC: Board Member, Membership Chair, Finance Committee; VA-ASERVIC: President; CVCA: Newsletter Editor

John Scott Young
Title and Full Business Address
Associate Professor, Department of Counseling, Educational Psychology and Special Education, Mississippi State University, (P.O. Box 9772), Mississippi State, MS 33762

Education
Ph.D., Counselor Education, University of North Carolina at Greensboro

Certification and Licensure
LPC (Mississippi) and NCC

Recent Professional Experience
Counselor educator since 1996; also conduct a private practice

Association Experience
Past president and former board member for ASERVIC

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

Goals Statement
I have been involved with ASERVIC in several capacities since 1997. I began working with the association as a committee member and then chair of the Spirituality Committee, later served as president of the association and now wish to be your Governing Council representative. I believe my experience with ASERVIC has affected me a good working knowledge of the association and its concerns and will allow me to voice those issues well before the ACA Governing Council as well as to assist in the decision-making for ACA. I am a collaborative leader and will work to communicate closely with the ASERVIC president, Board and, when necessary, the membership regarding important issues. I look forward to the honor of serving our association and profession in this capacity.

ASERVIC Governing Council Representative
Counselor (North Carolina); communication, studio art
Ph.D., Counseling and Counselor Education Canton, OH 44646
202 East Maple St., North Human Development Program, University, Counseling and Counseling
Holly J. Hartwig
Publications and Presentations
H. Ray Vwooten
Title and Full Business Address
Associate Professor, Graduate Program Director, St. Mary's University, Oso Canyon, San
Department of Counseling and Human Services, San Antonio, TX 78228-8227
Education
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 and Affiliate Membership, and Other Related Memberships
ACA, ASERVIC, Texas Counseling Association, Heart Centered Therapies Association
Publications and Presentations
Recent presentations on breathwork therapy at the 2005 ACA Convention and the use of breathwork with couples at the IAMFC conference; Recent publications: "Complimentary Therapies in Mental Health Practices Within CACREP Approved Programs;" Journal of Creativity in Mental Health
Community Service
Active in outreach ministries with Alamo Heights United Methodist Church and the Unity Church of San Antonio.

Holly J. Hartwig
Title and Full Business Address
Assistant Professor, Walsh University, Counseling and Human Development Program; Counselor, Behavioral Health Center, Greensboro, N.C.; Assessment Counselor, Assessment and Crisis Response Team, Moses Cone Health System, Greensboro, N.C.
Association Experience
Chair, Ethics Committee, OCA, 2004-present; Member, Advocacy Interest Network, ACES, 2003-present; CSI: Co-Chair, Chapter Development Committee; Member, Task Force for CSI/ACA Advocacy Collaboration, Advocacy Committee, 2005-present; Reviewer, Excellence Grants and Developmental Counseling and Therapy Grants Review Committee, 2004-2005; Member, Task Force for ACA Advocacy Presentation, Advocacy Committee, 2004-2005; Member, Task Force for ACES/CSI Advocacy Collaboration, Advocacy Committee, 2004-2005; Contributor, Exemplar "Faculty Advisor Profile" Feature, 2002-present; Member, Advocacy Committee, 2002-present; Secretary, Upson Nu Chi, 2002-2003
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
OCA and NCOCA, ACA, ACES, NCACES, OACES, ASERVIC, CSI
Karyn Dayle Jones
Title and Full Business Address
Associate Professor, College of Education, University of Central Florida, Orlando, FL 32816-1250
Education
Doctor of Philosophy in Counseling Education, University of South Carolina (1996)
Certification and Licensure
Florida Licensed Mental Health Counselor, National Certified Counselor and Certified Reality Therapist
Recent Professional Experience
Assistant Professor, Counselor Education Program, University of Central Florida (2003-Present); Assistant Professor, Counselor Education Program, University of Central Florida (1997-2003)
Association Experience
Counseling Association for Humanistic Education and Development: Treasurer (2004-2005), President (2003-2004)
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, ACES, ASERVIC, ACES
Publications and Presentations
Co-authored Introduction to the Profession of Counseling, 4th edition and Appraisal Procedures for Counselors and Helping Professionals, 6th edition. Also authored or co-authored several book chapters and conference publications. Has given many international, national and regional professional presentations in the field of counseling and counselor education.
Community Service
Marsha Wiggins
Title and Full Business Address
Associate Professor and Chair, Counseling Psychology and Counseling Education, University of Colorado at Denver and Health Sciences Center, Campus Box 106, P.O. Box 173364, Denver, CO 80217-3364
Education
Ph.D., Counselor Education; Ed.S., Counseling Education; M.Ed., Counselor Education; Master of Divinity; B.A., Spanish/Christian Education
Certification and Licensure
Licensed Professional Counselor, Colorado; Licensed Marriage and Family Therapist (Colorado), National Certified Counselor
Recent Professional Experience
Chair and clinical coordinator for counseling program at the University of Colorado at Denver and Health Sciences Center
Association Experience
President-elect, Rocky Mountain ACES; Editorial Board, Family Journal; Editorial Board, Counseling and Values; Chair, Rocky Mountain ACES Conference Planning Committee; ASERVIC Spirituality Committee
Awards and Honors
University Teacher of the Year, 1998 and 2004, ACES Research Award, 2005; ACES Research Award, 2000
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
Member of ASERVIC, ACES and IAMFC; clinical member of the American Association for Marital and Family Therapy
Publications and Presentations
Community Service
Volunteer with church youth group, teach adult classes in local United Methodist church
Marie F. Shoffner
Title and Full Business Address
Assistant Professor, Curry School of Education, University of Virginia, P.O. Box 400269, Charlottesville, VA 22904-4269
Education
B.S., Mathematics, College of William & Mary, 1977; M.E., Electrical Engineering, University of Virginia, 1979; M.Ed., Counselor Education, University of Virginia, 1990; Ph.D., Counselor Education, University of Virginia, 1996
Certification and Licensure
National Certified Counselor, National Certified School Counselor
Recent Professional Experience
Associate Professor, University of Virginia, 2004-present; Associate Professor, University of North Carolina at Greensboro, 2003-2004; Assistant Professor, University of North Carolina at Greensboro, 1996-2003; Professional School Counselor, Trevilian Elementary School, Lousia County, Va., 1990-1995
Association Experience
Chair, Research Awards, ASERVIC, 2004-present; Co-Editor (with Craig Cashwell and Scott Young), Monographs on Spirituality
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, NCDA, ASERVIC, ACES, SACES, ASCA, Society of Vocational Psychology
Awards
CS1 International, 2004 Outstanding Research Award; SACES, 1999 Achievement Award
Publications and Presentations
Many peer-reviewed publications and national presentations on topics such as career development, spirituality, research and interprofessional collaboration in schools
Association for Specialists in Group Work
Janice L. DeLucia-Waack
Title and Full Business Address
Associate Professor and Program Director for School Counseling, Counseling, School and Educational Psychology, University at Buffalo, SUNY, 409 Baldy Hall, Buffalo, NY 14260
Education
B.A. in Psychology, Eisenhower College; M.S. in Family Studies, University of Maryland; Ph.D. in Counseling Psychology, Penn State
Certification and Licensure
Licensed as a psychologist in Indiana (application pending in New York)
Recent Professional Experience
Associate Professor and Program Director for School Counseling, University at Buffalo, SUNY; Assistant and Associate Professor at Purdue University; Consultant to school districts on school counseling, school psychology and social work
Association Experience
Treasurer and Conference Coordinator, NY ASGW; Co-Chair, ASGW Research Committee
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACES, ASGW, NYASGW, NYSSCA and NYCA
Awards and Honors
Publications and Presentations
Authors/co-authored five books on groups and multical-
rural counseling and more than 45 refereed journal articles/book chapters; more than 50 conference presentations on groups, children/adolescents and multicultural counseling.

Community Service
Provide outreach/workshops for schools and community agencies on how to lead psychoeducational and counseling groups

Goals Statement
I have been a member of ASGW since I began my career as a counselor educator, teaching two group courses a semester. ASGW provided a home for me spiritually and intellectually.

ASGW activities on how to lead psychoeducation and multicultural counseling. Community Service and multicultural counseling.

Publications and Presentations
Interactive Group Counseling and Therapy, four book chapters and 29 articles; 43 presentations and workshops

Goals Statement
I believe ASGW should continue the explicit agenda of supporting members' professional development and establishing professional standards. In continuing this agenda, I believe that ASGW leadership must affirm and clarify its professional development and standards objectives and identify how to accomplish these objectives with the greatest impact. I also think that a critical leadership objective is to identify and support ways of engaging members in organizational activities and professional development. In addition, I believe that this is a crucial time for ASGW to develop and implement a specific strategy to promote ASGW standards. In my view, ASGW must promote its professional standards and enhance the competencies, professional development and professional identity of its members.

In my opinion, the role ASGW strives to play in members' professional development is critical to the continued thriving of ASGW. It is clear that the high-quality continuing education provided through Advanced Group Work Workshops, national conferences and ASGW must be available to the broadest possible population of counselors who do group work. To optimize these efforts, I believe that ASGW must promote and continue its efforts to make continuing education efforts are accessible and attractive to members.

I believe ASGW should play an assertive role in advocating for the implementation of our training, most cultural competencies, and best practices standards. Standards committees should focus not only on the development of standards, but also on promoting their implementation. In promoting the delivery of competent group work services, ASGW must speak assertively for standards of professional practice that include specific reference to group work and advocating preparation standards that ensure that all counselors have group work competencies. Developing and promoting standards is insufficient, however. It is necessary to support and encourage research that contributes to establishing group work as a preferred counseling modality. The provision of quality group work is the indispensable goal.
Colette T. Dollarhide
Title and Full Business Address
Assistant Professor, Counselor Education, University of South Carolina, Wardlaw Building, Room 259, Columbia, SC 29080
Education
Ed.D., counselor education; M.A., counseling and educational psychology; B.A., political science
Certification and Licensure
Nationally Certified Counselor, Licensed Professional Counselor (South Carolina)
Recent Professional Experience
Counselor educator, 11 years; school counselor consultant and volunteer, 5 years; counselor and administrator, seven years
Association Experience
Parliamentarian, Wisconsin School Counselor Association; Co-Founder, Tri-County School Counselor Consortium (Wisconsin)
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
C-AHEAD, ACES, ASCA, SC-AHEAD, SACES, SCJA, ASCA
Publications and Presentations
Goals Statement
It has been said by many authors that counseling is both an art and a science, coming from both intellect and intuition. The most effective counselors have both training and the ability to connect with the client. Without equal attention to both, counseling becomes soulless analysis or directionless enhancement. What is important is balance.
This is what C-AHEAD represents: the balance within ACA of the divisions dealing with work settings and tasks (i.e., ACES, ACJA, NCDA, NECA) and the "passion" divisions (i.e., ASERVIC, AGCLIC, ACC, AMCD). As one of the first "passion" divisions, C-AHEAD has created an association in which counselors can discuss what impensions them about this work and what speaks to their soul and their intellect. That is what makes this division one of the most important divisions in ACA.
As president, I would continue to promote C-AHEAD as a premier association that speaks to both intellect and passion, and I would continue the good work that has begun to connect C-AHEAD with wellness. I see the need for C-AHEAD to re-emphasize its roots—that of passion—what energizes us about counseling. If elected, I would work to bring these visions to fruition throughout the nation, exploring collaborations with other divisions to bring energizing dialogue to the profession.

