New Year's resolution: get involved!

Yes, this is the February issue of Counseling Today. However, because this column is being written in January, the title still seems appropriate. With the second session of the 108th Congress yet to convene, there is less hard news to report than usual, so we'd like to take this opportunity to encourage American Counseling Association members to get involved in legislative advocacy. It's a brand new year, and ACA again has the opportunity to impact new legislation, develop new relationships with members and build a stronger road for the future of counselor advocacy. But we need your help to make that happen. Listed below are some of the ACA resources to help you stay up-to-date on what's happening.

Continued on page 14

Bringing mental health to rural settings

Two Maine counselors share tips for counselors practicing where everyone knows everyone

BY ANGELA KENNEDY
STAFF WRITER

The lack of accessibility, availability and acceptability of mental health services in rural areas has created problems for individuals, families and counselors alike.

Many times, when an individual or family is seeking mental health assistance in a rural community, they are faced with not only the trouble in finding the service and subsequently traveling to the service, but also dealing with the rural stigma that comes with asking for help. Although — through education and word of mouth — that stigma is fading, the fact that mental health services are scarce and usually miles away still stands true.

Providing service

To most people, the differences between urban and rural living are like night and day; however, rural area populations must deal with many of the same general life uncertainties as people in more densely populated areas. Counselors are asked to take on a wide variety of issues, from eating disorders Continued on page 17

Reality not rebellion

Counseling interracial couples, multiracial families: what MH professionals should know

BY ANGELA KENNEDY
STAFF WRITER

A recent U.S. Census showed that there are approximately 1.6 million interracial married couples; this figure is 10 times higher than the number of interracial married couples reported 40 years ago.

Because the population of interracial couples and multiracial individuals continues to increase, mental health professionals can expect to find themselves working with this population in increasing numbers. Thus, counselors must be aware of the unique strengths, challenges and issues within this group in order to effectively provide services.

“"The major problem is the inaccessibility to services," said John Parkman, coordinator of Counseling Services K-12 for the Oxford County School District in Oxford, Maine. He is also the Maine Counseling Association Representative for the American Counseling Association.

Traveling to mental health agencies is a major factor in why people living in rural communities typically do not seek assistance. "Our children and our adults don't have services accessible to them within walking distance, nor do our clients have the luxury of public transportation to depend on," he said, noting that many of these families only have one vehicle, which is usually the one source of transportation for the primary, employed caretaker.

Continued on page 22
The Arthur Course - NCE Exam Preparation Guide:

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* Counselor Work Behaviors
  (New Material)

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The NCE exam you are going to sit for is among the most important tests you will ever take. If you are successful, it will serve as the final hurdle to establishing yourself as a professional in the rewarding field of counseling. If you fail, your career will be put on hold for an indeterminate amount of time. You have worked very hard to this point. Do not miss this opportunity to take advantage of what has been proven to be the best possible preparatory material available, and to rest assured you have given yourself the best possible chance of passing the NCE.

Gary Arthur, Ed.D., has been teaching the full range of counseling courses at the university level for twenty years. He has also conducted over 40 training seminars for individuals preparing for the NCE exam.

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- The best preparation to pass the exam, one that reduces your research time, but provides you the essential materials.”

Jeannette C. Nicholson, Ph.D., L.P.C.,
President, Career Assessment Atlanta, Inc.

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Poll: Americans link MH issues to acts of terrorism; request more public support

As Americans continue to experience terrorism threats and warnings, a new National Mental Health Association survey, "Public Perspectives on the Mental Health Effects of Terrorism," reveals that most people understand the implications of terrorism on mental health and believe the country's elected officials and health networks have not done enough to address mental health needs related to terrorist threats.

"This survey demonstrates that waging the war on terror is about more than airport checkpoints and duct tape," said Robert Glover, executive director of National Association of State Mental Health Program Directors. "Most Americans are resigned to the belief that we will suffer another attack, and they have not done enough to address mental health needs related to terrorist threats.

"For my partner, it has been difficult. She has often been addressed and asked if she were his caretaker or nanny."

— Leanna Plonka, rehabilitation counselor and parent of biracial child

(See story "Counseling interracial couples, multiracial families" on page 1)

J.D. Crowe

IN BRIEF

Mark your calendars

- Counseling Awareness Month is fast approaching for April. Although you spend all year helping and affirming your clients, this is a great time to let your clients -- current and potential -- know who you are and how you can help them.
- Some things you can do to bring awareness to the skills you bring to the profession:
  - Sponsor a workshop or seminar on a timely topic in your community.
  - Collaborate with a local organization to provide a service to your community.
  - Host an open house gathering at your school or office.
  - Give a presentation on the benefits of counseling.

Report released to help clergy address D&A dependence in the community

Recognizing that clergy and other pastoral ministers have an array of opportunities to address problems of drug and alcohol dependence in their communities, the Substance Abuse and Mental Health Administration, in partnership with the National Association for Children of Alcoholics and the Johnson Institute, developed a set of "core competencies" — basic knowledge and skills clergy need to help addicted individuals, and their families. Visit www.samhsa.gov for more information.

SAMHSA: new co-occurring disorders technical assistance center

The Substance Abuse and Mental Health Services Administration launched a new technical assistance center and help line designed to support state efforts to provide effective treatment services for persons with co-occurring substance abuse and mental disorders. The Co-occurring Center for Excellence aims to help identify best practices in treating co-occurring substance abuse and mental disorders and support the application of these practices through technical assistance and cross-training, state-of-the-art materials and a website.

Assistance is available to all states and to substance abuse, mental health, criminal justice, education, and other social and public health systems seeking to enhance their ability to serve individuals with co-occurring disorders.

The technical assistance center will help identify best practices in treating co-occurring substance abuse and mental disorders using criteria identified through SAMHSA’s National Registry of Effective Programs. The contractor will provide assistance that will enhance knowledge, systems development and the ability of states to serve individuals with co-occurring disorders.

All requests for technical assistance must be made in writing and sent to The Co-occurring Center for Excellence, Jill Hensley, Project Director, 5550 Wisconsin Avenue, Suite 1600, Chevy Chase, MD 20815 or by email to sanlsacoce@cdmgroup.com. Any questions regarding these services should be directed to the COCE team at 301.951.3369.

IN BRIEF

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A note of thanks

We were highly honored by the remarks in Richard Yep’s January 2004 column and the article by Dawn Pennington (“Education Research Information Center’s database, clearinghouses undergoing restructuring,” Briefs, is now certified for nearly 40 years of making counseling clearinghouse into powerhouse) regarding our work directing the Counseling and Support Services clearinghouse and our collaboration with the American Counseling Association.

ERIC/CASS provided Jeanne and me with the opportunity to work for the betterment of counseling and counselors—a prime priority in our lives. No nearly 40 years of making coun-
houses undergoing restructur-
ing the remarks in Richard Yep’s

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mmsing Today

and president and executive

tors for visiting my nation and

counseling in the United

Nepali student studying com-

munity counseling. Besides

like, a professional counselor for 30 years. I often think what a gift my graduate

professors gave me on chal-

ing me to not only learn

Chaplins, N.C.

Learning multiculturalism

Angela D. Coker

On successful counseling

and the uniqueness of our profession, preparing new counselors requires more than just passing on the traditions of the profession. An apprentice counselor must be given the skills of independent thinking and the ability to think “outside the box.”

To all untutored counselor educators: when you write for publication, present new and compelling ideas. Avoid the trap of publishing to keep your job. If your institution of higher education only has published the most for deciding whom they will retain as instructors, then leave that insti-
tution. Each untutored counselor professor needs to decide whether he or she made the correct decision to leave the prac-
tice of counseling to enter into

preparation of new coun-
tors for visiting my nation and

community counseling. Besides

being a counseling student, I am

an international student from

New Zealand. I have found that

American Counseling

Association.

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American Counseling Association.
Your professional responsibility: it's a good thing

I bet when you read the title to my column this time, you thought, "He's either going to lecture us today about what we ought to be doing or this is going to be an homage to Martha Stewart." And, if you selected the former, you'd be right (again). But as American Counseling Association president — your president — it's my job and I take it seriously. Anyway, my Mom did it to me. I get to do it to you. It's a circle of life thing.

I'm probably preaching to the proverbial choir here. You already belong to the American Counseling Association or you probably wouldn't be reading this column right now. But there are a whole bunch of us out there who don't belong (yet). The good news is, according to the latest "Occupational Outlook Handbook," there are some 465,000 professional counselors in the United States, with 205,000 who specialize in educational, vocational and school counseling; 110,000 in rehabilitation counseling; 67,000 in mental health counseling; 61,000 in substance abuse and behavior disorder counseling; and 21,000 in marriage, couples and family counseling. The bad news is there are only approximately 50,000 members of ACA. Now, that's not all bad, but it's simply not good enough.

Did you know that there is a direct relationship between your membership in ACA and your personal happiness? Yes, it is. So, let me congratulate you. You, the members of our profession who belong to ACA, are the most highly conscious members of the counseling field. You are the ones who have chosen to belong to your professional association. You are the ones who pay the bills for all the others who are feeding off of the work that we do to maintain and advance our profession's role and status in society. You are the ones who know that, if ACA did not exist, you might have a tough time practicing your chosen profession. And if you could not do the job you love and have a passion for, then you would be unhappy. See?

Now, all of us who practice this profession every day love our work. (Would you do something every day that you just did not like?) If you responded "yes," I would suggest seeing a career counselor, and I know several good ones.) We have a powerful message to bring to the world. And ACA's goal is to ensure the survival and growth of the counseling profession in the United States and around the world. But in order to do that, you've got to exist and, even better yet, thrive. The way that ACA continues to exist is through membership, I.e., paying your dues. The more members, the better. Not just in terms of the economic health of the association, but also in terms of political clout. The more of us there are, the more they listen to us on Capitol Hill and in every state capital around the country (and even in the United Nations).

One of the truisms that I have learned in my many years in various organizations is that the way you acquire and keep members is by providing professional lives, by providing relevant services. These services must support such professional issues as getting and keeping licensure, mandating and increasing funding for counselors in particular work settings such as schools, economic parity with other mental health services providers, and many others. But it's always the economy. When you provide a service that is both relevant to their profession and touches them economically, you've got a winner!

And professional counseling didn't just happen. It was born because people like Donald Super and many others knew what had to be done to be certain that our profession could exist and provide help to all of those who are in emotional pain every day. And they knew that it takes an organized group of people to make a profession. They knew that it takes projected, focused effort from a large number of people to make this all happen. And it takes much hard work and dedication to make this all happen, year after year. You've got to have competencies, standards, ethics, continued on page 10

From the President - By Mark Pope
Executive Director's Message  -  BY RICHARD YEP

Life is full of choices and opportunities. This is true in both our personal and professional lives. During the past few months, my columns have talked about professional opportunities regarding your membership in the American Counseling Association. I have encouraged you to consider joining at least one ACA division (if not more) as well as your branch at the state level. Current ACA President Mark Pope has also encouraged you to take advantage of all the professional opportunities available to ACA members.

I wanted to call your attention to yet another benefit that is currently open to all professional counselors, but one with which you may not be as familiar. Two years ago, the ACA Governing Council voted to approve the creation of Interest Networks. There are communities of people who have an interest in a particular aspect of a professional counseling issue. Unlike a division, an organizational affiliate or a branch, these Interest Networks were not designed to include a formal structure of governance, nor do they elect a representative for the ACA Governing Council. Interest Networks do not need hundreds of ACA members as part of their membership; there are no bylaws or officers. Basically, they are networks of professional counselors who come together on issues of common concern.

- Children's Counseling
- Jewish Interests
- Multiracial/Multiethnic Counseling Concerns
- Women's Interests
- Advances in Therapeutic Humor
- Traumatology

Obviously, these Interest Networks cover a broad range of topics, and the fact that they are open to all professional counselors provides yet another ACA benefit. Because there is no governance structure or processing of memberships for these networks, they are able to reduce their costs to a minimum and have been designed to utilize the Internet for communication via listservs that were launched by ACA last month.

To join one of these Interest Networks, simply go the ACA website (www.counseling.org), click on "Resources" and then go to "Interest Networks." I hope that all professional counselors will take advantage of this latest benefit from ACA. And, between now and June 2004, those signing up for the Interest Networks need not be members of ACA, so let your colleagues know about our new communities.

In terms of other products and services that will benefit the counseling profession, 2004 is shaping up as a banner year. I would like to tell you about our latest online education course, "The ABCs of Crisis Counseling," which launches this month. Because the education of professional counselors is one of our main missions at ACA, this latest course is one in which you can participate from the comfort of your home or office and at your own pace. Can't take a free moment until late in the evening, or are you an early riser who would love to take a class at 5 a.m.? Not a problem. With ACA's online education opportunities, you decide when you want to take these cutting-edge courses that provide three or four continuing education units, based on the course.