C-AHEAD Secretary
John F. Arman
Title and Full Business Address
Counselor Educator and Clinical Supervisor, Center for Counseling, University of Colorado Boulder, 2629 Overlook Dr., Boulder, CO 80301
Education
Ph.D., Counseling Psychology; B.A., Psychology
Certification and Licensure
Professional Clinical Counselor-Supervisor (Ohio); Licensed Professional Counselor (Colorado)
Recent Professional Experience
Assistant Professor; Heidelberg College (2002-2005); Assistant Professor, University of Colorado Denver (1998-2001)
Association Experience
President-Elect of CSJA (Colorado); Editorial Review Board (C-AHEAD); Mentor Committee, OSCE (Ohio)
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, C-AHEAD, ACES, ASCA, OACES, OSCE
Awards and Honors
Post-Secondary School Counselor of the Year, Colorado (2000); Graduate Fellowship Award, New Mexico
Publications and Presentations
Group for students with disabilities; Service Learning in Counseling Education, Anger Management, Community Services
Counselors for Social Justice
CSJ President
Hugh C. Crethar
Title and Full Business Address
Assistant Professor, School Counseling Team Leader, Division of Psychology and Counseling, Governors State University, University Park, IL 60466
Education
Ph.D., University of Oklahoma
Certification and Licensure
Certified School Counselor (Illinois)
Recent Professional Experience
Associate Professor, Governors State University. I have served for the last seven years as a counselor educator in culturally diverse settings in Illinois and Nebraska.
Association Experience
CSJ: Communications Officer (2004-present); Newsletter Editor (2003-present); ACA Public Policy and Legislation Committee, Co-chair, 2005-2005; ICSC Founding President, 2003-2005; National Institute for Multicultural Competence Executive Board Member, 2004-present
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
Awards and Honors
CSJ "Ohana Award (2004), IAMC Multicultural Advocacy Award (2003)
Goals Statement
As an active member of CSJ over the majority of its existence, it has become increasingly clear to me that CSJ has a vital role to play in ACA and in counseling at large. As a member of CSJ, I am honored to be numbered among the creators and advocates of the Multicultural Competencies (MCC) as well as the Advocacy Competencies (AC). Our membership includes many of the leaders of the movement toward Social Justice in our field. A past president of CSJ once told me that "the purpose of CSJ is to make ourselves obsolete." This is to say that once social justice work, such as full integration of the MCCs and the ACs, becomes truly normative and mainstream in ACA, counseling education and counseling, there will no longer be a need for a division focused on social justice. It is my primary goal to help CSJ continue to grow in strength with the ultimate goal to bring the Fifth Force of social justice increasingly closer to the center of counseling in all settings.
As president of CSJ, my goals would include: (1) working closely with the CSJ Board to create and maintain a plan of action development linking the previous two years of leadership into my year; (2) maintaining a strong focus on the development of state and local chapters of CSJ to increase social action throughout the nation; (3) continuing collaboration with other divisions of ACA as well as other like-minded associations; and (4) working to increase the global reach of the CSJ and its allies at large. I believe that my passions, interests, experience and educational preparation and training all qualify me for the position of president of CSJ.

CSJ Governing Council Representative
Sandra I. Lopez-Baez
Title and Full Business Address
Assistant Professor and Coordinator of the Mental Health Counseling Track, University of Virginia, Counselor Education, 405 Emmet St., P.O. Box 40029, Charlottesville, VA 22904
Education
Ph.D. in Counseling; M.A. in Counseling and Rehabilitation; B.A. in Psychology
Certification and Licensure
LPC (licensed Supervisor Endorsement) in Virginia, LPCC (in Supervision Endorsement) in Ohio, NCC, CCMHC, ACS (all from NBCC), Licensed Psychologist in Ohio
Recent Professional Experience
Associate Professor and Coordinator of the Mental Health Counseling Track in the Counselor Education Program at the University of Virginia in Charlottesville (2001-present)
Association Experience
Served as president of CSJ (2004-2005); served as president of the VCA-AMCD; served as president of the OCA-AMCD; served as secretary of OCA
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACES, AMCD, CSJA, SACAS, VCA, VACES, VAMCD, VCCA
Awards and Honors
"Ohana Award (2004)
Publications and Presentations
Goals Statement
As CSJ Governing Council Representative, I will bring well over 25 years of experience as a member of ACA, a past president of CSJ, past president of
Awards and Honors
Young Leadership Council Most Outstanding Focus Area Member, 1994; J.C. Penny Golden Rule Award, 1996

Publications and Presentations
Southern Perspectives, Spring 2000, "The Fifth Station, Simon of Cyrene Helps Carry the Cross; Raising the Standards for People Caring for the Mentally Ill," Sept. 14, 2002, Gille-spie Memorial Community Breakfast

Community Service
Founder of the Money Management Advocacy Council Icon; Co-Sponsor of Teaching for Understanding, in Secondary Classrooms, Post-September 11

CSJ Student Representative
Amelia Risner
Title and Full Business Address
Graduate Student, George Mason University, George Mason University Counseling Center, MSN 2,A, 4400 University Drive, Fairfax, VA 22030-4444

Education
B.A. in Psychology, Minor in Sociology, N.C. State University, May 2001; Candidate for a M.Ed. in Counseling and Development, George Mason University, Expected graduation date: December 2005

Certification and Licensure
None

Recent Professional Experience
Rehabilitation therapy assistant for children with special needs and terminal illnesses; under-graduate research assistant in N.C. State University's Psychology Department; school counseling internship; member of George Mason University's Eating Disorders and Body Image Concerns Task Force; graduate assistant in George Mason University's Counseling Center

Association Experience

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
National CSJ; currently attempting to create a VA CSJ Chapter

Awards and Honors
Recipient of George Mason University College of Education and Human Development Scholarship, October 2004; recognized for volunteer work for Chi Sigma Iota, April 2005.

Publications and Presentations
Presented "Using the ASCA Model to Design Guidance Curriculum and Small Counseling Groups" at the 2005 Annual Virginia Association for Counselor Education and Supervision Conference

Outreach Service
Volunteer for "Turning the Page" (a literacy promotion nonprofit); volunteer for Dorothy Dix Hospital

Bianca Puglia
Candidate Information
Unavailable

International Association of Addictions and Offender Counselors

Simone F. Lambert
Title and Full Business Address
Professional Counselor, 9870-B Main St, Fairfax, VA 22301

Education
Ph.D., University of North Carolina at Greensboro, 2001, Counseling and Counselor Education; M.S., University of Southern Mississippi, 1997, Counseling Psychology; B.A., University of New Orleans, 1995, Psychology

Certification and Licensure
LPC (Virginia, North Carolina, Washington D.C.); NCC

Recent Professional Experience
Counselor Educator since 2001, Private Practitioner since 1999, Professional Projects Coordinator at ACA since 2005

Association Experience
IAAOC: Treasurer (2005-2006), Secretary (2004-2005), Chair, Committee on Addictions and Families, Couples and Youth (2003-present); ACA Legislative Institute Fellow (2004); ACA Co-Chair, ACA-AFF Joint Research Task Force (2003-present); AACC Committee Member of Screening Assessment - Instruments; IAMFC: Webmaster, Membership Committee Chair, Graduate Student Representative Board Member, Graduate Student Task Force Member

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
ACA, IAAOC, CSJ, ACCC, ASCS, SACES, AACC, C-VCA, C-VA, C-VMP, VACES, CSI, NVLPCA

Awards and Honors
IAMAFC Graduate Student Practitioner Award, 2000; CSI, Lifetime member

Publication and Presentations

Community Service
Consultant regarding family issues for local organizations including FCPS-Family Learning and Involvement Section

Goals Statement
I am honored to be a candidate for president-elect of IAAOC. Having served in the role of secretary, treasurer, legislative fellow and committee co-chair, I have developed a great respect for the past and present leaders of IAAOC who have set the stage for further growth of both the division and the specialty area of addiction and offender counseling. In efforts to strengthen the mission, I see three primary goals for leading IAAOC.

First, it is imperative that member needs are addressed by providing quality services, including a technology relate best practices and promote research collaboration in an ongoing treatment efficacy and (b) providing resources to chapters to disseminate this information at the local and state levels.

Second, given the complex, co-occurring nature of addiction and offender issues with other mental health issues across various populations and settings, it seems necessary to further collaboration with other ACA divisions to enhance products, trainings and services surrounding both dual diagnosis and specific population issues.

Third, I am committed to advocating for clients and professionals dealing with addiction and offender issues via legislative efforts on national, state and local levels.

It would be a privilege to serve as IAAOC president-elect. I believe my combined experiences in leadership positions of IAAOC, ACA, ACC and IAMFC, in counseling education, in private practice and community mental health organizations, and in association staff positions offer me a broad
National Employment Counseling Association

NECA President-Elect

Carolyn Kaili
Title and Full Business Address
Counselor/Author/Trainer, P.O. Box 2804, Malibu, CA 90265

Education
M.A. in Counseling
Certification and Licensure
Certified Career Counselor, Certified Workforce Development Professional
Recent Professional Experience
Counselor at El Camino College since 1975; Career Development Teacher; My Own Certification Training; Author of Follow Your True Colors to the Work You Love
Association Experience
Presenter at Counseling Development for two years; vendor at ACA 2003 Convention
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
NECA, California Association for Counseling and Development, California Career Development Association, Association for Job Search Trainers, International Career Development Conference
Awards and Honors
American's seventh best-selling career book; Conference Chair for Career Counselor Education Association (1990); International Career Development Conference Planning Committee (2002)
Publications and Presentations
Follow Your True Colors to the Work You Love; Workbook: Follow Your True Colors to the Work You Love; True Success; Presentations: My Facilitator Certification Training; Four Years as Presenter for International Career Development Conference; Keynote for Career Masters Institute; Mega Workshop for Association for Job
Search Trainers; Keynote Speech and Relationship Workshop for the Crystal Cathedral Community Service
Sixteen years as board member for Project Success (program for underrepresented college students); pro bono workshops for School Board of Brevard County (Fla.), Long Beach City College Students, Agape International Spiritual Center

Goals Statement
I believe I am the best-qualified candidate for NECA president-elect because my education and work experience support the goals of this organization. I received my master's degree in counseling in 1973, and for the past 31 years I have been employed as an academic and career counselor in higher education. Like NECA, I am dedicated to helping people prepare for, enter, understand and progress in the world of work. When I began working at my community college, the majority of students lacked career goals and direction. I have made a commitment to help these students by teaching career development classes and coordinating our campus career center. I have also written career development books and workbooks to assist college, university and high school students in finding direction.

After a successful career as a college counselor, I now offer services to those who wish to enter an employment or career development setting. I provide a certification training that teaches professionals the necessary skills to assist students and clients in achieving their career goals.

Many college counselors use my program with students lacking career direction, including those in specialized programs such as Financial Aid, Vocational Opportunity Programs, Veterans (for Hispanic students), Project Success (for African-American students) and First Year Experience (for new college students).

Several Workforce Centers have also adopted my assessment and materials on a regular basis for intake and group work. I believe my expertise demonstrates how I have made a contribution by preparing people to enter and be successful in the world of work. The position of president-elect will give me the opportunity to go to the next level by advocating legislation, establishing standards and guidelines, showcasing best practices and networking with others.

Stephen B. Flaherty
Title and Full Business Address
Veterans Representative, Delaware Department of Labor's Division of Employment and Training, 1114 South DuPont Highway, Suite 104, Dover, DE 19901

Education
M.S., Community Counseling; B.S. Human Resource Management
Certification and Licensure
National Certified Counselor
Recent Professional Experience
Provide services to veterans who have barriers to employment. Provide vocational guidance, job development and training opportunities to aid in achieving their career goals. Establish and maintain relationships with representatives from the Veterans Administration and supportive agencies to enable veterans to enhance employment and training opportunities. Refer veterans to agencies that can assist with their personal issues. Chairperson for the Delaware Department of Labor's Veterans Unit. Trained as a Global Career Development Facilitator through the Heldrich Center, Rutgers University. Responsible for introducing the GDCP training program to the state of Delaware. The Division of Employment and Training adopted the program, and staff have been trained in this method. Wrote an article concerning veterans for the NECA newsletter and the ACA newspaper Counseling Today. Developed and facilitated workshops at the 2005 ACA and NECA annual conventions in Atlanta.

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
NECA, ACA
Awards and Honors
American's seventh best-selling career book; Conference Chair for Career Counselor Education Association (1990); International Career Development Conference Planning Committee (2002)
Publications and Presentations
Follow Your True Colors to the Work You Love; Workbook: Follow Your True Colors to the Work You Love; True Success; Presentations: My Facilitator Certification Training; Four Years as Presenter for International Career Development Conference; Keynote for Career Masters Institute; Mega Workshop for Association for Job Search Trainers; Keynote Speech and Relationship Workshop for the Crystal Cathedral Community Service
Sixteen years as board member for Project Success (program for underrepresented college students); pro bono workshops for School Board of Brevard County (Fla.), Long Beach City College Students, Agape International Spiritual Center

Goals Statement
I will continue to promote the importance of career counseling and work toward education, understanding and resolution of employment issues facing all of our citizens, and especially veterans when they leave the military. I will also encourage members to participate in the Working Abroad/Global Career Development Facilitator training program, develop new methods of creating revenue and promote an active recruiting campaign to increase membership.

NECA Governing Council Representative

Kay T. Brawley
Title and Full Business Address
Director, Achieving NewDirections, 4624 Harbour Village #4507, Pensacola, FL 32517; 5347 Turkey Point, NorthEast, MD 21501

Education
Doctor of Arts, George Mason University; M.Ed., Counseling, UNC-Charlotte; B.A., Psychology, UNC
Certification and Licensure
NCC; GDCFI Master Trainer; Distance Career Counseling; ACNFA/Life Work Center Real Game Trainer; APC- Supervision/School Counseling (Maryland)

Recent Professional Experience
HR development and training programs (GDCFI, Life Work/ACRNA Real Game career management at various universities, ReadyMinds Distance Career Counseling); GMU doctoral candidate support. Former work: Counseling Chair, Cecil County, Md.; Federal agency, NOICC

Association Experience
NECA: Past President, Trustee; NCDA: Secretary, Trustee; ASCA: News Editor, Chair of Interprofessional Relations and Program Committees; ACA Committees: AJOPARC, Restructuring Task Force, Convention Career Center, Software Technology; ACA Workshops: One Stop, School-to-Work, Ethics; IAM/FC: PPL Committee; Maryland: Past President of MACD and MSCA, Past President of Marriage Family Counseling; GMU Community College Educators Association; IAEEVM Board Alternate
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
Florida/Maryland Branches; Seven ACA Divisions

Awards and Honors
NECA Distinguished Professional Award, NOICC Contributor’s Award, ASCA Achievement Award, ACA Branch Leadership Rotace Program, ACSCI/NCDA Research Award

Publications and Presentations

Community Service
DC MAC/LP/ASTD: Consultation for adults in career transition; Red Cross disaster service

Goals Statement
Continuous 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 a lot 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 needs are for a resilient, quality organization that is innovative, member-focused, flexible and results-oriented. Economies 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 a hallmark of ACA. We already have excellent examples within ACA, such as (1) capitalizing on the Internet infrastructure for membership (ASCA) and (2) unified dues program (AMHCA combined 20 percent discount).

Strengthening divisions/regions. The last few years’ trend of memberships waning, even while overall ACA membership was growing, must be reversed, or there will be continued overall losses of relevancy as other, more focused groups usurp traditional ACA roles. Leadership development training for divisions/regions and financial incentives are 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 others will and already are redefining who we are.

Achieve 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.

William “Bill” Fenson
Title and Full Business Address Counseling Specialist III, University of Texas, College of Business, Box 19377, 701 S. West St., Arlington, TX 76019

Education
Eighteen credit hours at Univer-
sity of South Dakota; M.S., Career and Human Resource Development, Rochester Insti-
tute of Technology; B.A., Mana-
gement, Hartwick College

Certification and Licensure
GCDF certification; no licensure

Recent Professional Experience
Self-employed and owner of The Skills Emporium LLC in New York for seven years; past outplacement and employment counselor for the state of New York

Association Experience
NECA: Secretary, Past Presi-
dent, NECA Interim Treasurer, Technology Chair; Active ACA member attending 12 of the past 15 ACA Conventions

ACA Branch, Division and Affiliate Membership, and Other Related Memberships
NECA, ACA, LEAP, past member-
ship of ASGW and NCDA

Publications and Presentations

Goals Statement
As Governing Council representative, I will continue to be an asset and advocate for employment counseling. NECA has a long history (more than 35 years) with ACA, and our exper-
Harvey Smelther-Davis
Candidate Information
Unavailable
Margaret S. Robinson
Title and Full Business Address
Personnel Psychologist/Workforce Development Trainer, EMC Enterprises-Consulting, 380 Negril Court, Upper Marlboro, MD 20774
Education
Master of Arts in Mental Health; Bachelor of Arts in Psychology
Certification and Licensure
Nationally Certified Psychologist, Certified Myers-Briggs Practitioner, Master Career Development Professional, Certified Federal Job Search Trainer, Certified Career Development Facilitator Trainer, Certified Workforce Development Professional
Recent Professional Experience
Career Counselor/Trainer, Jewish Vocational Services; State Counseling and Testing Coordinator, U.S. Employment Services; Professional Development Consultant and Testing Specialist, Opportunities Industrialization Center; Staff Development Consultant/Trainer, Workforce Development Institute; Trainer/Consultant for Maryland Institute for Employment and Training Professionals
Association Experience
NECA Past President
ACA Branch, Division and Affiliate Membership, and Other Related Memberships
NECA, NCDA, ACA, National Association of Workforce Development Professionals, National Association of Masters in Psychology, Who's Who in Public Service Professionals
Publications and Presentations
Six series training package developed and presented for JVS staff on applying for federal jobs and the application process
Community Service
Design and conduct following training workshops for general community of Jewish Social Services Agency: "Federal Job Search and Writing Federal Resumes," "Responding to Knowledge, Skills and Abilities," "Interviewing Techniques" and "The Myers-Briggs Personality Type Indicator"
Fidel Sanchez
Candidate Information
Unavailable
Laura Jo Severson
Title and Full Business Address
Counselor/Sea-Tac Occupation Skills Center, 10801 Eighth Ave. S., Seattle, WA 98148
Education
M.A., School Counseling, University of South Alabama; B.S., Secondary Education, Auburn University; Washington BSA Certificate as School Counselor; Washington Teaching Certificate
Recent Professional Experience
Twenty years as a school counselor, eight years as a high school teacher. Currently employed as a counselor for a vocational high school/program serving multiple school districts in an area just south of Seattle; student population is very ethnically and economically diverse.
AGA Branch, Division and Affiliate Membership, and Other Related Memberships
Publications and Presentations
Regular columns and articles for WCA and WSCA newsletters; "Crooked Career Path," a chapter in Unfocused Kids; Helping Students to Focus on Their Education and Career Plans; sessions at WCA/WSCA conferences on career guidance and special education issues
Community Service
Upward Bound Organization Board, South Seattle Community College Bridge Ministries for Disability Concerns
Goals Statement
I am eager to serve the AGA Western Region as Governing Council representative because I see the importance of all the divisions and branches within this fine organization. I am attracted to AGA because of the wide variety of its professional interests. The Western Region is the most widespread geographically and culturally with so much to contribute to the national organization.
Region meetings have given me the opportunity to meet other leaders and learn how they serve their membership. I see that some branches are struggling financially and organizationally, and many national division members do not participate at a state level. Many state members are active, but they ignore their national groups. I want to act as a liaison and unifying force to bring them together. We can only be a viable organization if we work together.
During the past five years, I have served as president of both the School Counselors and Counseling Association of Washington and have held the position of NCA Counselor Caucus; I was a delegate to my party's state and national political conventions. I consider myself to be a political activist regarding social and education issues, particularly concerning educational rights of children and persons who are differently abled. During my term as WCA president, I worked with others to begin a state Councilors for Social Justice division. As NCA Counselor Caucus chair, I was able to participate in a meeting to explore increasing cooperation between NCA, ACA and ASCA. I can bring people together.
I am not content with taking "No" for an answer or to live with the status quo when I can use my talents and the skills that I have learned as a counselor to make things better. I like what I see ACA doing, and I want to help this continue.
Greta M. Krahn
Title and Full Business Address
Program Manager, Continuing Education/Graduate School of Education, Portland State University, P.O. Box 751, Portland, OR 97207-0751
Education
M.S., Counselor Education, Portland State University; B.A., English, Willamette University
Certification and Licensure
LPC, NCC, NGCC
Recent Professional Experience
Continuing education/lifelong learning program manager
Association Experience
AGA Western Region chair; AADA president, Governing Council representative, treasurer; WCA president, Governing Council representative, committee chair; C-AHEAD treasurer; Oregon Counseling Association president; AADA founding president
AGA Branch, Division and Affiliate Membership, and Other Related Memberships
Branch: Oregon (OrCA); OCDIA; OMHCA; Division: AADA, CSJ, NCDA; Other: American Society on Aging, Oregon Gerontological Association
Awards and Honors
ACA Advocacy/Government Relations Award; AADA Distinguished Service Award; C-AHEAD Leo Carlin Leadership Award; OrCA 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
Publications and Presentations
Numerous presentations at local, state and national conferences; regional trainings for branch leaders on budgeting and strategic planning
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
ACA branches represent the grass-roots roots of our profession. Counselors often feel more closely affiliated with a state professional organization than a larger national one. Branches provide the link and can serve as a bridge between local members and ACA. Branches offer convenient, high-quality professional development programs and networking opportunities. They provide a face and identity for our profession throughout the state. We have been the critical, clear advocacy voice responsible for ensuring counselor licensure in nearly all 50 states. They continue all important local efforts to obtain third-party reimbursement and recognize the unique qualifications of counselors as providers of mental health, school, career and other counseling services. Branches are the local foundation of our organization.
Our grass-roots members within our Western Region deserve an experienced and knowledgeable representative speaking on behalf of branch issues and concerns within the ACA Governing Council. I bring nearly 20 years of active ACA leadership experience into this position. My leadership activities have included branch president of the Oregon Counseling Association and chair of ACA Western Region. I have also served as division president and Governing Council representative for AADA, and have held other elected and appointed division offices with AADA and C-AHEAD. I believe my prior experience on Governing Council as well as my knowledge of both branch and division issues and operations provide a strong background that will allow me to serve Western Region effectively as your elected representative to Governing Council. I am committed to working with ACA leaders, staff and Governing Council to discuss issues in a thoughtful and productive manner, and work cooperatively to make governance decisions that are in the best interests of ACA and the counseling profession.
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Rebuke and reparation: Whose turf?