However, if more than 400 education sessions, the opportunity to network with your peers, visit with more than 100 exhibitors, peruse many of the books published by ACA, and get advice at the ACA Career Center is appealing to you, then I hope you will sign up for the ACA Annual Convention in Kansas City, Mo., next month. The pre-convention Learning Institutes will be held March 31-April 1, and the education sessions and expo will take place from April 2-4. Thanks to our four great co-sponsoring organizations (ACA of Missouri, Kansas Counseling Association, Nebraska Counseling Association and Oklahoma Counseling Association), many of your colleagues have already registered and what is shaping up to be a very special event. For more information and to read about the sessions being offered, visit the ACA website and click on the convention button.

I began this column talking about life being full of choices. With what I have written, I hope you will see that ACA is doing all it can to help provide as many professional development choices as possible. However, we are always looking for even more ideas, so feel free to let me know if you have something for us to look into.

As always, please contact me via e-mail at ryep@counseling.org, or via phone at 1-800-347-6647 ext. 231 if I can be of help or if you would like to share some thoughts. Enjoy and be well.
Finding Your Way — BY SUSHILA KATTEL AND KIMBERLY THOMPSON

From one extreme to another

Imagine if you can, what it would be like to have only two days' notice (due to the late approval of your student visa) to pack your whole life into two suitcases, round up as much money as you can then say goodbye to your spouse, two young children and everything familiar and safe as you leave your country for the first time.

Imagine, if you can, the emotions that arise as you board the biggest plane on which you had ever set eyes to begin your two-day journey to a world that you have only heard about from others, read about in books or seen in pictures. This is only a small fraction of what a very brave and determined Nepali woman experienced when she sacrificed all that was familiar to her to embark on her adventure to find her home and everything familiar and safe as you leave your country for the first time.

off the edge of the world. When the plane landed in Bangkok three hours later, I had to stay in the airport for 13 hours, waiting for another flight. I was surprised by many things I saw that we don't have in Nepal, such as the many supermarkets inside the Bangkok airport. I felt thirsty after a few hours, so I searched for water; I was astonished to see strange taps of drinking water. But, most amazing of all, I was still reeling from a sight that I had never seen the ocean before, nor even a large body of water. It looked like I had flown ever eaten American food. We weren't even sure whether she spoke English. We had so many questions, and we imagined that she would have seen the ocean before. Then, I was surprised by how fast people drive and how straight the lines are. In my country, the roads not only have cars, but also tractors, animals, bicycles and people walking everywhere. Nobody ever drives in a straight line; they always weave back and forth.

The whole way to lunch, Sushila stared out the windows of Julie's SUV, surely the biggest non-delivery vehicle she had ever seen. She marveled at the scenery of cars speeding by, billboard signs advertising things she had only heard of on the British Broadcasting Corp. channel back home, and miles and miles of big homes and businesses. She seemed entranced by the simple everyday things most of us take for granted, and she commented on their beauty and splendor.

Continued on page 11

NEW from Research Press . . .

Award-Winning Parenting Resources

Your Child's Unique Temperament
Insights and Strategies for Responsive Parenting
by Dr. Sandee Graham McClowry

Focuses on children ages 5-12. Emphasizes the major impact that a child's temperament has on his or her development. The manual helps parents develop strategies that are responsive to their child's unique temperament. Includes a 38-item inventory that shows how parental perceptions of a child's behavior relate to four temperament dimensions: Activity, Approach/Withdrawal, Task Persistence, and Negative Reactivity.

8¼ x 11, 150 pages, $19.95

Staying in Control
Anger Management Skills for Parents of Young Adolescents
by Dr. Millicent H. Kallner

Shows parents how to handle angry moments with their teens and how to deal with anger in other areas of their lives. Step-by-step exercises help parents identify their own anger triggers, choose positive ways to respond in anger-provoking situations, and encourage their young adolescents to develop and use appropriate anger management skills.

8¼ x 11, 88 pages, $15.95

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A response to “SSRI antidepressant medications and youth”

In the November 2003 Counseling Today, John Sommers-Flanagan formulated several generalizations that are difficult to substantiate or, at the minimum, need to be appreciated within a context. My reasons in responding to his article are twofold: (1) to provide an additional perspective that adds to the discontinuity of counselors incorrectly advocating for the discontinuation of helpful pharmacotherapies; and (2) to fan the flame of discussion regarding the interdisciplinary role that is before counselors and counselor educators as we progress into the 21st century.

Sommers–Flanagan indicated that, when examining research regarding the use of selective serotonin reuptake inhibitors (SSRIs) in children and adolescents, “there is a startling lack of empirical evidence indicating that Prozac or other SSRIs are effective.” He continued, “There have been only three published double-blind, placebo-controlled studies of Prozac with depressed youth.” Again, he maintained that all three of these studies were “methodologically flawed” and later reiterated a similar disparaging comment about the entire body of literature regarding Prozac in treating children and adolescents when he said the research is “substantially flawed.” Given the strength and frequency of these statements, Sommers–Flanagan needed to provide the reader with specific concerns such as a limited sample size or confounding factors.

In contrast,新世纪, using the Academic Premier search engine through a university library, I discovered:

The U.S. Food and Drug Administration, known for its stringent standards (especially regarding medications for children and adolescents), reported that 20 placebo-controlled trials using SSRIs have been conducted with more than 4,100 pediatric patients (2003a).

Specifically regarding Prozac, the FDA reports the following: “Failures to show effectiveness in any particular study in pediatric major depressive disorder, however, is not definitive evidence that the drug is not effective because trials may fail for many reasons” (2003a). For example, statistical significance and practical significance are occasionally the same and at other times quite different. Not all evidenced-based conclusions are supported exclusively on the tenets of central tendency. (www.fda.gov/cder/drug/ advisory/ndd/)

With respect to Prozac, while there may be a limited number of double-blind, placebo-controlled studies regarding children and adolescents, a significant contextual reason exists: The FDA Modernization Act did not occur until 1997. Prior to this act, clinical trials for any medication in the pediatric population were limited (FDA, 2003b). (www.fda.gov/bbs/topics/ANSWERS/2003/ANS01256.html)

Continued on page 21
certification, licensing and all that it takes to make a profession happen.

I am an old "organization warrior." I belong to a lot of organizations because I want to change the world, and (probably) can’t do it alone. A wise person whom I once met in one of my other organizations told me that "money is concealed consciousness." I was profoundly moved by that statement. We spend our money in ways that reflect our values, what is important to us. So, when we choose not to belong to ACA or a division or a branch, we are saying that membership is not valued by us and, if that entity ceased to exist, it would be okay with us. Maybe we are not saying that consciously and maybe not with malicious intent, but that is the direct result of such actions on our part.

So, as a professional counselor — a member of a great profession that helps the world every day, one person and group at a time — I want to ask you to show your professionalism and support your profession. So here, for your consideration, is my recommended list of "to do’s for today" for all of us. You might want to tear this out and put it on your refrigerator at home to refer to on an as-needed basis.

- Join and actively participate in ACA.
- Join and actively participate in at least one division (e.g., the Counseling Association for Humanistic Education and Development).
- Join and actively participate in your branch (e.g., the Rhode Island Counseling Association).
- Register for and attend the ACA convention.
- Register for and attend at least one division conference.
- Register for and attend your branch convention.

Now, I can already see you taking out your calculator and trying to figure out how much this is going to cost you. Let me try to help put this into perspective. I have a handy-dandy rule of thumb that I use to determine what I expect to spend for my professional development to keep up-to-date as a professional. I call it my "10 percent rule." (I’m pretty sure it comes from my old Baptist days when we were expected to give 10 percent to our church.) Anyway, I budget a minimum of 10 percent of my annual salary for my professional development. If I make a salary of $25,000 per year, I expect to annually spend $2,500 on professional association dues and attending conferences and workshops, (I actually spend more than 10 percent, but that’s just me.) Do you think that 10 percent is too much to invest back into your profession to ensure that the work that we do will be perpetuated? I also know that 10 percent can be a lot when you don’t have much. I just want you to have a goal, a benchmark, and try.

But I have an even better question. What is it going to cost you (and our society) if your professional association ceases to exist? Okay, I’m being dramatic, but I want you to own and feel your professional responsibility in dramatic ways.

So, now that I have done my best to motivate you, I hope to see you in Kansas City for the upcoming ACA Convention. I also want you to promise to bring another professional counselor who hasn’t been to our convention before and maybe isn’t even a current member. You’ll both have a great time along with 3,000 of your closest friends. Remember, it’s your professional responsibility, it’s fun, you’ll learn something and it’s a good thing. I’m also trying to get Mom to come so you all can meet her.

More later. Be seeing you.
I could hardly believe I am here, that this is happening. It all feels like I am dreaming." She shared with me what she was feeling, and I listened; she cried some more, and I listened; she expressed her anxieties and fears, and I listened. Somehow, I was able to communicate all that I needed to, despite our cultural differences.

Furthermore, in my journey I was having more new experiences every day. The next day, we met a friend who had four children. I wondered how she was managing her education, job and family responsibilities simultaneously. I admired her bravery and tried to boost my own courage. We went to a big shopping center; I found many things to surprise me — the price of everything, high technology, the obesity of people and the fast pace of life. Many times, I could not express my surprise because I feared being seen as naïve and uncivilized. I didn’t want people to know how much ignorance I felt about this new world that was so different from my own. Nepal is one of the poorest countries in the world. We don’t have much technology or luxuries like you have here. There, most people are just trying to find enough food to eat.

So I kept the wondering inside. I went to a city for study, struggling against my parents’ decision to get me married at 12 years of age. This was the first time I saw a bus. I was born in a hilly region of Nepal where there was no motor road to my village. As I grew older, the world always presented me with adventures, new things, new experiences and new challenges.

After a few days in Orange County (California), Sushila observed how fast-paced our society is. For instance, how convenient things are for us here. "Back home," she said, "we must walk many miles to get to the store, and we must boil water every day." She went on to share that they spend an hour and a half preparing each meal from scratch. "We only eat two meals a day," I learned. That there is no such thing as pre-shredded cheese or pre-washed and bagged salad as she watched me prepare the next meal.

Continued from page 18
Coming full circle
Peace Corps leader recounts triumphs, tragedies abroad, Stateside

BY ANGELA KENNEDY
STAFF WRITER

Richard Pyle was born to help people. His father was a minister in a small Texas town, and his mother worked as an executive with the Red Cross. It was in his genes to care about others. So, he has devoted his career to the toughest job that he will ever love, the Peace Corps.

The southern gentleman spent his early years in Austin, Texas, where he worked as a counselor at the University of Texas and at American College Testing, a non-profit organization that provides educational and workforce development services. Yet Pyle wanted something more in his life, something different and adventurous, but still in the area of helping people — he was a counselor, after all.

In 1966, just five years after then-Senator John F. Kennedy first challenged students to serve their country by assisting people and promoting goodwill in foreign lands, Pyle enlisted in the Peace Corps. It seemed like a good place to find those things he was searching for, and what would become his lifelong adventure kicked off in Jamaica, the site of his first volunteer assignment.

Most people would love to be sent to Jamaica, with its breath-taking beaches and perpetual warm sun. However, in the late '60s, the island was poverty-stricken and struggling. “I was in a very rural area where life was very simple and relaxed,” said Pyle, noting that though the people didn’t have much, they were friendly, helpful and appreciative. “A real sense of unity existed in that small community, and there was always a feeling of acceptance.”

For two years, Pyle worked with the local teachers, and instructed them on various counseling and guidance techniques. “I was one of the people to help develop a counseling and guidance program for the country. It’s been a nice connection with my professional life, being involved with things that related to my professional interests.”

His most memorable experience in Jamaica is that he helped teach a large number of adults residents how to read and write.

Once he returned to the States, Pyle worked for a short time at the University of California—San Diego before going back to the Peace Corps. His next assignment was as a country director at a training center in Puerto Rico. At that time, all Peace Corps volunteers gong to Latin America were trained and briefed in Puerto Rico.

Later on, he would join the National Peace Corps Association, formerly known as the National Council of Returned Peace Corps Volunteers. With the agency, he continued to work closely with the Peace Corps volunteers and to support the staff in their work with the emotional dimensions of Peace Corps volunteers. We provide counseling whenever there is an incident that impacts the volunteers, whether it be a volunteer death, family emergency or evacuation due to political turmoil,” Pyle said.

“Our office is best thought of as a combination of a counseling center and the Red Cross.”

One of his other duties as a special services officer is to visit Peace Corps posts worldwide and train the local volunteers in peer support. He recently established the Peace Corps Helping Network in the African countries of Benin, Mauritania and Mali.

“Volunteers are in much more stressful situations now than back in the ’60s,” he said, noting that volunteers had more freedom and were less supervised. “Today, for safety and security reasons, volunteers must account for their whereabouts and must be aware of what is going on in their communities. Americans are looked at more in negative terms. We have always had that to a certain extent, but now the nature of our society and the nature of our world has changed.”

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war on terrorism have made that more evident. So we keep a very close eye on them and where they are located."

He noted that, for instance, volunteers assigned to Muslim countries reported experiencing an increased level of stress and tension. "A lot of anger was expressed by the Muslim population toward any Americans over there. So, it was a very stressful assignment for those volunteers. They have committed two years of their lives to go over there and help these people, and then they are told that (the citizens) don't want their help," Pyle said. "However, within the smaller villages, where the volunteers worked and interacted with the people, the attitude toward the volunteers is one of appreciation."