Brickman's model of responsibility for problems and solutions categorizes attitudes into four types. In the "Moral" model, both the creation and the solution of a problem are seen as responsibilities of the individual. In the "Compensatory" model, the individual is not seen as the creator of his or her own problems but is personally responsible for solving them. In the "Medical" model, a person is not responsible for either creating or solving his or her own problems. In the "Enlightenment" model, a person is responsible for creating the problem but is not responsible for solving it. The four models imply different roles for the helping professional.

Shelley Jackson, Mary Louise Holt and Kaye Nelson surveyed 433 school counselors to investigate which models were prevalent. They compared Hispanic/Latino counselors and White/Caucasian counselors, counselors at affluent and poor schools, and licensed professional counselors and nonlicensed counselors. The Hispanic/Latino counselors were statistically more likely than the White/Caucasian counselors to subscribe to the Enlightenment or Medical models of helping. Both of these models place the responsibility for solutions outside of individual effort. These models differ on responsibility for creation of problems, with the Medical model viewing causes outside the individual and the Enlightenment model viewing causes as individually driven. Neither the socioeconomic level of the school nor the licensure status predicted differences in responsibility models.

The researchers discuss their findings in comparison to the American School Counselor Association's National Standards for School Counseling Programs, which promotes a Compensatory model. The research is reported in the October 2005 issue of Multicultural Counseling and Development (pages 205-216).

Humanism increasingly at risk in counselor education

As usual, James Hansen produces a thought-provoking philosophical argument in the Journal of Counseling & Development (Fall 2005 issue, pages 406-415). He discusses the decline of emphasis on clients' inner subjective experience in the last few decades. Though this emphasis is a ministry of the counseling tradition, mostly through the influence of humanism, it has become devalued. Hansen explores three causes of this devaluation. First, a rejection of reductionism led to a shift in counselor training, focusing on relational techniques as generalistic skills of the counselor rather than close analysis of the client. Hansen sees this model as homogenizing clientsto a universal help by these techniques.

Second, a desire in our field to be legitimized and paid as health providers has created an emphasis on categorization of clients into external symptom constellations with prescribed treatment types. Finally, the philosophy of social constructionism defines individual reality as unstable, shifting and artificial. Thus, individual inner subjective experience is seen as untrustworthy.

Hansen argues for a revaluing of inner subjective experience, saying that it "optimizes the chances for developing a quality therapeutic relationship." He offers analogies to training in other fields of study to show that an extended phase of reductionism can lead to a deep appreciation of the whole.

Clients and emotional rescue: Herbal or verbal?

In the latest issue of Journal of Counseling & Development (Fall 2005, pages 434-443), R. Elliott Ingersoll provides a useful summary of herbal use with psychological effects. He reviews the purported effects, mechanisms of action, studies of effectiveness and side effects of St. John's wort (for mild to moderate depression), Kava (for anxiety), Ginkgo (for cognitive function), Valerian root (for sedation) and ephedrine (for appetite reduction).

Because many of our clients probably belong to the 40 percent of U.S. citizens who try alternative therapies, counselors need to be educated about herbal remedies. Our role involves the ethical dimensions of this subject, such as the addition of questions about herbal use at intake/diagnostic interviews, responses to clients' requests for advice on herbal use and whether to break confidence in reporting dangerous herbal use to a client's physician.

Research designs and states: 'I just skip to the discussion section'

A tabulation of research designs and statistical analyses appearing in the Journal of Counseling & Development from 1991 to 2001 produced engaging insights (Fall 2005 issue, pages 480-487). The authors of the review, Arthur Bangert and Julie Baumberger, found only two studies using single-case research design, which they argue may be the most relevant design for practicing counselors. They encouraged greater exposure to single-case methodology.

Bangert and Baumberger also found that intermediate to advanced statistical procedures have become prevalent in Journal of Counseling & Development reports, while the majority of readers of the journal have had only one introductory graduate level research/statistics course.
(4th edition). Building on the ideas presented by these respected multicultural experts, we add the following points that support the notion that persons with disabilities represent a unique and highly diverse cultural group.

Persons with disabilities commonly develop a worldview and set of self-perceptions that are directly tied to their unique physical, emotional and/or mental characteristics. Persons with disabilities also possess unique individual and collective strengths that are often overlooked by the general public and by many counselors who are called on to work with this cultural group.

Persons with disabilities are commonly subjected to negative stereotypes and prejudice that are perpetuated by our society's dominant able group. Like prejudices in other cultural-racial-ethnic groups, these prejudices and stereotypes hinder many persons with disabilities from realizing their human dignity and development.

These negative prejudices and stereotypes are fueled by a broad range of social injustices that are intentionally and unintentionally maintained by many persons in the general citizenry. This includes many well-meaning and goodhearted counseling practitioners who are simply not aware or knowledgeable of the ways in which they unintentionally foster various forms of ableism in their work.

The prejudices and stereotypes that persons with disabilities commonly encounter often result in the development of various forms of internalized oppression. In turn, this negatively impacts their self-esteem, sense of self-efficacy and collective empowerment.

To work effectively, respectfully and ethically with persons with disabilities, counselors must acquire new multicultural-social justice counseling and advocacy competencies that will enable them to address these issues.

Expanding our thinking

The counseling profession has benefited greatly from the rise of the multicultural and advocacy competency movements. As was noted earlier, AMCD catalyzed the multicultural counseling competency movement by formulating and operationalizing 31 professional competencies that counselors are encouraged to acquire before working with persons in diverse cultural-racial-ethnic groups. ACA formally endorsed the AMCD competencies, along with a complementary set of advocacy competencies, in 2003. Although these competencies represent important mileposts in the evolution of the counseling profession, they should be viewed for what they are — minimal competencies counseling practitioners are expected to acquire that will assist them in working more effectively, respectfully and ethically with persons in diverse cultural-racial-ethnic groups. It has been stressed repeatedly that the original AMCD competencies need to be viewed in flexible rather than strict terms so they can be modified and extended in the future.

In acknowledging the importance of adding persons with disabilities to the multicultural family, we also recognize the need to extend the original set of competencies. As a team of disability advocates, the four of us have begun identifying some of the specific counseling and advocacy competencies that counselors need to acquire to work effectively and ethically with people in this unique cultural group. Much work remains in critiquing and expanding the initial work we have done in this area, but we hope presentation of the following competencies will stimulate a greater level of discussion about the types of competencies counselors should

Continued from page 12

Join the world leaders in Grief Recovery for a training program that will shake the foundation of everything you have ever learned about dealing with grief.

The Grief Recovery Professional Certification Training Program was developed by John W. James and Russell Friedman, authors of The Grief Recovery Handbook and When Children Grieve. Graduates of this program have helped over one million people around the world complete the pain caused by loss.

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- The six ways people think are the right way to deal with grief but actually leave grief unresolved
- Why the DABDA model is the wrong approach for grieverers
- Communication techniques for each part of the Grief Recovery process
- How to create a specialty in Grief Recovery
- How to conduct a Grief Recovery Outreach program
- How to take clients through the multi-session program for individuals
- How to deliver the "Helping Children Deal With Loss" program for adults to help children deal with death, divorce, pet loss, moving and other losses

Continuing Education:

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Approved provider of continuing education by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC), to award 30 contact hours to Counselors. (Provider Number 531)

Provider approved by CAADAC, Provider Number 2N-105-818-0107, for 30 CEHs.

For information call 800-334-7606 or visit our website at www.grief.net.

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THE GRIEF RECOVERY INSTITUTE • 4716 WOODMAN AVENUE • SHERMAN OAKS, CA 91423
MEMBER AMERICAN COUNSELING ASSOCIATION

Continued from page 68
acquire before working with persons with disabilities. The lead member of our team, James Skouge, is primarily responsible for developing the draft of the following multicultural-social justice counseling and advocacy competencies for counselors who work with persons with disabilities.

A working draft of the competencies

The following list of multicultural-social justice counseling and advocacy competencies are presented as a working draft to be critiqued, modified, and extended by other interested persons in the field. As such, they are not presented as an exclusive or authoritative list of all the competencies counselors need to acquire before working more effectively, respectfully and ethically among persons with disabilities. With these important considerations in mind, we invite your consideration and reactions to the following draft of competencies.

1. Culturally competent counselors who provide counseling and advocacy services among persons with disabilities:
   a. Engage in continuous re-examination of their own attitudes, prejudices and fears toward persons with disabilities.
   b. Focus on positive attributes manifested by persons with disabilities and their families, valuing the beauty of family and community, including the hopes, dreams, interests, aptitudes and possibilities for inclusion of persons with disabilities into all aspects of our society.
   c. Value creative problem-solving processes. In doing so, they facilitate client-centered, problem-solving teams that are intentionally designed to develop, implement and evaluate interventions for the full inclusion of persons with disabilities into all segments of our society.
   d. Construct opportunities for persons with disabilities and their families to engage in discourse with others in similar circumstances, utilizing telecommunications and assistive communication devices as appropriate (Internet, audio and video conferencing, augmentative speaking devices, etc.).
   e. Engage in genuine, balanced "partnerships" with persons with disabilities and their families to promote self-determination, and full inclusion.
   f. Define their relationships horizontally rather than vertically, as "partners" in problem-solving rather than "experts" or "consultants."

2. Are aware of the broad range of assistive technologies, including augmentative communications and multimedia technologies for voice. They include creative "tool users" in their problem-solving activities when counseling persons with disabilities. This includes but is not limited to including other persons with disabilities who are role models for technology use.

3. Engage in ongoing "retooling" of their own technology skills, recognizing that telecommunications and multimedia tools of expression are increasingly available and empowering to us all.

We hope this initial discussion on disability competencies will spark an interest in the ACA membership to become more involved in disability advocacy and counseling, to work with us in developing these competencies and to foster new and creative ways of working with persons with disabilities. In the next two columns we look forward to sharing some real-life stories that will highlight how to use these competencies to promote the dignity and development of persons with disabilities.

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**Division, Region & Branch News**

(Continued from page 26)

board member-at-large, student representative and Governing Council representative. Please send a brief curriculum vita, a letter of intent and contact information to Lynn Miller at Lynn.miller@uwc.edu by 5 p.m. PST, Dec. 15. Only electronic nominations will be accepted. Voting will take place in January and February 2006. Offices will commence July 1, 2006.

Order your ticket now to attend the IAMFC Luncheon on April 1, 2006, at the American Counseling Association / Canadian Counseling Association Convention in Montreal! The IAMFC membership is honoring Jon Carlson, MaryKay Niepanski and Candace Ward Howell for their outstanding leadership of 13 consecutive years on the Editorial Executive Board for the award-winning Family Journal. Register and order tickets through ACA. No tickets will be sold at the door. SAGE Publications, the publisher of The Family Journal, is sponsoring the luncheon.

Also mark your calendars for the IAMFC Distinguished Presenter in Montreal on Sunday, April 2, from 1-4 p.m. at the convention. Les Greenberg, author of the evidence-based approach to couples counseling, will be demonstrating Emotionally Focused Therapy. IAMFC hosts this event, described as one of the most successful and appreciated aspects of the annual convention, for all attendees. See the poster in a live demonstration of couples therapy. If you miss the conference, you can purchase Greenberg's videotape, or any of the other IAMFC titles, at very affordable rates from ACA.

Due to Hurricane Katrina, IAMFC regrettably canceled its second annual conference, schedule for Feb. 16-18, 2006, at the elegant Intercontinental Hotel in New Orleans. IAMFC is currently working with William Doherty so that its members can join the National Registry of Marriage-Friendly Therapists. This new online registry will make access to well-trained family counselors more convenient and informative.

Nominations are invited for both the Student Research Award and the Professional Research Award. For nominations, please contact Richard Ricard, Professor and Chair, IAMFC Research Committee, Department of Counseling and Educational Psychology, Texas A&M University-Commerce, Commerce, TX 75429. He can also be contacted via e-mail at ricard@falcon.tamucc.edu or by phone at 351.825.3318.

Letters of nomination are also welcomed for the following: Training and Mentorship Award, Practitioner Award, Student Practitioner Award and Outstanding Leadership Award. Please send nominations to Thomas W. Blume, Associate Professor and Coordinator, Ph.D. in Counseling, Department of Counseling SEHS Oakland University, Rochester, MI 48309. Or phone 248.370.3069, fax 248.370.4141 or e-mail blume@oakland.edu.

Letters of nomination must be postmarked no later than Feb. 15, 2006. For more information about IAMFC and awards, check our website at www.iamfc.com and our upcoming fall newsletter.

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**National Employment Counseling Association President Cheryl West (far right) led the NECA delegation along with George Mason University Higher Education Program Coordinator Gall Kay Howell (center) to discuss its first collaborative Workforce Development Institute to be held May 25-26, 2006. Other members of the planning team representing community-based organizations from the Washington, D.C., metropolitan region include (left to right) DC United Planning Organization representative Shela Strain, NECA Secretary Margaret Robinson and Metropolitan Leadership Training Consultant Davida Cooman-EI. The institute will address the unique employment issues of the metropolitan region and clients of all ages. For information and registration details, visit www.employmentcounseling.org.
What happened to our humanity?

In recent months we have seen the power of nature and its impact on human beings. We have been reminded that the power of nature surpasses our mankind understanding. It is a difficult task indeed to try and create structures that have the ability to stop nature's power. Perhaps one day we can learn that lesson and begin to question if we create structures that have the humanmade understanding. It is a power of nature surpasses our impact on human beings. We the power of nature and its about mankind, government and nature's strength but swept away from residents living in affected areas all over the Gulf Coast. As many of us waited to see how the people of the region would fare, the story of Hurricane Katrina began to emerge. Many years ago, an African-American writer named W.E.B. Du Bois wrote a line in his famous work The Souls of Black Folk that asked, "How does it feel to be a problem?" As I watched the people of New Orleans (my home), Biloxi (my father's home) and other coastal areas wait for help and support, I pondered Du Bois' question again. When I saw the faces of the people and saw their despair, I pondered Du Bois' question again. When I saw the racial and social economic status of the people of the affected areas, I pondered Du Bois' question further. Most importantly, when I began to hear the description used by the media to describe the people of New Orleans who suffered through the storm, I pondered Du Bois' question with increasing anger and sorrow. Du Bois asked the question to describe the nature of the government that was impacting the lives of former slaves during Reconstruction after the Civil War. He asked that question to illuminate the "complacency" of federal promises of aid in assisting a displaced and poor people into an unwilling society. Du Bois asked that question in 1903. As 2005 draws to a close, we find ourselves asking the question posed by Du Bois is still relevant. When media companies allow for the disrespectful and shameful description of American citizens as "refugees," shaming light on the ugly truth of how the poorer and darker people of our nation are treated, we must recognize that the view of the disenchanted has not changed significantly during the last 100 years. As government stood by and watched humanity decay day by day, the paralyzed response to the least of our brethren displayed to the world an ugly truth about us as a people. The American way of dealing with poor and black people re-energized and took center stage - this time for the world to see. We have displayed an ugly reality that poorer people of our nation already know. They know what it is like to be a problem. They understand long lines, waiting and human devaluing. They understand the phrases "wait your turn" and "maybe tomorrow." That is a reality experienced in their lives every day.

In the days after Hurricane Katrina, we have seen the answer to Du Bois' question. "How does it feel to be a problem?" is answered in the faces of those we have seen plastered on the news night after night. Simply put, it does not feel good to be a problem. It does not feel good to have Americans call you a "refugee." It does not feel good when media moguls work hard to bring sensationalized stories of looting and crime -- so much so that relief efforts stop. It does not feel good to follow government instructions and frantically travel to a place where there is neither rest nor assistance. It does not feel good to have people generalize the crimes of a few onto everyone and then watch others' hearts grow cold and unforgiving. It does not feel good to have a former first lady defend her son at the expense of the suffering. We have a human rights issue staring us in the face every day.

We have a human rights issue for American citizens spread across the country from Maine to California. What will we do? How will we work to assist people who are suffering? What would we want for ourselves?

Although Hurricane Katrina uncovered an ugly truth, it also provides an opportunity for many of us -- government as well as private citizen -- to answer the call of what to do for the least of our brethren. These circumstances provide us an opportunity to offer ourselves as an example of an American spirit that pulls together to ensure happier days ahead. This phenomenon has allowed for us to challenge the media to move away from "tabloid TV" and begin reporting on the human condition caught in the arms of hopelessness and helplessness. In short, we have an opportunity to right the wrong and heal the spirit.

Private Practice in Counseling

Applying for your provider identifier number

Q: I have been reading about the national provider identifier number. What is it and why do I have to comply if I have a private practice?

Keith D. Chicago

A: We have researched the regulations for the National Provider Identifier Number, and all therapists who work with managed care or insurance need to apply. It is a requirement to obtain it, and the final compliance date is May 23, 2007. This number will take the place of any other provider identification numbers you now have.

I have downloaded the form from the website set up by the Department of Health and Human Services, and it's easy to apply on the provided form. It took me about 20 minutes. Here is the information and websites you will need:

The Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) mandated the adoption of a standard unique identifier for health care providers. The National Plan and Provider Enumeration System collects identifying information on health care providers and assigns each a unique National Provider Identifier.

Information can be obtained at www.cms.hhs.gov/hipaawww.cms.gov/hipaa and an application can be downloaded at http://www.cms.hhs.gov/NPPES/Welcome.do.

Q: I have an opportunity to gain employment with a family health clinic near my home. In the past, one of the physicians in the group offered me the opportunity to increase clients by referring their patients to me for counseling services. She would like to hire me full time. I am excited about the opportunity, but I am not sure about the going salary for a unique position such as this. I know they will bill insurance, and I believe I will be billed as a "non-competitive." I'm sure they won't pay me as hourly private practice rate of $100 to $120/hour, but what is fair? What is a good and reasonable salary and/or hourly rate for something like this?

Taunya D, Chilongo

A: There are three ways to approach this.

1) Take your $100 to $120/hour base and factor in the value of cost-free office space, the office filing your insurance claims and the office equipment you will be using. If you value those services at $40 to $50 per hour, you should ask $50 to $60 per hour.

2) Hospital-based counseling clinics have a general, full-time rate of pay. Call around and someone will probably give you their pay range, usually $40,000 to $60,000 full time. This is about the beginning salary for a school counselor or social worker as well.

3) Grab a number out of heaven, make a salary negotiation and see what the doctor counters with. Remember about the referral process, benefits, future raises and non-competitive clauses -- all should be included in the contract. More is available on this topic in Private Practice Providers on the ACA website (www.counseling.org) under "Selling and Buying a Private Practice."

Q: I have questions about collecting fees. In my two-year-old practice, I have required clients to pay for services when rendered. I would provide a "super bill," and the client would submit it for insurance reimbursement. In order to expand my practice, I applied and was approved as a provider for a managed health care company. Do I have to do anything different for this?

A: Congratulations on wanting to expand your private practice. We have always recommended working with most managed health care companies as a way to broaden a private practice. However, managed health care companies have some stringent policies. When a counselor is approved as a provider for a managed health care company, a contract is signed that details that provider's relationship with the company. These contracts can be confusing and lengthy. They need to be read and understood by the provider. We suggest a review by an attorney before you sign.