Besides dealing with the politics and prejudices of their host country, volunteers also face issues of isolation, loneliness, culture shock and safety concerns. This is where the peer helping network comes in.

"Volunteers by nature are generally going to help one another, but they oftentimes aren't trained in helping skills," said Pyle.

The intense four-day training teaches selected volunteers the basics of peer support, including helping and listening skills. They are instructed on how to recognize key signs and indications of problem areas and also ways to help those who are having difficulties.

They are informed of different crisis scenarios, as well as techniques and approaches to various situations. The volunteers are briefed on confidentiality, but they're also directed to inform Peace Corps staff when an individual may have suicidal ideation or are thinking about harming someone else.

"There are always issues of hopelessness and depression when you are (serving) in a third-world country," he said. "These people have so much apathy. They go in feeling like they are going to change the world and then, all of a sudden, they come face-to-face with the fact that life is tough, and these people have been living like this for years. It's a hard thing to change those attitudes."

Currently, the peer support program is available in half of the Peace Corps host countries. Pyle and his fellow staff members are working to get the program implemented in the remaining areas. If a volunteer is struggling with severe problems, beyond the help of a peer, they are then sent to the Peace Corps Medical Officer located in that host country.

"At each post, there is at least one, and in most cases two, Peace Corps Medical Officers who are health professionals and can provide mental health support," Pyle said, noting that the office of special services can be called upon for telephone consultations with volunteers who are experiencing stress and anxiety.

**Death of a volunteer**

Last July, a Peace Corps volunteer committed suicide. "Jason" (name withheld) was stationed in the small African village of Kampoloso in Mali. The 23-year-old volunteer apparently hanged himself, for reasons unknown. Jason was sworn in as a Peace Corps volunteer in November 2001, and he had requested a one-year service extension to work in the area of information technology. He had spent the past two years on projects such as building a community garden to fight malnutrition and constructing water irrigation systems and wells.

"I went out to help with the support of that post, meaning support of the staff and volunteers who really were reeling from this terrible tragedy," Pyle said. "Particularly because this volunteer was so well-respected. He was a super volunteer, and no one had even the slightest suspicion that he would do anything of this nature."

Not only did Pyle travel to Mali to help volunteers and staff through the grieving process, but he also counseled Jason's father, who had flown to Mali to bring his son's body back to the United States.

The next month, Pyle returned to establish the peer support network and show the volunteers how they can help one another.

"We didn't want them to think they were responsible for making sure that there was not another suicide. Though, at the same time, we felt like that there is a real need to help them understand how they can be supportive of one another in positive ways," he said.

Pyle said he enjoys his role as a Peace Corps counselor, especially working with the young, dedicated volunteers. "Throughout his life as a counselor, he found that the best experiences have come from feeling appreciated by the volunteers."

He encourages other counselors to try out the Peace Corps for themselves. "The education and skills as a counselor are very applicable to work with the Peace Corps, and I would encourage all counselors to consider applying. I am confident that, for most counselors, it will be a very positive experience because the counseling skills they possess are so badly needed in developing nations."

Pyle said he hadn't really thought about retirement, at least not in the traditional sense. He plans to work with the Peace Corps for another four years, and then he wants to re-enlist as a Peace Corps volunteer and possibly return to Jamaica where it all began.
Continued from page 14

... and get involved in the policymaking process. It is easy to communicate with members of Congress, and strong grassroots support is vital to the success of our legislative agenda. Some members of Congress take pride in talking and meeting almost exclusively with constituents, which means that we can only reach them through you. Although this article provides a brief overview of the topic, a more involved description is included in the free report "Effective Advocacy and Communication with Legislators," available on ACA's webpage at www.counseling.org/public/advocacy2002.pdf.

Public Policy website
ACA's Public Policy and Legislation Office maintains a website at www.counseling.org/public, which contains ACA's legislative agenda, information on the latest developments on federal policy issues we're following, and several publications and resources to help you understand the public policy. We try hard to make this site as up-to-date and informative as possible, so contact us with any suggestions or feedback. Comments and questions can be directed to Scott Barstow at sbabarstow@counseling.org, 800.347.6647 ext. 234, or sbabarstow@counseling.org.

Legislative Action Center
One of the most important things ACA can do for its members, and members can do for themselves, is to track how Congress votes on issues we care about and to let elected officials know where we stand on issues. Our Internet-based Legislative Action Center (http://capwiz.com/counseling) enables you to e-mail or send a fax directly to your elected leaders on key issues and allows you easy access to your representative's and senator's voting records. It's also a handy resource. You can find your congressional representatives using your Zip Code, view congressional schedules and get the latest information on issues that affect the counseling profession.

Government Relations listserv
ACA has a Government Relations e-mail list to which we send out notices and alerts on the latest public policy developments. To subscribe to the Government Relations listserv, please e-mail Chastie Lunn at clun@counseling.org. Note: you must be an ACA member to join.

Key Contact grassroots network
Last but not least, ACA is developing a "Key Contact" grassroots network to mobilize counselors in each state to help us more efficiently and effectively impact legislation in the U.S. Congress. Key Contacts are responsible for helping us relay policy information to counselors in their states, identifying and organizing counselors to join the advocacy network, and mobilizing counselors to respond to federal policy issues by contacting their members of Congress. Key Contacts are the link between counselors, state branches, ACA and the U.S. Congress, and they are trained interviewers, recruiters and caregivers of the grassroots. Ultimately, we hope to have two or more Key Contacts identified in each state. We are currently recruiting Key Contacts for the following states: Arizona, Colorado, Florida, Georgia, Hawaii, Maryland, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Vermont, West Virginia, Wisconsin and Wyoming.

If you would like to learn more about our Key Contact network, contact Chris Campbell in the ACA Office of Public Policy and Legislation at 800.347.6647 ext. 241 or ccampbell@counseling.org.

Higher Education Act, Perkins Act due for reauthorization
On Jan. 20, members of Congress return to Washington, D.C., for the second session of the 109th Congress. When they do, they will face a number of education issues, not the least of which will be finishing work on appropriations — for both fiscal year 2004 and fiscal year 2005 — as well as the overdue reauthorization of the Higher Education Act (HEA) and Perkins Vocational and Technical Education Act (Perkins Act). Higher Education Act (HEA)
Last authorized in 1998, the HEA authorizes programs that provide federal aid to college students with financial support to attend college and programs related to teacher training and institutional aid.

The House is re-authorizing the HEA in several separate pieces of legislation and passed the first two — H.R. 2211, "The Ready to Teach Act of 2003," and H.R. 438, "The Teacher Recruitment and Retention Act of 2003" — in July 2003. The bills make it clear that current Higher Education Act focuses on grants to states and partnerships that can be used to strengthen teacher education programs and recruit highly qualified teachers. The second bill increases the amount of loan forgiveness for teachers who commit to teaching in needy schools for five years.

The American Counseling Association, along with other members of the National Alliance of Pupil Services Organizations, fought unsuccessfully to include related services providers, including professional school counselors, in H.R. 438. As re-authorization of the HEA winds its way through Congress, ACA will continue to pursue loan forgiveness for counselors.

In October of last year, the House passed two more pieces of HEA legislation: H.R. 3076, "The Graduate Opportunities in Higher Education Act of 2003," and H.R. 3077, "The International Studies in Higher Education Act of 2003." These bills together re-authorize Title VII of the current HEA. H.R. 3076 targets issues to improve graduate-level higher education, especially to prepare future teacher educators, and targets faculty in special education, math, science and bilingual education as priorities. It also adds new authorities to the demonstration projects for students with disabilities in distance education and for the transition from high school to college. H.R. 3077 creates an advisory board to consult with the education secretary and makes recommendation to Congress and plans to improve international education programs.

House Republican leaders have also introduced two other bills — H.R. 3039, "Expanding Opportunities in Higher Education Act of 2003," and H.R. 3311, "The Affordability in Higher Education Act" — to help students save money and cover the costs of college tuition prices and to make college more affordable. This set of bills looks to be much more controversial than those already completed. Major action on these issues is likely to occur early in the next Congress.

The Senate has just begun its discussions on HEA re-authorization, also focusing on access, accountability and the rising costs of higher education. In October, Senate Democrats introduced S. 1793, "The College Quality, Affordability, and Diversity Improvement Act of 2003." The Democrats' proposal would penalize states that cut spending on higher education, as an alternative to a Republican plan that would place the blame for rising tuition squarely on colleges. The Democrats' proposal would also increase the maximum Pell Grant to $4,500 (from $4,050), double the size of the Hope scholarship tax credit and pay colleges to participate in the direct loan program, in which federal student aid goes directly to students and their colleges instead of through banks. Money to pay for the increases would come from repurposing parts of the Bush administration's tax cuts.

Because Senate consideration of HEA re-authorization is expected to last well into 2004, it is unlikely that Congress will complete work on the HEA before recessing for the year.

Perkins Act
In 2004, Congress will also begin rewriting and revising the Carl D. Perkins Vocational and Technical Education Act, also known as the Perkins Act. The Perkins Act is the federal statute that governs career and technical education programs and was last reauthorized in 1998. As with the Higher Education Act reauthorization legislation, the House is expected to act first. Senate leaders have signaling to reject the proposal to eliminate Perkins Act programs included by President Bush in his fiscal year 2004 budget request. Again, as with the HEA re-authorization, Senate consideration of Perkins legislation is likely to come much later.

Recently, ACA worked with other national education groups to form the Coalition for Technological Education (CTE), which met for the first time in early October. At this meeting, participants were given a brief overview of the status of re-authorization; member organizations shared their perspectives on reauthorization and discussed ways of working together during the coming months to improve federal career and technical education programs and policies. In addition to CTE, ACA is part of a smaller ad-hoc group of organizations with a particular interest in career information and career counseling under the Perkins Act. During the next year, ACA plans to work with both Perkins Act and Higher Education Act programs in order to assist us in developing specific recommendations regarding their reauthorization. For more information or to share your concerns, contact Chris Campbell in the ACA Public Policy and Legislation Office at 800.347.6647 ext. 241 or ccampbell@counseling.org.

ACA working to change DOT's definition of "professional house staff" One of the primary tasks of the American Counseling Association's public policy staff is to fight discrimination against Licensed Professional Counselors under federal programs. Although the Medicare program's failure to reimburse LPCs — and the need to change this policy — is well known, another needed "fix" concerns the Department of Transportation. The DOT is charged with working by an appropriate "substance abuse professional" and to receive treatment for any substance abuse disorder. Unfortunately,
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or call 1-866-721-1101.
Ethical challenges

"Unfortunately, you cannot avoid multiple relationships in rural counseling. You must carefully manage them," Drew said.

She noted that if a counselor chooses to accept the dual relationship, he or she should acknowledge it up front with the clients. Counselors should ask themselves what the dual relationship means, how it may interfere in their counseling relationship and what to do if it does. "Counselors have to involve the client in the decision-making process. It's very hard to find a client in a rural setting that you won't have another relationship with," she said. "It can be as simple as you meet a client and then go to the bank the next day and he or she is the teller."

It's common knowledge that news flies fast and gossip travels far in rural communities, which can make a small town. Therefore, it's imperative for counselors to safeguard their clients' trust and adhere to their commitment of confidentiality.

"We have to keep a tight rein on what we say and where we say it," she added. "We noted that in a school setting, office workers must be reminded that their jobs also entail confidentiality, and they must be respectful of ethical boundaries.

Counselors must be aware of their own limitations and recognize when client demands are becoming excessive. "It's very important to monitor yourself and recognize stress," Drew said. "We are taught not to practice when we are impaired, and if we are stressed, then we are not doing our best work at that time. It's really hard to say no when it's a choice between protecting yourself and serving the client, but we have limits too."

She noted that counselors must also know when to say no when it comes to the limits of their own expertise. "Setting boundaries around your scope of practice can be difficult. It is very hard to say 'no, I cannot serve your needs.'"

Drew added that it is especially difficult for a counselor who is, perhaps, the only one in the town. This is where counselors must use some creativity and technology in effort to help their client.

Improvements/advancements

"Technology, the Internet, e-mail — we've really utilized those in terms of communication resources and access to information," said Parkman. Though the popularity of online counseling seems to be on the rise, rural communities are not utilizing that option. "Certainly online resources are available to them, but in my experience, they are not widely used by rural people. The Internet does help with seeking information about available live resources and mental health and substance abuse issues though," said Drew. She noted that individuals living in rural communities are skeptical about taking advantage of online counseling and have a hard time putting their trust into someone they cannot meet in person.

The realization that computers are in school now is a necessity instead of a luxury has also made significant improvements, noted Parkman. "That's opened up a wide range of opportunities for young people. They can begin to see the world outside rural Maine."

Youth and school counselors

"The role of school counselors within rural communities is absolutely critical," Drew said.

School counselors are often the only mental health provider in the area. Students, parents and even the community at large consider them a source of information.