Most contracts with managed health care companies stipulate that the provider can only collect a predetermined co-pay from the client, not the entire fee. Moreover, the fee for service is set in the contract (fee schedule) and usually less than the counselor's fee. The counselor is billed the managed health care for the difference between the contract fee and the co-pay.

Editor's note: The American Counseling Association has partnered with Robert J. Walsh and Norman C. Duenbrook, authors of The Complete Guide to Private Practice for Mental Health Professionals (see www.counseling-privatesession.com) to provide information on private practice issues. ACA members can e-mail their questions to wadhpwa@ aol.com. In addition, ACA offers members a series of free bulletins on various private practice topics on the ACA website at www.counseling.org/privatepractice.
A New Leadership Role for the Helping Professions
Defining Mental Health as a Public Health Problem
By: William Glasser, M.D., www.wglasser.com
For a complimentary copy, please contact our office at (818) 700-8000.

DOMESTIC VIOLENCE TAPE
Survival From Domestic Violence: Stories of Hope and Healing Stories of women who transformed their lives after living through domestic violence. Contact: Joyceb3955@aol.com, www.giftfromwithin.org, 207 236-8858.

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AMERICAN UNIVERSITY OF BEIRUT
The Department of Education at the American University of Beirut invites applications for an academic position in the field of Educational Psychology with a focus and background in school guidance and counseling. Relevant K-12 school experience is an asset. All positions are normally at the Assistant Professor level to begin September 15, 2006. Appointments are for an initial period of three years. Visiting appointments and/or appointments at higher ranks may also be considered. The usual teaching load is not more than nine hours a week. Sabbatical visitors are welcome. The language of instruction is English. Applicants who have obtained positions requiring a PhD by the time of appointment are encouraged to apply. For more information please visit http://www.aub.edu.lb/~webfas/ To apply please send cover letter, CV and arrange for three letters of reference to be sent to: Dean, Faculty of Arts and Sciences, American University of Beirut, c/o New York Office, 3 Dag Hammarskjold Plaza, 8th Floor, New York, NY 10017-2303, USA or Dean, Faculty of Arts and Sciences, American University of Beirut, Beirut, Lebanon. Electronic submissions may be sent to as_dean@aub.edu.lb. All application materials and letters of reference should be received by January 6, 2006. The American University of Beirut is an Affirmative Action, Equal Opportunity Employer.

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ALABAMA

TROY UNIVERSITY DOTHAN
Assistant Professor of Counseling and Psychology

Troy University Dothan seeks applicants for this full-time, tenure-track, faculty position at the assistant professor level. Requires earned doctorate in counseling or CACREP equivalent field. Preference will be given to candidates with specialization in rehab counseling. Responsibilities include teaching graduate courses, advising, and supervision. Salary in the $40k range, dependent upon experience. Remuneration for summer teaching is possible. Applicants should submit a letter of interest, current curriculum vitae, copies of all transcripts, and names and telephone numbers of five professional references to Human Resource Director, Troy University, Dothan Campus, P.O. Box 3650, Dothan, AL 36303. Review of applications will begin April 30, 2005, and continue until the position is filled. Troy University is an EEO/AA employer and encourages applications from all minorities. Anyone requiring special accommodations is encouraged to contact the Human Resource Director at (334)393-6556, Ext. 208.

ARIZONA

MARCOPA COUNTY Juvenile Detention Counselor
Marpoca County Juvenile Probation Department (Phoenix, AZ / Mesa, AZ).

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SOUTHEASTERN ARIZONA Behavioral HEALTH NETWORK, INC.
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CALIFORNIA

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO
The Department of Educational Psychology & Counseling at California State University, San Bernardino is seeking candidates for an assistant professor position in Counseling and School Psychology. Rank open. Qualifications/Experience: Doctorate in Educational Counseling and/or School Psychology. Experience in higher education teaching and supervision in areas of school counseling and school psychology. Preferred skills include technology application in the classroom and service learning. Seeking a candidate who has experience as a school counselor in California K-12 public schools. Additional experience in school psychology is highly desired as well as experience in administering pupil personnel programs in California. Familiarity in innovative approaches to instruction, curriculum, and assessment. Other responsibilities include maintaining an active research agenda, advising, and service. Complete details on the responsibilities and qualifications are available at www.nau.edu/education/cps. Salary will be commensurate with experience. Salary range is $29,000 to $34,000 per annum, depending on qualifications. The starting date for the position is August 16, 2006, or negotiable. Salary will be commensurate with experience. The College of Applied Life Studies has a remarkable record of leadership in research, instruction, and engagement in the community. The College is located at the University of Arizona, one of the country's largest and most comprehensive centers for students with disabilities. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Assistant Professor in Rehabilitation
Department of Kinesiology and Community Health, College of Applied Life Studies

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 Professor position in rehabilitation and disabilities studies. The successful candidate will be appointed to a 9-month, tenure-track position. 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 scholarly activity in a focused area 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 service provision to minorities with disabilities, cancer epidemiology and prevention, bioterrorism, physical activity, health, well-being, 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, and participating in faculty research supervision. The starting date for the position is August 16, 2006, or negotiable. Salary will be commensurate with experience. The College of Applied Life Studies has a remarkable record of leadership in research, instruction, and engagement in the community. The College is located at the University of Arizona, one of the country's largest and most comprehensive centers for students with disabilities. Women, minorities, veterans and individuals with disabilities are encouraged to apply. 

NORTHERN ARIZONA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
Two Positions

EPS seeks applications for two tenure-track assistant professor positions beginning August 2006. Position #1 is in Counselor Education/Counseling Psychology teaching graduate classess in the area of School Counseling and related areas. Position #2 is in Educational Psychology teaching undergraduate and graduate classes in Educational Psychology, Learning, Measurement and Statistical Development, and related areas. Other responsibilities include maintaining an active research agenda, advising, and service. Complete details on the responsibilities and qualifications are available at www.nau.edu/academics/eps. Salary will be commensurate with experience. Salary range is $29,000 to $34,000 per annum, depending on qualifications. The starting date for the position is August 16, 2006, or negotiable. Salary will be commensurate with experience. The College of Applied Life Studies has a remarkable record of leadership in research, instruction, and engagement in the community. The College is located at the University of Arizona, one of the country's largest and most comprehensive centers for students with disabilities. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

MILLERSVILLE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
Assistant Professor

Full-time, tenure-track beginning August 2006. Teach various graduate courses as school counseling that includes but is not limited to courses in appraisal techniques, career development, counseling theory, group processes, guidance program development and practice; teach a variety of undergraduate courses (typically a half-time load), including but not limited to courses in abnormal psychology, development, and psychology. Must have a Ph.D. in Counseling Psychology and at least one year of teaching experience at the college level. Preferred: Doctorate or Counselor Education or related field; experience in teaching, supervising or advising students in university setting; potential for developing cooperative relationships with school districts.

Preparation guidelines: Preference is given to applicants in psychology with special qualifications or skills related to teaching at the undergraduate level includes but is not limited to courses in abnormal psychology, mass psychology, and school psychology. Preferred skills include technology application in the classroom and service learning. Seeking a candidate who has experience as a school counselor in California K-12 public schools. Additional experience in school psychology is highly desired as well as experience in administering pupil personnel programs in California. Familiarity in innovative approaches to instruction, curriculum, and assessment. Other responsibilities include maintaining an active research agenda, advising, and service. Complete details on the responsibilities and qualifications are available at www.nau.edu/academics/eps. Salary will be commensurate with experience. Salary range is $29,000 to $34,000 per annum, depending on qualifications. The starting date for the position is August 16, 2006, or negotiable. Salary will be commensurate with experience. The College of Applied Life Studies has a remarkable record of leadership in research, instruction, and engagement in the community. The College is located at the University of Arizona, one of the country's largest and most comprehensive centers for students with disabilities. Women, minorities, veterans and individuals with disabilities are encouraged to apply.
INDIANA

BALL STATE UNIVERSITY
MUNCIE, INDIANA
Assistant/Associate Professor of Psychology--Counseling
DEPARTMENT OF COUNSELING PSYCHOLOGY AND GUIDANCE SERVICES
Tenure-track position in any specialty within counseling psychology or related field available August 18, 2006. Responsibilities: preceptum supervision; participation in departmental clinic training activities; teach courses in the graduate and undergraduate programs consistent with teaching expertise in relevant area. The department offers an APA accredited Ph.D. in counseling psychology and was recognized as the 2005 outstanding graduate psychology department by the American Psychological Association of Graduate Students. Minimum qualifications: doctorate in counseling psychology, rehabilitation psychology, or related field by August 18, 2006; eligible for state and/or national licensure or certification (e.g., certified rehabilitation counselor) in departmentally approved specialty area. Preferred qualifications: ability to demonstrate professional competence in rehabilitation; ability to strengthen the CORE-accredited master's program in Vocational Rehabilitation Counseling; ability to mentor students in multicultural or gender issues; ability to contribute to the department's scientist-practitioner training model. Send letter of application that includes evidence of a clearly defined specialty area or area of expertise, vita, official graduate transcript(s), three letters of recommendation, and sample publications to: Paul M. Spengler, Ph.D. or Kristin M. Perrone, Ph.D., Co-Chairs of the Personnel Selection Committee, Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, Indiana 47306. Tel: 765.285.2040; Fax: 765.285.2057; Email: pspengler@bsu.edu or kperrone@bsu.edu. Review of applications will begin immediately and will continue until the position is filled.

New Faculty Position in Community/School Counseling

Department of Human and Organization Development
Peabody College of Vanderbilt University

The Department of Human and Organizational Development (HOD) is seeking a candidate to fill a position in the Human Development Counseling program. Rank is open, and the successful applicant will participate in the development of a doctoral program in School and Community Mental Health. Candidates with active research programs in school and community prevention, at risk youth, strengthening children and families or child and adolescent development are encouraged to apply.

The Human Development Counseling program includes tracks in school and community counseling. Both tracks are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This faculty position provides a unique opportunity to join a highly productive faculty at a Research I University. Collaborative opportunities exist with nationally prominent centers such as the John F. Kennedy Center for Research on Human Development, the Learning Sciences Institute, the Center for Community Studies, and the Vanderbilt Institute for Public Policy Studies. Vanderbilt is located in Nashville, Tennessee, a rapidly changing mid-South city with a well-educated population. Nashville’s metropolitan population approximates one million enjoys a moderate climate, beautiful hills, valleys, and woods, a strong and varied economy, ample and diverse music, varied cultural events, professional sports, attractive shopping, excellent dining, moderate cost of living, and NCAA Division I sports in the prestigious Southeastern Conference.

The Department of Human and Organizational Development houses the largest undergraduate major at Vanderbilt. In addition to the Master’s program in Human Development Counseling, the Department includes a Master’s program in Community Development Action and a PhD program in Community Research and Action.

Community Counseling Program: The Community Counseling track prepares students for careers in various social service agencies, mental health centers, employee assistance programs, and sites focusing on career counseling and/or consultation. After graduation, students may also choose to pursue doctoral degrees or licensure as a LPC (Licensed Professional Counselor) with a goal of working in private practice. The 48-semester hour program includes a one-year internship placement in a community mental health setting.

School Counseling Program: The School Counseling track prepares individuals to work as school counselors, K-12. Program requirements lead directly to licensure as a School Counselor. The 48-hour curriculum includes a year-long internship in the schools. Students acquire a foundation in life span development, prevention and intervention strategies that are effective in school settings, program evaluation leading to effective prevention programs, career development and multicultural counseling.

The proposed doctoral program in school and community mental health would be situated in a new interdisciplinary program in educational psychology at Peabody that includes faculty in special and regular education, the learning sciences, and counseling.

Application Procedures: Candidates should submit a letter of inquiry describing interests, vita, samples of scholarly writing, and the names/addresses/phone numbers of four references to the Counseling Search Committee; Paul M. Spenkle, Ph.D. or Kristin M. Perrone, Ph.D., Department of Counseling Psychology and Guidance Services, Peabody College of Vanderbilt University, Nashville, TN 37203. Review of applications will begin February 1, 2006, and will continue until the position is filled. Inquiries can be directed to Joe Cunningham, Chair, Human and Organizational Development (615-322-2677) or Gina Frieden, Director, Human Development Counseling (615-322-8490).

Vanderbilt University and the Department of Human and Organizational Development are committed to excellence and diversity. Members of underrepresented groups are especially invited to apply.
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JOHNS HOPKINS CENTER FOR TALENTED EDUCATION

Academic Counselor

The Johns Hopkins University Center for Talented Youth (CTY) seeks candidates for Academic Counselor positions for its 2019 summer residential programs. CTY offers a wide array of short-term, goal-focused counseling services and works closely with the residential and instructional staff in meeting the social, emotional, and educational needs of gifted and talented students. CTY sites are located on college campuses throughout the U.S. and academic summer employment is June 19 - August 7, 2019. Starting salary ranges from $3000 to $5700. Room and board provided. For further information and application please visit www.cty.jhu.edu/summer/employment or contact ctysummer@jhu.edu or (410) 735-6185. Application review begins in February.

EOE: Requirements: Desired qualifications include graduate training in psychology or related field; experience in school counseling and/or experience working with students in a residential environment. Preferred Education: Masters

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Associate/Full Professor

The Department of Counseling and Personnel Services at the University of Maryland is accepting applications for a tenure-track faculty position at the rank of Associate or Full Professor. The appointment will be in the CORE-accredited Rehabilitation Counseling and Counselor Education program and the CACREP-accredited Counselor Education doctoral program, which includes a rehabilitation counseling track. Qualifications include an earned doctorate in rehabilitation counseling, rehabilitation psychology, or counseling psychology. The successful candidate is expected to have a significant record of external funding, certification as a CRC or eligibility for certification, eligibility for licensure as a counselor and/or psychology and knowledge of lifespan and multicultural aspects of disability and rehabilitation.

Information about the Department and the Rehabilitation Counseling Program is available at www.education.umd.edu/ccep.

For fullest consideration, submit the following materials by December 12, 2005: A letter of application, curriculum vitae, five copies of recent publications, and the names, addresses, and contact numbers of four references. All materials must be submitted by December 12, 2005.

MICHIGAN

CAREER TRANSITION SERVICES

Manager of Career Transition Services

Great opportunity for a high energy professional to develop, deliver, and market career transition services. Work within a human service organization headquartered in Troy, MI. Qualified candidates will have at least a bachelor's degree and long-term work experience in the outplacement/career transition industry. Management, HR, or Career Counseling experience/education preferred. Application process will be a full-time appointment with the possibility of Spring or Summer teaching. Salary: Competitive and dependent upon qualifications and experience. Responsibilities: Teach and conduct activities in CACREP-accredited master's programs and doctoral program. Teaching assignment flexible to match applicant's strengths. Qualifications (required): A doctorate in Counseling Education or a closely related field; eligibility for Michigan licensing as a professional counselor; teaching experience in higher education; strong research background of clear potential to develop a program of research and excellence in working with students from diverse populations and backgrounds. Counseling experiences in a school or clinical setting desirable. Most desired specialization area: school counseling. However, all applications will be considered.

The Department: The Department of Counseling offers a Master of Arts in Counseling with an emphasis in community counseling or school counseling - both fully CACREP-accredited - with on-campus programs and programs at the extension site in Macomb County. A doctoral program is offered on campus with a choice of the following cognate areas: Mental Health Counseling, Couple and Family Counseling, Child and Adolescent Counseling, Advanced Career Counseling, School Counseling, or Wellness Counseling. Additional information and a description of the curriculum can be found under academics at www.oakland.edu.

Oakland University: The campus is located in the northern Detroit suburbs and is surrounded by a wide array of school districts, educational and social service agencies. Oakland University is a fast-growing public institution of over 17,000 students with baccalaureate, master's and doctoral programs. It is convenient to the many social, cultural and recreational activities in the metropolitan Detroit area.

Interest of completed applications will begin early February and continue until the position is filled. Please send: 1) a letter of application specifying area(s) of expertise, 2) three letters of recommendation, 3) curriculum vitae, 4) graduate transcripts, and 5) a recent publication or paper. Submit applications and materials to: Luellen Ramey, Ph.D., Department Chair, 491A Office of Human Resources, Oakland University, Rochester, MI 48309-4494. Applications and any additional materials submitted after February 12 will not be considered.
University is an affirmative action/equal opportunity employer, and encourages applications from women and minorities.

MINNESOTA

ST. CLOUD STATE UNIVERSITY

Assistant/Associate Professor

St. Cloud State University seeks applications for an Assistant/Associate Professor in its CACREP accredited graduate program in School Counseling. Responsibilities: The successful candidate will provide leadership for the school counseling program. Primary responsibilities will include teaching counseling and related graduate courses, supervising interns, advising graduate students, and actively participating in program development. Additional responsibilities may include teaching undergraduate and/or graduate courses, student growth and development, and service to the university and community.

Required Qualifications: Candidates must hold an earned doctorate (or have earned the degree by August 1, 2006) in counseling/counselor education, preferably from a CACREP accredited program. Candidates must have professional experience in K-12 public schools preferably as a school counselor.

Cover Letters: Candidates must submit cover letters addressing the following: their commitment to comprehensive, developmental programming to support academic, career, social, and emotional development in diverse populations of children and adolescents; how they have and/or will infuse ASCA standards into their teaching and professional activities; their potential for scholarly productivity, their ability to use technology as a teaching tool; and their ability to teach and work with persons from culturally diverse backgrounds. Please send a letter of interest addressing your qualifications and the items listed above, a resume/vita, and the names, addresses, and phone numbers of three professional references to Jana Preble, Chairperson, Dept. of Counselor Education and Educational Psychology, St. Cloud State University, 720 4th Avenue South, St. Cloud, MN 56301 (fax: 320-308-4082). Applications will be reviewed starting November 15th, 2006 and continuing until the position is filled. Finalists will be asked to provide additional information. SCSCU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals, who come from diverse cultural backgrounds, to apply.

UNSWA STATE UNIVERSITY

Assistant/Associate Professor

Winona State University Counselor Education Department seeks applications for a tenure track assistant/associate professor position in a CACREP accredited masters level community and school counseling program to begin August 2006. Qualified applicants must have an earned doctorate in counselor education with a concentration in school counseling. Responsibilities include graduate level teaching on two campuses, research, service to the university and community, and other duties as assigned. Preference will be given to candidates with experience in chemical dependency prevention/treatment counseling, community and/or school counseling, program development and grant writing, demonstrated leadership, student recruitment, advising, practicum/internship supervision, knowledge of and/or experience with CACREP accreditation, and teaching adult/returning students. Qualified applicants may apply by submitting: 1) a cover letter addressing qualifications and professional experience, 2) vita, 3) three letters of recommendation including contact information for recommenders (name, address, telephone number, and e-mail), and 4) grade transcripts for undergraduate and graduate degrees. Completed applications may be mailed to: Counselor Education Department Search, Human Resources Office, Winona State University, P.O. Box 5983, Winona, MN 55987. Winona State University is a collective bargaining institution that offers professional development funding along with a variety of other benefits to faculty. Salary is commensurate with education and experience. Review of applications to begin December 15, 2006. Questions may be directed to: rdelong@winona.edu or call (507) 457-5639. http://www.winona.edu/human-resources

THE UNIVERSITY OF AKRON

Associate/Full Professor Counselor Education & Supervision

Counselor Education & Supervision, College of Arts and Sciences, The University of Akron is recruiting for a full-time, tenure track position at the Associate/Full Professor level to join its CACREP-accredited Counselor Education (CE) doctoral degree program. The University of Akron has been ranked as the top Ohio public university in the state by The Princeton Review for a record 18th year. Applications are especially encouraged from women and members of underrepresented groups. Review of applications will begin immediately and continue until position is filled. Submit a letter indicating your interest in the position and how your qualifications meet the program’s needs; curriculum vitae; and three letters of reference to: Counselor Education and Supervision, Psychology and Counseling, The University of Akron, 209 Hope Ave., Akron, OH 44325. Application materials are available on the University’s website at: http://www.ualr.edu/jobs. The University of Akron is committed to equality of opportunity, affirmative action, and equal opportunity in employment and education for all people without regard to race, color, sex, sexual orientation, national origin, age, religion, or disability. Employment offers at the University begin with a six-month probationary period and are contingent upon the University’s verification of the candidate’s qualification as required in the position description. The University of Akron is an Equal Opportunity/Affirmative Action Employer.

NEVADA

UNIVERSITY OF NEVADA LAS VEGAS

The Department of Marriage, Family and Community Counseling invites applications for the Chair position. This position is a full-time, 12-month, tenure full professor appointment starting July 1, 2006. The Chair will administer nationally recognized programs in additions, community, marriage and family, and rehabilitation/counseling in a CACREP-accredited masters program. Complete position descriptions and application details may be obtained by visiting http://hr.unlv.edu/jobs

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Counseling Today - December 2006

NORTH CAROLINA

UNIVERSITY OF NORTH CAROLINA - PEBBROE

Counseling (2 positions): Assistant or Associate Professor. Full-time, tenure-track. Start time is negotiable but no later than August 2006. Completed doctorate(s) with eligibility for NC school counselor licensure is required. Appointees to teach in accredited evening master's programs. Responsibilities include core courses, specialty courses in school/agency, skills, and internships. Review of applications is committed to a balanced program of teaching, research, and service. Summer teaching possible. Preferred candidates will have the qualifications, ability, and desire to lead the Counseling programs as Director of Counseling Programs. Salary competitive and commensurate with rank. Review of applications to begin immediately and continue until position is filled. No electronic submissions considered. Send application letter (describe counseling experience/licensure, administrative experience, teaching experiences, research experience), vita, three letters of recommendation, and unofficial transcripts. Review of applications to begin immediately and continue until position is filled. No electronic submissions considered.