"The biggest complaint from the youth I have worked with is the lack of "things to do."

Some of the rural areas I have worked in don't even have a movie theater. School activities are the center of activity for teens," she said.

Parkman agreed. "For children to get to services after school, unless the school is providing them, it's really almost impossible. That's why so many of our school systems in rural areas do a whole lot more than just educate the children. We have a lot of hours before and after school that students stay until 5 p.m. and take a late bus home."

Enrichment and mentoring programs, music, games and athletics are common and play a big role with the youth of rural communities. Drew said that school counselors are good advocates within the community to encourage schools to offer more activities for their students.

Parkman noted that because of the accessibility to school computers and the guidance of school counselors, youth aspirations are soaring. "There has been a drastic increase in the amount of students wanting to go to college and actually going," Parkman said. Students are now also able to attend colleges and universities, fill out applications and apply for scholarships online. Though the accessibility to the Internet has helped motivate students toward college, he also attributes the increase in college-bound students to the availability of number of school counselors available to elementary and junior high school students.

School counselors who are the only mental health resource in the community are often consulted by former students and parents on college career opportunities, as well as educational advice. Drew knows from personal experience. For 16 years, she worked as a school counselor in a small paper mill town in Maine. When she moved and laid off dozens of employees, many of them turned to her for guidance. "The community was familiar with the school counseling office, either firsthand, or (because they) had students in the school. They knew that was a person to go to for information, and they felt comfortable coming in and asking for help," she said.

Stigma

Asking someone in a large city environment if they know of a good therapist is as common as asking them for advice on the latest jokes lately. The stigma surrounding mental health is not as prevalent in urban areas as it is in rural settings. Clinics, support groups, private practices abound in the asphalt jungles, while the word therapy is still whispered on the farm.

Parkman said that though the stigma is still there, it is fading. "There is less of stigma when more children have access to school counselors in the school system. Today more parents are willing to come in and talk with the school counselor about issues that are affecting their children. In fact, when we first suggest or hint that maybe outside therapy could help in the situation, they jump right on it."

He added that in larger towns, adults are accepting mental health assistance, but among the older generations, the stigma is still there. "For young people, it's changing, and I attribute that to the number of school counselors and school social workers at the elementary levels, who go right into the classrooms and talk about emotions, feelings and issues," Parkman said. "Older folks think that somehow you have to work this out yourself; it's your problem, it's your family's problem, and don't ask for help because that is a sign of weakness."

Drew noted that as an increase in general understanding and acceptance of mental health issues through various media outlets has helped the acceptance of treatment among rural people.

Rural verses urban counselors

Drew prefers working in rural communities because of the smaller lifestyle and would rather travel 60 miles in one hour than sit in traffic for an hour. "The pace of life is generally more relaxed," she said. "I don't agree with the kids; I think there are many things to do in rural areas. You just have to focus on personal relationships and friendships."

But packing up and relocating to a more bucolic setting isn't for just any counselor, and could be somewhat of a culture shock to most. Parkman said that many rural counselors often grow up in rural areas and are partial to a laid-back way of life. "Counselors who are interested in moving to the country and setting up shop, Drew suggested that they do research and become familiar with the people and culture of the area before making the transitions. Additionally, "Network — you have to build trust," Drew added. While oftentimes just being available will bring in a beginning client base, many rural counselors must rely on word of mouth about their practice. "Trust is a big issue. People tend to spread the word with their friends and family, and if they can trust," she said. "Adult clients in rural settings take a long time to trust counseling services. There is a strong attitude of self-reliance. But once they access services, they are very appreciative of the help they get."

Being a counselor in a rural community may have inconveniences, but there are some positive aspects. "One of the major benefits is the type of relationships that are developed in rural areas. Because smaller commu-
First ACAF winter symposium to address trauma counseling

BY ANGELA KENNEDY
STAFF WRITER

The American Counseling Association Foundation, in association with Argosy University—Sarasota, will hold the first Annual Winter Counseling Symposium: "Responding to tragedy, trauma and crisis," Feb. 15-17 in Sarasota, Fla.

This symposium provides a unique opportunity for counselors, counselor educators and students to share research and practice on how the world has changed since Sept. 11, 2001.

The symposium is the creative efforts of Jane Webber-Runte, Eric Gentry, Mike Dubi, Sam Sanabria and Barry Mascari. At the ACAF Millennium Benefactors Reception, held during the Anaheim, Calif., convention last March, the group discussed how the ACAF book, "Terrorism, Trauma and Tragedies: A Counselor’s Guide to Preparing and Responding," addressed a critical need within the counseling profession.

"Since its publication, many counselors shared how they connected with the book’s themes personally and professionally, and asked for more information and training," Webber-Runte said. "At the reception, we voiced our interests in compassion fatigue, vicarious traumatization and burnout. I realized how important it was to continue the dialogue. Thus, the idea of the symposium suddenly crystallized."

The symposium will offer an in-depth look at some of the latest issues, programs and treatments within trauma care. It will also provide participants with a unique opportunity to share practices, experiences, new models and research focused on this common theme. The National Board for Certified Counselors will award Continuing Education Credits to attendees.

"I believe strongly in the legacy of every counselor to, in some way, enhance and enrich our profession," Webber-Runte said.

The program allows many opportunities for interaction and dialogue within the sessions. Networking and socializing are also encouraged on the on-site lunches and at the off-site sunset barbecue. Graduate student members of Chi Sigma Iota will be involved as well.

"Traditional models for disaster preparedness, crisis response and debriefing have been challenged by Sept. 11, 2001, and Oklahoma City," she said. "As our world changed, so has our worldview of safety and vulnerability. What was considered a pathological reaction and treated as PTSD could be reframed as a normal reaction to horrendous tragedy. Do we as counselors know how to respond?"

**Highlights**

"We have some really renowned speakers coming. Our keynote speaker, Eric Gentry, is one of the foremost traumatologists in the world. He is one of the founders of the compassion fatigue intervention," said co-coordinator, Mike Dubi, who heads Argosy’s Department of Counseling Psychology and Mental Health Counseling.

Webber-Runte noted that she expects Gentry’s sessions to be a major highlight of the event. "I was very impressed by his Accelerated Recovery Model for Compassion Fatigue that he led in New Jersey last year at the University of Medicine and Dentistry of New Jersey. He is a powerful and compassionate speaker who will set the tone for the symposium," she said. Webber-Runte said many counseling professionals responded to the call for symposium presentations. She added that attendees might find it difficult to choose between sessions. To make it easier for attendees, the coordinators grouped the similar sessions together into "strands," based on topics and populations served. Participants can follow a strand or choose from a variety of strands, she said.

There is a comprehensive strand for compassion fatigue with several sessions, including A History of Compassion Fatigue and Traumatology, Primary Prevention of Compassion Fatigue in Novice Counselors, Compassion Fatigue in School Counselors, Compassion Fatigue and Transference Trauma: Protective and Responsive Approaches, as well as Gentry’s Accelerated Recovery Program. Another strand identifies universal themes, while also addressing unique contexts or settings, such as Rwanda and Burundi: Trauma Healing After Genocide and War, The Medina County Fair Steam Engine Explosion: Differences Between Fire Fighters and Police, Treating the Traumatized Minority III, and Trauma Implications for School Counseling.

Looking at models and research, Webber-Runte and Mascari will present 9/11: What Have We Learned, which is a continuation of the research and experience they began in the ACAF book. This strand also includes, Strength-Based Interventions in Trauma Recovery, Compassion Fatigue and Transference Trauma: Protective and Responsive Approaches, Developing a Community Response to Crisis, Emergency Trauma Care, and Responding to Tragedy.

An additional strand focuses on responding to children. Symposium participants can attend Treating Children and Adolescents with PTSD, Disenfranchised Grief in Adolescents, Sexually Abused Children, and Learning Without Emotional Baggage: Online Resources to Help Children Cope with Trauma and Crisis.

Forty professionals in the counseling field will present the sessions and poster sessions. More than 100 attendees are expected for this inaugural event. Although pre-registration is underway until Feb. 7, on-site registration is available.

The theme and the concept of the symposium have created a great deal of professional interest, and the coordinators are already planning next year’s gathering.

"We hope to add significantly to the counseling literature each year with a compilation of papers and presentations," Webber-Runte said. "Trauma and crisis response is emotionally draining work. This is a unique opportunity for counselors to dialogue and tell their story, feel supported, and become empowered and recharged in a beautiful setting."

For more information, contact the ACAF at 800.347.6647, ext. 350 or e-mail tholmes@coun sel.org; or contact Jane Webber-Runte at jwebber-1nute@aol.com or Mike Dubi at mdubi@argosy.edu.

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**Finding Your Way Continued from page 11**

day’s meal. She also observed that many Americans watch a lot of television and spend a lot of time running errands. She noted, “Only the welathier people have television. We mostly watched French fries and macaroni and cheese. We sometimes tried anything. We tried French fries and macaroni and cheese. We sometimes tried French fries and macaroni and cheese. I learned that in Nepal, the cow is considered sacred and that on certain holidays, they adorn the cow with flowers and jewels and worship it. She showed me pictures that she had brought with her and explained her holidays, religion and the traditional clothing for men and women. “We have many traditions,” she said, “and family is the most important thing to us.”

What I learned from Sushila in one week was far more than I could have gathered from any culture class or book. Although my studies are thorough, no lesson on cultural differences or empathy had prepared me for the challenges that I faced that week. The first challenge, from a counseling perspective, was being able to express compassion, concern and empathy toward her when we barely spoke the same language.

The third day in this country was the most significant one for me. I was excited because I was going to see the university where I was going to study. I was also going to meet those important people with whom I had been in touch by e-mail for so long. It was sort of all of them who, in one way or another, had helped me; otherwise, I would not have been here. I experienced feelings of joy when I met people in person. During those moments, I felt like I was among my own people in my country. I was grateful to a particular teacher for his kind efforts to get me registered. It was so generous of another professor to invite me for dinner in an Indian restaurant (which was similar to the food back home). But I was feeling uncomfortable and unable to express, because of my limited knowledge of English vocabulary, my acknowledgment and sincere appreciation of the treatment and attention I was receiving.

It was hard to believe that a more student from a developing country like me was being received and cared for by such respectable professors and friends here. I felt valued. It was a great honor that I was being treated in that way. It was a pleasant feeling of being worthy to get respect from very respectable people. This was rare for me in my own culture.

Continued on page 24
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Crossing the line online
Cyber affairs not based on, yet impacting, reality

BY ANGELA KENNEDY
STAFF WRITER

To many, the Internet has been one of the greatest inventions in recent years. Nothing compares to its efficiency as a communications tool or to its immensity as an information resource. But can this incredible advancement in technology actually play a role in destroying lives, breaking up marriages and devastating families?

You bet it can.

With Internet access in the home and workplace, more and more people are connecting with one another. The Internet — with its plethora of dating sites, personals, chat rooms, message boards and e-mail — has become the new singles lounge. Unfortunately, not everyone “looking up” online is single offline. Determining where to draw the line while online is ambiguous to many individuals, causing cyber affairs to be on the rise.

“It is a function of technology and society. People have access to a means of communicating with one another,” said Brian Canfield, president of the International Association of Marriage and Family Counselors. “In the distant past, it had to be face-to-face. Later on, it moved to written correspondence and telephone. This is just a natural extension of technology that allows people to communicate on a level that can develop intimacy.”

Cyber affairs occur when online or Internet communication allows people to develop a level of intimacy and violate their promise of fidelity to their “real” partner or spouse. Online affairs are emotional and psychological relationships that go beyond flirtatious chatting. They may start out innocently, but can lead to actual physical encounters with the online acquaintance. This oftentimes blurs the definition of cheating, because the person involved in the cyber affair did not actually have a sexual encounter with his or her cyber partner.

“Obviously, people are going to say that ‘I never touched her, so it’s not cheating,’ but there are emotional cheating and emotional affairs. That’s when a person has fantasies or interactions with someone, and it interferes with a real-life commitment,” said Marlene Mahue, managing editor of Selfhelp Magazine, an online mental health resource. Mahue is a Licensed Psychologist in San Diego, Calif., and a member of the American Counseling Association.

Mahue noted that the sexual release, resulting from the fantasy of the cyber affair, could be looked at as infidelity, regardless of where the climax took place, or with whom.

“What difference does it make if you’re getting sexually aroused (by the online interaction)?” Mahue referenced an online survey that was conducted in 2000, “Women are not likely to reach climax when on the Internet, according to the survey. They gather the fantasy material that they gather online and masturbate, or have sex with their partner, while replaying the fantasy in their head,” she said. “Men, on the other hand, will masturbate right online. Cyber infidelity cannot be defined by whether or not a person reaches orgasm.”

Both scenarios, if discovered by an unsuspecting spouse, can lead to trouble.

Mahue added that individuals in a committed relationship must establish clear and distinct boundaries when it comes to fidelity. “We are still relying on archaic wording of marriage vows that came about centuries ago. If you look at it historically, what’s happened is that, in the last couple hundred years, we’ve had a very rapid proliferation of sexuality in the country that is infringing on marital relationships. A couple getting married today has to sit down and say, ‘Look, given all these things that are going on, where are we going to draw our own lines?’”

The written world
In cyberspace, people are allowed to keep their anonymity. They can be whomever they want, claim to look however they want and type things they would never dare say in a face-to-face conversation. People become perfect as they hide behind screen names. They can lie about their motives and exaggerate their appearance.

Online people can take their time crafting the perfect response, question, suggestion or immuno. They can re-write it repeatedly, checking their spelling and grammar, trying to come up with a flawless message. They aren’t pressured or put on the spot as in a real-life encounter. The power of the written world can be intoxicating. Online people can create their own personalities, perhaps like the persons they wish they could be — romantic, confident, self-assured, sensuous or even domineering. Real people don’t stand a chance compared with these cyber characters.

Many times in cyber affairs, the person feels uninhibited when expressing him or herself. They will indulge in conversations that they would never speak of to their spouse or real partner. They divulge their
most private fantasies because they are protected by a computer screen; they essentially have nothing to hide because they have nothing to fear.

Online affairs develop because of the dual attraction of attention and anonymity. If someone is feeling ignored by his or her spouse, he or she can easily find attention in any number of places on the Internet. Men lurk in chat rooms, waiting to pounce on the next unappreciated and sexually frustrated wife to log on. The fantasy sex is the best that one can imagine, because it is imagined. Women are erotic, kinky and bold, while the men are sensitive, compassionate and loving. Although an affair may seem perfect online, it cannot replace that of a real intimate relationship that provides friendship, support and respect.

Warning signs

There are telltale signs that a person may be having an affair online. "When the real-life partner walks into the room, the person will quickly change the web page or exit off the computer," Mahue said, adding that if the person who is having the affair is unable to react quickly enough, there is usually some type of angry outburst that follows, addressing their need for privacy. Excessive use of the computer may also be a sign. "They will stay up late on the computer, like they are doing their taxes year-round," she said.

Canfield added that an increase in computer usage, coupled with a distancing behavior, could be an indication that something is not right within the relationship. "If the spouse is spending a lot of time online — avoiding contact, conversation, or intimacy with their partner — those are telltale signs. "If they are secretive and defensive about their communication online, or they justify it as being innocuous or that there is nothing wrong with it — that it is just simply friends chatting online — those are things to watch for."

Mahue also said that, many times, the person who is having the affair will have arranged to be online at specific time, and if their partner delays that meeting, they become upset and agitated.

Effects

Online relationships frequently cross fidelity boundaries and cause pain, heartbreak and even divorce. Even though online affairs don’t involve sex or oftentimes not even a possibility of the partners meeting in-person, they can be very intense and threatening to a marriage or partnership. "When people discover their partner is having an online affair, there is a very big emotional explosion, on par with a real-life affair," Mahue said.

"Lying about distance and using the partner for a vehicle of fantasy can cause incredible emotional damage."

Those who have been cheated feel outraged, hurt, ignored, insignificant, doubtful and betrayed. Many times, the partner was blamed for sexual problems in the relationship, and excuses were made to avoid intimacy. The adults are not the only ones who suffer; children in the family often feel ignored, unloved or confused.

Canfield agreed, noting that the emotional intimacy can be the most harmful to the existing relationship. "It can have a devastating effect, but as with any type of affair, it can be a catalyst for change in the relationship."

Copies

In order for a couple to move past an online affair, both individuals must acknowledge and be willing to improve the situation. "One person can’t do it. If the couple mutually recognizes that there is a problem, then they can attempt to work it out," Canfield said. "But many couples find it more beneficial to find a third party or marriage counselor to assist them in working through these issues."

Mahue agreed. "As counselors, we try not to make value judgments, but instead put it back on the client and ask them how they define their vows to one another." Once understandable and precise boundaries are established, both parties will then know what is expected of them, and they can re-commit to the marriage.

Once the affair is acknowledged, a couple can begin to repair their relationship. They then face the task of re-establishing trust and examining the underlying issues that may have caused the affair.

"The Internet didn’t create the problem; it just provides the means for the problem to emerge," said Canfield.

Here are some suggestions for those who may be tip-toeing on the line online:

- Consider what is lacking in your life and why this is causing you to seek the emotional and sexual attention outside of the relationship.
- Attempt to break off contact with the individual.
- Talk with your spouse about your feelings and areas that you do not find satisfying in the relationship.
- Seek marital or sexual counseling.
- Take a hiatus from the Internet.
- Move the computer to an open area to avoid temptation.
- Use the computer for specific tasks only.
- Only log on when family members are present.
- Install 'Net safety tools or firewalls.

Other contextual factors are also important to consider regarding the limited number of SSRIs in children and adolescents. Medical trials are extremely complicated and cost-prohibitive. Consequently, an abundance of resources to replicate studies multiple times is very limited. Recruitment of subjects for these sorts of studies is also a difficult task because of the small sample sizes.

Another concern with the Sommers-Flanagan article is that, while he tersely references other uses of SSRIs in children and adolescents, there is no mention of a growing body of research examining the efficacy of SSRIs in other disorders present among children and adolescents (i.e., anxiety disorders, obsessive-compulsive disorders and neurodevelopmental disorders). This absence of content leads the reader to conclude that SSRIs are almost exclusively used for treating depression, but this is simply not the case. For example, Grados and Riddle from Johns Hopkins University reviewed the efficacy of SSRIs in their treatment guidelines for children and adolescents with Obsessive Compulsive Disorder ("Obsessive compulsive disorder in children and adolescents: treatment guidelines," Central Nervous System Drugs, 1999).

Evidence regarding individuals whose symptoms activate or worsen has been well-documented with regard to a variety of psychopharmacological interventions. A burden to better understand these mechanisms and reduce the incidence falls upon both researchers and practitioners. Ideally, this relationship between research and practice should be mutually dependent. Researchers’ formulations should afford practitioners guidance on how to conceptualize their tasks and how to evaluate their actions. Likewise, engagement in practice should afford researchers insight into the adequacy of interventions and models for explaining human behavior. Until such conditions exist and more evidenced-based research sorts out the intricacies that make up humanity, Sommers-Flanagan is absolutely correct in asserting that the practitioner needs to develop skills to guard against client symptoms and be prepared to play an interdisciplinary model in advo-
said. She also noted that interracial couples, specifically those involving a white individual and a partner of color, would have their choice of the relationship challenged. "It is therefore important that each partner have a strong sense of themselves. This includes being clear about where they are in their own racial identity development. The success of their relationship depends upon this."

Know thy self

It's important for counselors who work with interracial couples and their families to have a strong sense of self. They must be aware of their racial, ethnic and cultural identity, and they must also look at their own stereotypes and feelings toward inter racial relationships. "Self-awareness and acceptance is essential for awareness and acceptance of others. Counselors are therefore obliged to examine their views and areas of bias, ignorance and inexperience when first beginning to work with interracial couples," Kenney said.

She noted that this population is typically skeptical when it comes to counseling, and therefore, the counselor must be prepared, educated and open-minded when they encounter an interracial couple in their practice.

"In counseling interracial couples, counselors need to be sensitive and aware of the racial, ethnic and cultural backgrounds, identity, worldviews and experiences of both partners. They also must study how the couples navigate around concerns in these areas," Kenney said.

She added that counselors should be familiar with resources available that provide support and affirm multiracial individuals and families, such as support groups, community-based organizations and websites.

As with any other special population, a strong support network is vital. Multiracial couples need to feel respected and accepted by those around them, especially when children are involved.

"The relationship that they have with their family and community is very important and will help provide a healthy environment in which these children can grow and develop," Kenney said, adding that a diverse environment is also important. The children of biracial parents need to be exposed not only to each of the parent's races, but also to other biracial children and concerns. There are further social and societal stigmas regarding gay couples, for both the parents and child involved," Kenney said.

Minority of a minority

Leanna Plonka is a certified rehabilitation counselor and clinical administrator of the Comprehensive Care Services at Western Psychiatric Institute and Clinic in Pittsburgh. She, along with her partner, Sharon, have been involved for 20 years with African American family, the couple wanted a biracial child. Plonka gave birth to their son last April and April officially adopted him four months later.

"My partner and I pride ourselves in who we are, and we are so comfortable with it," she said. "We are so excited about this opportunity to create something that represented us, no different than what two heterosexual people want." Though through the mysteries of genetics, their son doesn't really physically represent both races. "Our son is biracial, but by chance, his white features are most predominant," she said. The couple is very open about their son being biracial, and they have encountered some questioning tools and even remarks.

"For my partner, it has been difficult. She has often been addressed and asked if she was his caretaker or nanny. And I'm sure it's because he looks white," she said. "I just don't believe that these people have the gall to say these things. I think that might be an ongoing challenge for us and for him."

To help provide a respectful and loving environment, Plonka and her partner chose to surround themselves with people providing education and support. "We had to think about what neighborhood we could live in and feel comfortable being ourselves. We wanted to be accepted being not only a lesbian couple, but also an interracial couple. We wanted to not only feel safe but also to feel like we could become part of the community."

Regardless of their efforts to protect themselves as well as their child, Plonka and her family still encounter racism. "Having family members whom I know are bigots and having a partner who is African American — it's a tough issue to deal with. We have extended family that we want to be around, but people will openly express hatred because of a person's skin color."

Plonka and her partner, being a blended family, try to respect both of their cultures and backgrounds, especially since the adoption of their son. "You need to be flexible and keep an open mind. When you are in an interracial relationship, everyone can see your differences, it's right there on the surface," she said. "You become ever so aware of how the color of someone's skin is used to make judgments."

"Everybody in the restaurant, who happened to be white, turned around and was looking at us. I was mortified. I was mortified for my race's bad behavior," she said. "We are more cautious of that now. I think that I'm more sensitive to it than my partner — she just blows it off, because she has had to experience it for a lifetime."

Plonka feels that her diverse relationship and family is a strength that can be used to educate people and dispel myths. She feels that she and her partner are role models for others. "I do think that we are a unique breed, especially because we are a lesbian interracial couple. When you are minority there is a lot of things you do to just survive and get by. I think counselors need to have a really good recognition of that and a good understanding of some of those unique challenges we have and be respectful of them."

Counseling Interest Network in the works

In an effort to promote an ongoing dialogue on multicultural and multiracial concerns in counseling, the ACA Governing Council approved the establishment of an ACA Interest Network focusing on this issue. To facilitate discussion, a listserv has been organized for those professional counselors and counseling education students who are interested in this topic. To sign up for the listserv, go to www.counseling.org/resources, then click the button on the left that is titled "Interest Networks" in order to subscribe.

Other educational, networking opportunities

For more information on biracial issues in counseling, the following education sessions will be offered at the American Counseling Association Convention March 31-April 4, in Kansas City, Mo. Please see the Program Guide that will be distributed at the event for specific dates, times and locations.

| But I Belong Over There: Identity Development in Biracial Youth |
| Counseling Biracial Individual: Theoretical and Practical Applications |
| Issues Confronting Single Parents Raising Multiracial Children |
| Lost Histories and Lost Identities: Transracial Adoptees |
| Multiracial Children and Adolescents: Cultural Identity Assessment and Counseling Strategies |
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**Education Sessions**
We will have more poster sessions this year, and more than 300 sessions where you can earn Continuing Education Credits. You’ll benefit from a highly structured program in 90-minute, 60-minute segments and 30-minute project/research poster sessions. You can earn one continuing education contact hour (CE) for each hour of attendance.

**Resources**

**Exhibition**
Explore one of the largest gatherings of counseling vendors in the world-only at the ACA Annual Convention. With more than 100 booths in place, you’re guaranteed to find the services and tools you’ll need to help you achieve ground-breaking results and achieve your professional goals.

**ACA Careers**
ACA Careers is an opportunity for members and potential employers to post resumes and list career possibilities.

**ACA Resource Center**
The one-stop shop for information on ACA Staff will be on hand to answer questions about ACA resources and membership.

**ACA Book Shop**
The complete line of ACA publications, videos, home-studies, and merchandise will be available for your review.

**Networking**
Join your friends and colleagues at the 2004 ACA Annual Convention, which promises to be the most exciting and educational meeting that the American Counseling Association has ever held! Meet and be welcomed by leaders in your profession...you’ll also have a chance to meet one-on-one with distinguished counselor educators, scholars and authors!

For your convenience - now there are four ways to register
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- Please call ACA at 800-347-6647, x222 if you have any difficulties with this process.
- Download our registration in PDF format and fax the completed document to 800-473-2329.
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— See you in Kansas City! —
Insurance and legal issues generate FAQs

BY PAUL L. NELSON
FOR COUNSELING TODAY

The American Counseling Association’s Insurance Trust staff fields a variety of telephone calls each day. The most frequently asked questions from counselors and human resources professionals concern the necessity of, and process for obtaining, professional liability insurance.