THE UNIVERSITY OF AKRON

Associate/Full Professor Counselor Education & Supervision

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official transcripts, curriculum vitae, reprints of recent peer-reviewed articles, and names of three references to: Dr. Sajit Zachariah, Search Committee Chair, College of Education, The University of Akron, Akron, Ohio 44325-4201. Applications must be received by January 1, 2006, and will continue until the position is filled.

Additional information about this position can be found at http://www.uakron.edu/colleges/edcu/COE/searches.php. Additional information about the Department of Counseling or CE specialty can be found at http://www.uakron.edu/colleges/edcu/Counseling/Counselor/overview.php.

The University of Akron is committed to a policy of equal employment opportunity and to the principles of affirmative action in accordance with state and federal laws.

OREGON

LEWIS & CLARK COLLEGE

Assistant/Associate Professor Marriage & Family Therapy Program Coordinator

The Counseling Psychology Department in the Graduate School at Lewis & Clark College seeks applications for an assistant or associate professor, Marriage and Family Therapy Program Coordinator to begin May 2006, full-time, tenure-track.

Appointment includes teaching, supervision, and scholarship. Qualified applicants hold a doctorate in clinical/counseling psychology, counselor education, or related field, are licensed-eligible in Oregon, and have experience in evidence-based practice with diverse communities. The full position description is located at clark.edu/dep/hr.

Applications review begins February 1, 2006, and continues until filled.

PENNSYLVANIA

EDINBORO UNIVERSITY OF PA

Assistant/Associate Professor Commencing 11/1/2006

Edinboro University of PA invites applications for full time tenure-track Assistant/Associate Professor beginning Fall 2006. Please visit our website at www.edinboro.edu for detailed description, application procedure, and deadline. AIA/EOE/MI/VD.

WILSON COLLEGE

Director of Counseling

Wilson College is an independent college dedicated to the education of women, rigorous study in the liberal arts and sciences, and strong career preparation. Wilson is committed to the life of the mind and spirit, to environmental sustainability, and to preparing citizens who will serve their communities and professions effectively in an increasingly complex, interdependent, and global world. The college is distinguished by its supportive, diverse and close-knit community, which is guided by the Wilson Honor Principle. Wilson College is seeking a Director of Counseling to provide students in all populations with comprehensive support through individual and group counseling. The Director leads in effectively implementing existing and initiating proposals for new, highly quality innovative programs which foster leadership and community advancement. The Director of Counseling provides an atmosphere conducive to, empowering students to take care of their own mental health and well-being. The Director works in close consultation with the Dean of Students, students, faculty, and staff to accomplish these goals, in keeping with Wilson College’s mission and college-wide vision. Candidate should have a Master's degree in counseling, specializing in college counseling.

Knowledge of Student Development Theory is preferred with experience working with the college student population. Candidate should have superior counseling skills including facilitation of individual and group therapy. Sound interpersonal communication, the ability to work cooperatively with other campus offices, and administrative and supervisory skills are necessary. To be considered, submit letter of interest, resume or CV, and three references to Donald P. Kime, Director of Human Resources, Wilson College, 1015 Philadelphia Avenue, Chambersburg, PA 17201. Review of applications will begin immediately. Candidate should be available for employment by mid-January.

TENNESSEE

MIDDLE TENNESSEE STATE UNIVERSITY

Assistant/Associate Professor

Mental Health Counseling/School Counseling, faculty position at Middle Tennessee State University. The Department of Psychology, with 45 faculty members and 6 graduate programs (see www.mtsu.edu/~psych), invites applications for a tenure-track position (120551) at the Assistant/Associate Professor level, beginning August 2006, to join a five-person professional counseling faculty in a CACREP-accredited program (school counseling currently accredited). Ph.D. or Ed.D. from an APA (counseling psychology) or CACREP (counselor education)-accredited program preferred.
(ABD considered). Licensed psychologist preferred. Undergraduate teaching opportunities will include general psychology, personality, and lifespan development. Graduate teaching opportunities may include foundations of mental health counseling, diagnosis and treatment planning in counseling, introduction to educational and psychological research, practicum in counseling, and internship in mental health or school counseling. A newly developed master's degree program in mental health counseling was recently approved by the Tennessee Board of Regents with the first cohort of students starting in fall 2005. Teaching excellence (both undergraduate and graduate) and an active research program are expected. Formal training or experience in the supervision of student counselors and experience working in a mental health or school setting are preferred. Application Procedures: To apply for this, go to http://mtsujobs.mtsu.edu and follow the instructions on how to complete an application, attach documents, and submit your application online. If you have questions, please contact Academic Affairs at 615-888-5128. Review of applications begins October 31, 2005 and will continue until position is filled. Rank and salary commensurate with education and experience. Proof of U.S. citizenship or eligibility for U.S. employment will be required prior to employment (Immigration Control Act of 1986). Clear Act statistics for MTSU available at http://police.mtsu.edu/crime_statistics.htm or by contacting MTSU Public Safety at 615-896-2424. EO/AA Employer.

UNIVERSITY OF NORTH TEXAS
Two Tenure Track Positions

Counseling Program is seeking to hire two tenure-track faculty positions at the assistant or associate professor level for FY 2006-2007. Please address letter of application for specific position to the faculty search committee chair listed. Position 1: Elementary School Counseling/ Play Therapy Focus, chair, Dr. Sue Bratton, bratton@unt.edu. Position 2: Group Counseling/Clinical Supervision Focus, chair, Dr. Dee Ray, dray@unt.edu. Please visit www.coe.unt.edu/CDHE for specific qualifications and responsibilities for each position and for information about UNT's CACREP approved master's and doctoral programs in Counseling, or call 940.565.2910. Review of applications will continue until positions are filled. AA/EOE.

VIRGINIA

PROFESSIONAL PROJECTS COORDINATOR

The American Counseling Association has a PART TIME opportunity (approximately 20 hours per week) for a Professional Projects Coordinator on its staff working at the National Headquarters office located in Alexandria, Virginia. The ACA office is convenient to I-95, I-495 and we have ample free parking.

Our Professional Projects Coordinator will report directly to the Chief Professional Officer, and will be involved in developing and coordinating professional projects consistent with the Association's strategic plans, responding to member needs across the spectrum of professional issues and will provide consultation to ACA on counseling matters.

Qualifications:

Graduate degree in Counseling preferred 3 years experience. Ideal candidate will have working knowledge and interest in professional Counseling issues across the spectrum. Grad students and New Professionals will be considered.

If you are interested in this exciting opportunity, please fax/email a resume or visit Cindy Welch, Associate Executive Director, HR. Fax 703/823-0053; email cwelch@counseling.org.

PRIVATE PRACTICE - GAINESVILLE

PT/FT Licensed Mental Health Therapists

Needed for private practice in Gainesville, VA. Enrollment in Provider Panels preferred. E-Mail resume to LECC-MOORING@aol.com or call (703) 754-0836.

VIRGINIA TECH

Assistant Professor of Counselor Education

Virginia Tech - Falls Church, VA is seeking applicants for a tenure-track position in Counselor Education (school counseling). Review of applications will begin October 31, 2005, and continue until the position is filled. Start date is August 2006. For more information and to access the online application, go to https://jobs.vt.edu

TEXAS

DEPARTMENT OF PSYCHOLOGY & COUNSELING

Counseling (2 positions): Assistant or Associate Professor, Full-time, tenure-track position. Start time is negotiable but no later than August 2006. Completed doctorate and eligibility for NC school counselor license or NC/Licensed Professional Counselor required to begin position. Appointment to teach in accredited evening master's programs. Teaching responsibilities to include core courses, specialty courses in school/agency, skills, and internship supervision. Must be committed to a balanced program of teaching, research, and service. Summer teaching possible and probable. Preferred candidates will have experience teaching and advising students as full professor in Counseling Programs Department. Salary competitive and commensurate with rank. Review of applications to begin immediately and continue until position is filled. No electronic submissions considered. Send application letter (describe counseling experience/licensure, administrative experience, teaching experience/interests, research history/interests), vita, unofficial copies of all graduate transcripts, sample syllabi of relevant courses taught, and contact information for three references to:

Counseling Programs Search Committee
Psychology and Counseling Department
University of North Carolina at Pembroke
One University Drive
Pembroke, North Carolina 28372-1210

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WASHINGTON

CENTRAL WASHINGTON UNIVERSITY
Assistant Professor School Counseling

Department of Psychology, Central Washington University. Beginning 9/15/06. Responsibilities: Teach counseling-related courses at the graduate level in addition to psychology courses in the undergraduate program; supervise counseling practicum and internship, and serve on master's thesis committees. Screening of applicants will begin January 3, 2006. Additional counseling positions are available. Complete job announcement is available at www.cwu.edu/psych or contact Dr. Stephanie Stein, Chair, Department of Psychology, 509-963-2381 or steins@cwu.edu. AA/EOE/Title IX Institution.

SEATTLE UNIVERSITY

College of Education POSITION OPENINGS.

Tenure-track

Associate/Assistant Professor in Special Education, School Psychology, School Counseling. For more information see www.seattleu.edu/soe

WISCONSIN

WISCONSIN - STOUT

Counseling: Assistant Professor, tenure-track position.

School Counseling, University of Wisconsin-Stout, appointment beginning August 2006. Qualifications and Experience: ABD required in counselor education or closely related field; earned doctorate preferred (earned doctorate required for tenure). School counseling experience required and eligible for certificate/license as a school counselor in Wisconsin required. Graduate level university teaching experience desired. Duties: Provide graduate level instruction in core school counseling courses, supervise practicum students, and thesis research advisor in the School Counseling and School Psychology Programs. Application review begins December 1st and continues until position is filled. Please submit letter of application specifying qualifications, vita, copies of student course evaluations (if applicable), three references with telephone numbers and transcripts to: Sherri Shope, Search Coordinator, School of Education, 267 Home Economics Bldg, University of Wisconsin-Stout, Menomonie WI 54751. For more information email: shopes@uwstout.edu
A Word to the Wise

... About Malpractice

Your Counseling career represents a smart investment. You’ve dedicated time, money — and a lot of yourself — to succeeding. Don’t let a lawsuit jeopardize all you’ve worked so hard to achieve. You personally don’t have to do anything wrong to be sued. And employee-provided coverage may not be enough. Be wise and protect your investment.

Protect yourself with the malpractice insurance coverage that’s right for you.

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