Q: What kinds of circumstances generate liability claims?
A: Although there are numerous ways in which legal difficulties can arise, among the most common are family disputes. In divorce or child custody disputes, one of the parties can become upset if it appears that the counselor has willingly appeared to testify and has given a more favorable opinion to one side. Counselors are frequently asked to produce records when these cases end up in court. Usually, the counselor should attempt to get authorization to release information from all the participants in counseling. Otherwise, a court order should be obtained. Counselors should speak with their own attorneys or the ACAIT Risk Management Helpline for assisting in figuring out their duties in family disputes.

The most serious situations involve acts of violence committed by the client against his or her own person, or someone else. Other liability claims involve clients who have become attracted to their counselors or perceive a dual relationship. While the policy excludes intentional acts, it will defend the counselor against unfounded complaints.

Q: Why do I need insurance?
A: Insurance covers both formal and an ultimate judgment in the event of a lawsuit, but also provides legal assistance in the event of a licensing board or ethics committee complaint. In those cases where a complaint is filed against the counselor, it is crucial to have insurance. In addition, ACAIT provides a risk management helpline for policymakers that helps them clarify their legal responsibilities before a situation escalates.

Q: What do the limits of liability mean?
A: The standard limits of liability are $1,000,000 per occurrence and $3,000,000 or more in the aggregate. The first number is the maximum that can be paid for any single claim. The second number indicates the most that can be paid for all claims during the policy period.

Q: How long will it take to get insurance in place?
A: If the applicant uses the online method, answers the questions correctly and meets the underwriting guidelines, coverage can be obtained immediately. In other cases, the wait for documentation can be 10 to 14 days.

Q: What if I need a group policy?
A: A group policy requires a special application that may be obtained by calling the ACAIT staff at 800.374.6647 ext. 342.

Q: What do I do in the event of a complaint?
A: A claim can take many forms, such as an oral threat, a letter from an attorney, a notice from the licensing board or a summons and complaint. Contact the insurance company any time this occurs. If you have taken out insurance personally, the policy covers the professional around the clock, in any professional setting.

Q: What if I need to make changes to my policy?
A: Changes to your coverage, including changes to the limits of liability, address changes or the naming of additional insureds should be made by contacting the insurance administrator. If you know your policy number, you may make some of these changes yourself.

If you have questions about professional liability insurance, please contact the ACA Insurance Trust at 800.347.6647 ext. 284.

Paul L. Nelson is the executive director of the ACA Insurance Trust.

Finding Your Way
Continued from page 18

because, being a female, I was always seen as vulnerable, weak, server of the husband, dependent (though I had a job for many years) and so on by most of people in my society. As a result of my cultural influence, generally I always experienced low self-esteem.

Then it was so assuring for me to see that people in this California university were from so many diverse cultures. I could see many Asian, Latino and African students along with Europeans in the college. It was a pleasant feeling to know I was not the only person from a different ethnic background. I also found many people being very helpful, so I liked the environment of the college and of the classroom.

I did not realize at what point I was standing on my own and how much I was ready to cope with unfamiliarity until I left Kimberly's home. Kimberly and her husband guided me in every step as if I were an infant just learning to walk. In my first few days here, people asked me if I were overwhelmed. Some expressed their concerns about how I could deal with everything, having so little money and missing my children and husband back home. I was feeling satisfied (but still sad and homesick) because I was enjoying seeing new things everyday and learning basic life skills day by day.

But I was feeling lonely, confused and homesick most of the time. I was not ready to learn many things when I could only remember a few things. I could not figure out how to use the buses. One night, I became lost trying to walk the three miles to the place where I was staying. I couldn't understand why the names of all streets are similar and I could not remember where I lived. It was getting darker and I was apprehensive. I didn't see a telephone to make a call and I didn't see people to ask for directions. I wanted to cry about how weak and poor I felt here. I remembered that back in my country, my teachers and my colleagues always told me that I was courageous, brave and intelligent. But how much weakness, incompetence and unintelligence I was experiencing at that moment, they did not know.

Sushila is now settled in her new room that she rents from a family near campus. She is slowly but surely learning American ways. She has begun classes and is finding her way around campus with the assistance of her new classmates. She has had to learn how to use crosswalks, elevators and escalators for the first time. She is learning how to use appliances such as the microwave, the washing machine and dryer and remote controls. I was surprised to learn that she did not even have a refrigerator in her home and she washes her clothes by hand in Nepal. Despite the whirlwind of changes to her environment, Sushila is getting along just fine. She is adapting well and soon will fit right in. I imagine that she will find herself homesick from time to time. I can only hope that she will be able to find comfort in her new counseling family here.

When I attended my first classes, suddenly I felt doubt: "Was my goal of coming here to study counseling realistic? Will I be able to succeed in my study?" I found myself being the least assertive person in the class. Everyone in the class was so talkative — everyone seemed so confident, but I was feeling inferior to all of them. I hesitated to speak because, many times, people did not understand my pronunciation. I felt sad and lost, lonely among thousands of people, and the overwhelming feeling returned.

Gradually, I learned to go college alone, started study and began to find the way around campus, and it was victory for me. I was no longer in danger of being lost. I started to feel stronger when I found I learned basic survival skills and became more independent. I found some people

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Counseling Today - February 2004
who were even less familiar with the area/culture than I, and when I helped them, I was happy because, first, it was pleasant to be able to help people who asked me for information, and secondly, I realized I was not the only person who was new and unfamiliar with the environment here.

I am still facing many challenges in my endeavor to be a counselor — to understand everything in classroom, to understand different slang people speak, to learn about people's cultures and to complete my assignments in a grammatically correct way are big challenges I face every day. I may have more challenges to overcome than the rest of the students of my class, but I like to face the challenges, because I know that without facing them, a person cannot grow.

Yet sometimes I feel such deep pain in my heart, missing my children and family. The guilt that, in my race to develop my career, I could not be a caring mother to my children. I hope my children might view me as role model and forgive me for leaving them for this long duration.

I still do not know very clearly how studying counseling study will help me to contribute to my society more effectively; although the experience of studying in this country is incredible, I still do not have much confidence in my ability to counsel people. I try to compare the classroom interaction with that of my country. The learning environment I found here and experienced being both a student and teacher in my country is quite different. I admire the ways of teaching at this university.

Sometimes I wonder how counseling will be useful for those people who live in a developing country like mine. I wonder how I will incorporate the knowledge I obtain at the university in practical life. I am not fluent in English and do not understand people much and, many times, they do not understand me. So I may not be able to serve as a counselor here in this country. And I do not know of people in my country who want to see a counselor, because they have other basic survival needs that they view as more important than concentrating on feelings or psychological needs. I honestly do not know if I will be able to serve as a counselor after completion of my study or not. I hope I will find the answer when the time arrives.

Aside from the different ways in which we do things in our daily lives, Sushila and I are actually similar in more ways than either of us initially anticipated. We both aim to be good students. We both value our family enough to make personal sacrifices for the bettering of their futures. We both overcome great odds to get to where we are. And we both hold the same dream — to be great counselors.

Editor's note: Kimberly's story about her voyage to America from South Vietnam as an infant appeared in the July 2003 "Finding Your Way" column.

Sushila Kattel and Kimberly Thompson are both students in the counseling program at California State University-Fullerton. Kimberly is president of Chi Sigma Iota-Kappa Omega chapter.

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Sushila Kattel and Kimberly Thompson are both students in the counseling program at California State University-Fullerton. Kimberly is president of Chi Sigma Iota-Kappa Omega chapter.
Rural counseling

Continued from page 77

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nities are more tight-knit and everyone knows and supports one another, counselors can build good, solid relationships with their clients.”

Supervision, CE

Because there are not a lot of others to turn to for professional advice or supervision, it’s important for rural counselors to seek out other professional relationships. Parkman meets with a peer group on a monthly basis. “We talk about real case issues and the ethics involved. I can’t emphasize the importance of counselors talking among themselves about issues that they are facing, it’s almost like peer supervision.”

Although there are models of training focusing on rural counseling in psychology and social work, Drew is unaware of any training that exists in counselor education that addresses the rural context of the practice. She noted that these examples can be looked at for future curriculum and training within the counseling profession. She would like to counsel educators and supervisors well versed in rural training programs, and also have internships more available in rural areas. Drew said counseling students should be informed on the different lifestyles of rural areas, how rural counselors deal with referral challenges, how they can break into the community and build trust.

Continuing education is a touchy issue among rural counselors. Drew noted that while many rural counselors must travel long distances for professional connections such as meetings, conferences and seminars, they value the interaction and the chance to catch up on new theories, practices and treatment. “The people from the farthest away (towns) are always there, and yet often the counselors next door to the conferences are not,” Drew said.

Drew added that, although rural counselors may be tempted to neglect their responsibility to participate in professional development opportunities because they don’t want to travel, it is important for them to keep abreast of current training and issues in order to positively serve their clients. “Ongoing professional development is a bit easier now with Journal-Learning quizzes (which are featured monthly in Counseling Today, that allow readers to earn CE credits at home) and such, but it’s still a real challenge. It’s hard, but it needs to be done.”

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American Counseling Association

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Washington Update

Continued from page 14

current DOT policy discriminates against those substance abuse counselors who have a license in counseling rather than in social work, employee assistance or psychology.

According to DOT rules, only doctors, psychologists, clinical social workers, employee assistance professionals and ICRC- or NAADAC-certified addiction counselors are qualified to perform substance abuse evaluations on transportation employees. This means that some LPCs who have the necessary training and experience in addictions, including many state-licensed addiction counselors, are barred from becoming substance abuse professionals under DOT definitions. The policy does allow LPCs to treat transportation employees, yet prohibits them from evaluating the same people.

Past efforts to convince the DOT of the inconsistency of recognizing some state-licensed health care professionals but not others have failed, and DOT has shown a remarkable unwillingness to reconsider its position on this issue. Consequently, ACA is lobbying for a legislative solution. ACA staff members have been meeting with staff members of the House Transportation Committee to explore statutory language requiring that “Licensed Professional Counselors” be added to DOT’s list of acceptable credentials. DOT should not eliminate LPCs simply on the basis of their license, rather than judging their qualifications. ACA is not advocating, however, that all LPCs be allowed to perform substance abuse evaluations. Like any other provider under DOT rules, LPCs would have to prove experience and training in addictions and undergo a DOT training program on substance abuse.

For more information, contact Dana Alpert in ACA’s Office of Public Policy and Legislation at 800.347.6647 ext. 242 or e-mail dalpert@counseling.org.
A burning desire has developed in me to do the best job possible at anything I try. I want nothing to do with a task if I am not ready to give my full commitment or don’t possess the skills needed to succeed. Beginning my master’s degree in counseling felt no different.

It was an obligation to know everything possible about it in order to do a good job, which is why Option B of Assignment One — to receive professional counseling — was so appealing to me. Option A — to shadow a counselor — was something that would come later in the program, but to actually be on the other side as a client was an opportunity that I’d never had.

Option B was clearly my first, last and only choice for this assignment.

Professional understanding was not the only motivating force for this particular assignment. My mission was twofold. This would be an opportunity to change my ways as far as understanding why an assignment was given and to really learn something crucial to being a better professional. The second aspect was to make a stand in my ongoing battle against procrastination.

The two-pronged attack to this assignment still left me with mixed emotions about it, though. I knew what I wanted to do, but doing it proved more difficult. I knew my focus has changed. It was not only to fight procrastination, but also to learn some of my weaknesses and discover its counseling center.

When I called to set up an appointment, the urge hit me to hang up the phone and play it safe once again. My rationalization was that I really did not need any counseling, but the desire to be a competent professional moved me forward. What I had to do was minimal at best, compared with what it must be like having to seek counseling for a more serious problem. I realize more fully how true the cliché is about knowing you have a problem is half the battle. The other half of the battle is actually doing something about the problem. Empathy for clients became much more obvious to me at this point.

It was a sunny, slightly overcast, early autumn morning, and I was feeling excited about the opportunity at hand. Driving to the appointment gave me a great chance to reflect and untangle my confusion over what I should talk about.

The source of most of my bewilderment was how deeply into my life I should delve. I’m only scheduled for an hour, I thought, so will some doors be opened that will need to be closed in another session? Should I hold back or let it all hang out? Is there anything I don’t want to talk about? Should I talk about my dad and the fact that the five-year anniversary of his passing is Friday? Do I let her lead and simply follow, or do I lead? Heck, what do I talk about? How do I get started?

My hands began to get clammy as I stepped from my rusty yellow car and marched into the unknown. It was the height of rush hour, between classes, so wearing a zigzagging course among student flight to and from class made me feel at home on campus again. With my hat back and bag slung over my left shoulder — just like the good ol’ days — the memories of my college years came back while I took a shortcut across the grass in front of Hubbard Hall. Once again, so many times, I found myself running late but yet in no hurry to get where I needed to go.

I was thinking in admiration about my ways during my college days when an epiphany seemed to hit me. I realized during my college days and how much I’d love to go back to the simple life before I was married and when I had no worries about being a father.

The sun warmed my face as I rounded the corner and talked to the lady at the head of “Room 304, college life,” and the office door opened, letting the cool August air cool my perspiring body, I thought. The adage of the cold learning center was more than true for me.

As I entered the small, personal, office first on her invitation. It was small, personal, almost a little cramped, with a soft tan color on the walls and the overcast sky lighting the room through a monstrous window. She asked if I wanted to have a seat and showed me where I could sit. It was interesting that she did not tell me what to do, but invited and offered. She let me be in control the entire time.

The door with a soft breeze knocked on the door and I could see my friend sitting there, her face was a little red, and she said she was going to her appointment with a man she didn’t know. She was a little nervous, and it was a little awkward for me. She asked me how I was doing, and if I needed anything. I told her I was doing well, and that I was happy with my progress. She listened for a moment, and then said she was going to her appointment. I thanked her, shook her hand and said I would be back.

The hour flew by, and before I knew it, she was saying, “We’ll need to wrap this session up.” I wondered, what exactly did we accomplish? How could she make ends talk when I had nothing to talk about? What can she give me advice? Standing up and thanking her, shaking her hand and leaving her office, I realized that she didn’t have to tell me anything — I figured it out for myself.

Walking to the student center, I wondered what I’d accomplished from this experience. Did I grow? What did I learn about counseling? More than anything else, I realized how much there was still to learn. This was an extremely valuable experience for me, and I am ready to go back.

Gaining true empathy and understanding for the client, which is one of the pillars in counseling, can only be reinforced by experiencing the same emotions and feelings experienced by the client. Theudge of counselors needing their own counseling runs true for me, because now I understand a little about how a client must feel.

My focus on this assignment was not only to fight procrastination, but also to learn some valuable lessons that will make me a better professional. I learned more from this assignment than any other individual assignment I have done thus far in my master’s program. I am proud of myself for pushing past the fears and uncertainty, learning about what it takes to have empathy and keeping my eyes focused on the process and not the outcome.

BY CODY DICOMAN

Cody Dicoman is a graduate student at Wichita State University.
**CONNECTIONS:**
Clients, Colleagues, and Community

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Counseling Today - February 2004

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How to survive when your heart's been broken

Mid-February may be cold and icy in most places, but it's also the time for warm, fuzzy, positive thoughts about love and relationships. From the anonymous Valentine's cards passed around in grade-school classes to the TV and magazine ads for serious investments in diamond jewelry, each February 14 brings constant reminders of how wonderful it is to be in love.

But despite all the starry-eyed publicity that relationships receive at this time of the year, it's also a fact that not all of them last forever. Love may be wonderful, but having the present love of your life announce that it's just not working out and that he or she is out the door is anything but wonderful. When it happens—and it does to almost everyone at one time or another—it can leave us feeling shattered, unlovable, abandoned and very much alone. It can make us feel as though our life can never again be the same and experience pain that is truly excruciating.

What can you do? Start by following the age-old advice given to everyone with a broken heart: let time be the healer. As time passes and you gain distance from the breakup, you'll also gain perspective. Realize that you will heal, and give yourself the time you need. Recognize, also, that you will heal at your own pace, not someone else's.

Such advice, of course, is of little consolation when the wound is new and the ache immense. Here, then, are 10 practical tips to help you get through this initial period of pain:

- Recognize this as a loss, similar to the death of someone close to you. That means you will mourn. That's natural and inevitable. Don't beat yourself up or feel guilty for being sad and angry.
- Acknowledge that the day will come when you will get better. When you have the flu, you know it won't last forever. Think of this pain as a flu of the heart. It's going to go away, too.
- Take care of yourself physically. Get lots of rest but don't languish in bed. Exercise. Eat well and sensibly. This is neither the time to overindulge on junk food nor the time for stringent dieting.
- Put structure in your life. Stick to your regular schedule as much as possible during the week. Make plans for evenings, weekends and holidays.
- Realize you really aren't alone. Seek the support of others. There's nothing to be ashamed about. It's okay to accept comforting, but don't wallow in repeated storytelling. Instead, do something for or with someone else. Consider the help of a professional counselor.
- Invest your energies in life. Surround yourself with things that are alive: plants, pets and kids. Nurturing others is a fantastic way to nurture yourself.
- Be aware of the rebound. This is not the time to rekindle old, failed relationships nor the time to start a new one. You need time alone to get to know yourself again.
- Start something new, interesting and involving. Develop a new interest or rediscover an old one. Take a class at the community college, pick up that craft project that's been gathering dust, go on a tour—even if it's in your own town.
- Forgive your ex-lover. Forgive yourself. Celebrate the good in the relationship that ended, but don't hold on to mementos from it. They can keep you stuck in the past. Honor what you had, then let it go. Burn, bury, throw out or give away those reminders. Don't go out of your way to revisit those special places. And don't contact your ex-lover, hoping for unrealistic reconciliation. Accept that when something's over, it's over.
- Refirm yourself. You have value. Be gentle with yourself. Your life is well worth living. Anticipate a positive outcome and accentuate your positives. Learn from this experience and evaluate your own growth. Take stock and make realistic adjustments where you need to.

Taking these simple steps can help minimize that pain and put your life back on a positive, solid footing. And one day soon, you will be able to commend yourself for your courage and your survival. You've made it! And hopefully, come next Valentine's Day, you'll again be a participating member of the relationship celebration.

Mary Guindon is the department chair for the Department of Counseling and Human Services at Johns Hopkins University in Maryland. She is a licensed clinical professional counselor and a licensed psychologist with more than 20 years counseling experience.
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Children of divorce: the younger the age, the more difficulty in finding intimacy in adult life

Younger children are less able to comprehend or cope with their parents' divorce and related issues; accordingly, research has shown that these children are far more likely to develop unrealistic expectations of relationships and marriage when it becomes their turn to find a life partner. Adult Children of Divorce surveyed for the article revealed such effects from parental divorce on their intimate relationship ideals, and it was not uncommon to find that they viewed arguments as precursors to divorce and that they needed “perfect” partners to be happy. Participants consisted of 315 graduate students at the University of New Orleans who completed the Relationship Ideals Scale. Results indicated that parental divorce significantly affects the importance of affection, passion and independence in their adult relationships. Implications for counselors, counselor educators and future research are also given.

Citation: Conway, M.B., Christensen, T.M. & Herlihy, B. Adult children of divorce and intimate relationships: implications for counseling (October 2003). The Family Journal.

How to report effect size in quantitative research

The purpose of this article is to assist researchers in meeting the requirement of reporting effect sizes in quantitative research studies submitted to the Journal of Counseling & Development. This requirement is detailed in the “Guidelines for Authors” included in this issue. The authors provide practical information on generating, reporting, and interpreting effect size estimates for various types of statistical analyses. Information is provided on the meaning of effect sizes within the larger knowledge base.


Have a heart: compassion therapy techniques

Failure of compassion may be the most common reason that families seek therapy. In terms of health and well-being, compassion is the most important attachment emotion. Counselors have an incredible opportunity to ensure that clients implicitly recognize their loved ones and others as different — with their own temperaments, sets of experiences, beliefs, values, and habits of emotional regulation — but also worthy of value and consideration. Love without compas- sion — and its accompanying resentment and/or manipulation — tends to be superficial, possessive, controlling and sometimes dangerous, and it is crucial to ensure that compassion is maintained, even during the most stressful times. Benefits of self-compassion are also noted.

Citation: (Techniques To Share column). Compassion power: helping families reach their core value (January 2004). The Family Journal.

Correction: In the December 2003 issue, the synopsis on “Overcoming anti-Semitism in the counseling profession: a discussion” should have listed the following citation: Kiselica, M. S. Anti-Semitism and insensitivity toward Jews by the counseling profession: A gentle's view on the problems and his hope for reconciliation — a response to Weinrach (2002). Journal of Counseling & Development, 81, 426-444.

Highlights from recently published ACA journals; don’t miss out on timely counseling literature in your field
Breaking down barriers to multiculturalism
Lessons learned from the National Tour for Multicultural Competence and Social Justice

In 2002, I was invited to join the Diversity Task Force of the College of Education at the University of South Florida. Joining the task force helped me realize that many faculty members wanted to make the organization more responsive to diversity. I also learned that other committed faculty members had formed groups in the past to assess the degree to which our college reflected the diversity of our metropolitan community in terms of the composition of our faculty, students and curriculum and whether we were effectively preparing our graduates to work in diverse and urban settings. It is generally recognized that these questions are particularly relevant to all institutions of higher education, given the dramatic cultural-racial transformation of our contemporary society.

As a person who values multiculturalism, believes in social justice and teaches multicultural counseling courses, I felt a responsibility to help realize the charges of USF’s Diversity Task Force. “Fostering the development of culturally competent graduates, students, faculty and support staff”—one of the task force’s diversity-related strategic goals outlined by Harold Keller, our interim dean at the time—became my main focus of interest. With this charge in mind, I began studying ways to create opportunities for students to increase their multicultural competence. It was during this time that I received information from Patricia Stevens, a leader in the American Counseling Association, about a national tour that was currently underway that was relevant for the charge of the Diversity Task Force at USF. From the information that Stevens provided, I further learned that the national tour, which is sponsored by the National Institute for Multicultural Competence (NIMC), is designed to help support and build on multicultural and social justice initiatives that are being implemented by numerous universities across the United States.

To accomplish this goal, the tour organizers provide a broad range of professional development training opportunities that are intentionally designed to foster administrators’, faculty members’ and students’ levels of multicultural competence and to support their commitment for social justice. I also learned that the NIMC comprises a group of internationally respected multicultural and social justice advocates who recognize that the fields of education and mental health are entering a new era.

Some of the leaders in the NIMC include Michael D’Andrea, Judy Daniels, Allen Ivey, Mary Bradford Ivey, Don C. Locke, Thomas Parham and Gerald Wing Sue.

These professionals have noted that some of the factors that are contributing to the emergence of a radically new era in the educational and mental health care systems in our nation include:

- New challenges that educators and mental health practitioners face as they are increasingly called upon to deal with the rapid cultural-racial transformation of our citizenship, and
- Recent reports (e.g., the recent report on the state of our public education system by the National Education Association, or the 2001 Surgeon General’s General Report on Mental Health and Culture) that describe the overall failure of our existing school and mental health care systems to effectively and ethically meet the psychosocial needs of millions of persons from culturally and racially diverse groups in our society.

Continued on page 35
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Shares information, training and advocacy related to adult development and aging issues; and addresses counseling concerns across the human life span. Semi-annual newsletter; Journal: Adoption Times and Aging Matters. Journal: AACA Membership required for Professional $35; Regular $26; New Professional $13; Student $15; Retired $13. AACA Membership not required for Professional Affiliate $26 plus $10 processing fee and Student Affiliate $13 plus $10 processing fee.

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ASERVIC is an organization of counselors and other human development professionals who are convinced that spiritual, ethical, religious and other human values are essential to the full development of the person and the profession of counseling. Quarterly newsletter; Journal: Counseling and Values. ACA Membership required. Dues: Professional $40; Affiliate (Regular) $40; New Professional $20; Student $20; Retired $20.

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Supports a belief in reason, education and knowledge in the service of the human condition, including the eradication of oppressive systems of power and privilege; develops and implements social action strategies through collaborative alliances with ACA entities, community organizations and the community-at-large. Newsletter (Bi-monthly) via Internet; ACA Membership required. Dues: Professional $25; Regular $25; New Professional $12.50; Student $12.50; Retired $12.50

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*(IAMFC) INTERNATIONAL ASSOCIATION OF MARRIAGE AND FAMILY COUNSELORS
Promotes excellence in the practice of couple and family counseling. IAMFC encourages systemic thinking and advocates for the worth and dignity of all families through dissemination of knowledge in systemic counseling practice. Newsletter: The Family Digest; Journal: The Family Journal. Dues: Professional $39; Regular $39; New Professional $24; Student $24; Retired $24. To join IAMFC, but not ACA, $10 processing fee applies.

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Supports career professionals working in many settings to facilitate the career development of all individuals across the life span. Quarterly newsletter: Journal: The Career Development Quarterly. Dues: ACA Membership required for Professional category $55. To join NCDA (but not ACA) as a Regular $45; New Professional $23; Student $23; or Retired $35, $10 processing fee applies to non-ACA members.

*(NECA) NATIONAL EMPLOYMENT COUNSELING ASSOCIATION
Dedicated to helping people prepare for, enter, understand and progress in the world of work through legislative advocacy, establishing standards and guidelines, showcasing best practices and networking. Website: Global Career Development Facilitation Training, quarterly newsletter; Journal: Journal of Employment Counseling. Dues: Professional $40; Regular $40; New Professional $24; Student $24; Retired $24. To join NECA, but not ACA, $10 processing fee applies.

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About the presenter
John W. Bloom, PhD, NCC, is professor of counselor education at Butler University in Indianapolis and co-author, with Garry R. Walz, PhD, NCC, of Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium and Cybercounseling and Cyberlearning—Encore. (Order books online at counseling.org). Donna Ford, a former ACA president, created the ACA CyberTechnology Committee.

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About the presenter
Dr. Katz, a licensed professional counselor, licensed psychologist, and R.N., has more than 20 years of experience in grief and loss counseling.

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these challenges demand revolutionary changes in the way educators, counselors and psychologists are trained and conducted their work; universities have begun to provide the kinds of professional development services that are necessary to assist administrators, educators, counselors and psychologists in becoming culturally competent. While this progress is encouraging, multicultural and social justice counseling advocates agree that much more needs to be done to help educational and mental health professionals become better prepared to meet the unprecedented challenges they face in our contemporary society. The NIMC's national tour is specifically designed to serve these ends.

A successful event
The tour, which took place in late October, was a huge success. D'Andrea delivered a profound multicultural/social justice message in a dynamic and inspiring way. He presented relevant content and seasoned it with a host of small group activities that were intentionally geared to further the discussion and application of multicultural competence and social justice counseling interventions. Beyond the immediate impact that the NIMC tour had on the attendees who attended the professional presentations, I was greatly surprised when two weeks later one of my guest speakers based his presentation for my multicultural counseling class on the RESPECTFUL model that was introduced by D'Andrea. The tour was also successful in attracting a large number of professional educators and counselors, many who came from different districts in our service area. The evaluative feedback that was generated from the tour indicated that these people were positively impacted by the information and skill-building activities presented.

Lessons learned
Despite my personal elation with the outcome of the tour, the researcher-side of me led me to wonder about the significance that an event like this had on the College of Education in general and other persons who attended training sessions in particular. In an effort to investigate these questions, I interviewed several of my colleagues to assess their perceptions of the overall impact that the NIMC tour had on the College of Education at USF. What follows is a summary of what I learned:

Leadership, bridge-building issues
Kennedy and Hernandez, who serve as the director of the diversity office at USF, both indicated that they were impressed with the way the tour organizer spoke about the importance of building positive bridges within individuals in leadership positions at the university and persons at the grassroots level. They indicated that the tour coming to USF was particularly gratifying because the faculty members at USF who helped bring the national tour to our university were interested in fortifying this kind of bridge-building process. The commitment for such bridge-building was quickly manifested by a number of persons in key leadership positions at our university who supported the tour coming to USF and amplified the scope of the event after the NIMC presenter left our campus.

Timing
Keller, the current chairperson of the Department of Psychological and Social Foundations of Education at USF, indicated that bringing the tour to USF was particularly timely because most college of education administrators are talking about diversity today. The dean of our college is no exception to such discussions. In this regard, Kennedy indicated that, while she was interested in all of the topics that were covered by the tour, she directed particular attention to comments that were made about the importance of finding new ways to partner with faculty and students to further promote multicultural competence and social justice at USF. Kennedy also emphasized that the NIMC tour was a great way to kick off additional events that focus on multiculturalism and social justice, which she hopes faculty members will include as part of their academic endeavors. Our new dean also indicated that the national tour had led her to think further about a concern she has regarding the underrepresentation of faculty of color in the college and the need to improve our recruiting efforts to bring more faculty members and students of color into our education.

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Dignity, Development & Diversity

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al community. She also acknowledged that she likes the emphasis that the NIMC tour placed on the importance of infusing multicultural issues throughout the curriculum in all of the courses offered by the COE.

Collaboration

The participation of so many persons in the College of Education and the Diversity and Equal Opportunity Office clearly demonstrated the effectiveness of the collaborative efforts that many persons demonstrated in planning and participating in this event. These collaborative efforts were largely based on the community of interests that were shared by administrators and faculty members affiliated with the COE and the DEO; interests that had common values about multiculturalism and social justice at their core. With these interests and values in mind, the administrators and faculty members who worked to make the event a success demonstrated the sort of professional unity that is indeed necessary for institutions of higher education to realize diversity-related goals and strategic plans.

Academic inquiry

Addressing issues of diversity has become an integral part of our academic work at USF. However, as Barbara Stur- cliffe, one of the leaders on the Diversity Task Force, reported, the information brought to USF by the national tour underscored the importance of having some type of space where faculty, staff and students could raise concerns and ideas about multiculturalism and social justice as well as having more access to programs and receive a greater level of encouragement to pursue their interests in these areas while they are members of our learning community.

Meeting our needs

Several of the members of the COE, including our dean and several department chairs, indicated that they appreciated the ways in which the NIMC tour tailored the professional training activities to meet the specific needs of the college. According to Kennedy, D'Andrea was not only interested in giving a presentation but also wanted to help the College of Education move forward in fostering multicultural competence and social justice. He presented a broad definition of diversity and shared his own interests in pursuing his own areas of multicultural and social justice counseling programs.

Awareness

According to Tomas Rodriguez, one of the Latino faculty members in the COE at USF, the tour exposed faculty to the broad range of needs of students from diverse cultural-racial groups routinely experience, while at the same time offered suggestions to better teach these students. He also stated that the tour represented an excellent effort to promote multicultural competence and social justice at USF because it legitimized the university's mission to support diversity.

Message

The National Tour for Multicultural Competence and Social Justice also addressed the question of what message do you want to send as a college. The tour acknowledged our collective value for and commitment to promote human diversity at USF. This was important to acknowledge our collective values and commitment in this area because, as a large urban university, the administrators, faculty members and students are by and large genuinely committed to promoting multiculturalism and social justice in our professional and personal endeavors. In commenting further on this latter point, Kennedy said that "by bringing the NIMC tour to USF, it demonstrates what we are about regarding our commitment for diversity."

Cascade effect: more NIMC support, ongoing institutional efforts

The NIMC's formal tour had many positive effects on our community. Several members of the Diversity Task Force commented that the impact of the NIMC tour greatly complemented the task force's goals and mission. This was important because the Diversity Task Force was given the responsibility to conduct the end-of-the-year faculty meeting at the College of Education and focus attention on specific things that could be done to further promote multicultural competence and social justice within our own institution in the future.

Future multicultural, social justice counseling programs

In conducting my own evaluation of the impact of the NIMC's tour at USF, I learned about some of the things that we need to think about and consider when planning to bring other multicultural and social justice advocates to our university for professional training purposes in the future. One of the key points made in this regard involves the importance of aligning the NIMC's special events with the strategic plan of the university. As Kennedy explained, our strategic plan explicitly calls for us to be mindful of our commitment to diversity issues. Therefore, future events should communicate to faculty and students that we value diversity and help us make diversity and multicultural issues an integral part of everything we do. It would be particularly important for multicultural programs to help us focus on strategies that are aimed at increasing minority student retention, faculty enhancement, creating an accepting climate and other topics we choose to have addressed during such events.

Furthermore, future programs should help us take what we have learned and effectively infuse this learning into our teaching programs. Future events such as those that focus on action and provide credible data to proceed. As one of my colleagues said, "Diversity is our reality; we have some work to do, so let's work together."

It might be added that future multicultural and social justice training programs should address innovative strategies that lead to the effective teaching about multicultural and social justice advocacy competencies. These kinds of training initiatives would be helpful in clearly defining the meaning of these constructs, outlining practical ways to implement multicultural and social justice counseling strategies and helping others become aware of specific ways in which we can continue to develop a greater level of mastery in these areas in the future. In sort, it is recommended that these kinds of professional training endeavors provide blueprints that assist counselors in better understanding how knowledge about human diversity can be used in practice and infused into the curriculum. One of my colleagues added that future programs should make it a point to help us establish a clear goal that the persons who attend such training opportunities would make and commit themselves to striving to achieve in their professional and/or personal lives. By establishing these kinds of goals, individuals would leave multicultural and social justice counseling training programs having an extraordinarily clear idea of what they are going to do to promote multiculturalism and social justice in the future. It will also help them to clarify how they might go about implementing strategies in counseling practice and in counselor education courses that they may teach. Herbert Exum, the counselor education program coordinator at USF, summarized these points by emphasizing that future programs should always emphasize the commitment to take action and to behave differently because knowledge is not enough. By taking our knowledge of multicultural counseling and our collective commitment to social justice, we can do much to promote human dignity and development through diversity.

Carlos P. Zaliquett is an assistant professor and coordinator of the Community/Mental Health Counseling Program in the Department of Psychological & Social Foundations at the University of South Florida, and can be contacted by e-mail at cpe@usf.edu.

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ASCA celebrates National School Counseling Week, new resources, new offices

Submitted by Collene Fisher cfisher@schoolcounselor.org

This month, the American School Counselor Association celebrates National School Counseling Week, Feb. 2-6, by offering kits to its members to educate their schools and communities on the benefits of school counselors' work. Also to debut that week is our "day in the life of a school counselor" Web streaming video. Created with VirtualJobShadow.com, its aim is to help promote the profession of school counseling to elementary, middle school and high school students. Visit www.schoolcounselor.org to view the video.

As far as conferences go, we're encouraging members to make their voices heard at ASCA's Advocacy and Public Policy Institute March 20-23 in Washington, D.C. We're also gearing up for our annual conference June 27-30 in Reno, Nev. — offering "super saver" rates to those who register by March 1.

East meets West: Chinese counselors visit ACA

Shi Dinghuani, Secretary General of the Ministry of Science and Technology of China and also the head of the Chinese Counseling Association, led a delegation to visit Washington, D.C., in late December. He and other government and embassy officials representing the Chinese Counseling Association visited with the American Counseling Association's Executive Director Richard Yeh to discuss collaboration between the two groups. Other ACA representatives included Courtland Loe, a past-president; Frank Butnett, grants manager; and Larry Freeman, ethics manager.

And, of course, we have new resources! In our online bookstore, you can now find "The School Counselor's Healthy Woman Kit," by Healthy Inspiration. It contains teaching tools designed to increase students' awareness and skill levels related to the 10 key traits of today's healthy woman. You'll also find two new publications — "Seeing Red: An Anger Management and Peacemaking Curriculum for Kids" by Jennifer Simmonds, which covers an effective approach to anger management for elementary and middle school students, and "Never the Same: Coming to Terms with the Death of a Parent" by Donna Schuurman, for those rearing children who have lost a parent or for counselors who want to help those grieving after a parent's death.

Additionally, ASCA and the American Association of Suicideology have teamed up to provide valuable information on suicide signs and prevention methods to school counselors — and it's now available to ASCA members free of charge. The document, a list of frequently asked questions, was developed to provide school counselors with an outline of some of the warning signs, verbal clues and behavior changes of at-risk students, as well as to describe the school counselor's role should such a tragedy occur.

Together with learning, school counselors are also "RAMPing" up their school counseling program with the ASCA Model Program (RAMP) designation. Based on the ASCA National Model: A Framework for School Counseling Programs, the RAMP designation gives school counselors the confidence that their programs align with a nationally accepted and recognized model, helps them evaluate their programs and identify areas for improvement and identifies designated schools as exemplary educational environments.

Lastly, our headquarters has moved. Though it's only around the corner, we do have a new address: ASCA, 1101 King St., Suite 625, Alexandria, VA 22314. To contact the office, call 703.683.ASCA, FAX 703.683.1619 or e-mail ascaschoolcounselor.org. For more information on ASCA and school counseling, visit www.schoolcounselor.org.

ARCA's new webpage address

Submitted by Tim Janikowski tjanikowski@acsu.buffalo.edu

ARCA has successfully moved its webpages to the American Counseling Association's server. The webpage contains the latest information important to rehabilitation counselors and those interested in disability-related issues. You may find the new website at www.counseling.org/arca.

IAAOC addresses multicultural issues

Submitted by Jose Villalba jose_villalba@uncg.edu

The International Association of Addictions and Offender Counseling's Committee on Multicultural Addictions Counseling is interested in addressing multicultural issues, factors and influences related to the treatment of clients from diverse backgrounds. In a society that finds itself in continual demographic flux, with ever-increasing diversity in minority populations, indigenous cultures, immigration patterns, native languages other than English and disability concerns, addictions and offender counselors must make strides to consider their clients' needs and presenting problems. Therefore, the committee's mission is to provide the IAAOC membership and governing board with provisions, conditions, situations and ideas to consider when working with diverse populations.

"Multicultural" counseling is considered to be the "fourth force" in the counseling field. The influence of a person's race, ethnicity, native language, socioeconomic status, religion, disability, sexual orientation and gender on his or her personality, behaviors, reactions and coping mechanisms is powerfully evident. Moreover, addictions and multicultural factors can play a very important role in the lives of offenders and people with addictions, in turn leading counseling professionals working with individuals to consider a variety of situations and circumstances when diagnosing and treating these clients. This new committee seeks to educate addictions and offender counselors on the benefits of increasing "their multicultural awareness, knowledge and skills in their efforts to assist all clients."

In order to present timely and relevant information, the committee will consider specific information related to the assessment of addictions in multicultural and diverse populations. Also, socioeconomic factors associated with the status and correctional situation of offenders will be tabulated and disseminated by the committee. Of additional importance is the interconnectedness of youth culture, drug culture and minority culture. Consequently, the committee will provide IAAOC members with the potential impact of the aforementioned topics on their clients. Finally, due to the collectivistic nature of most minority groups, the committee will address the specific and unique experiences of family members of offenders and individuals grappling with an addiction.

It is the committee's intent to present information on multicultural addictions and offender counseling to the IAAOC Board and membership at the General IAAOC Membership Meeting, taking place during the 2004 American Counseling Association Convention. IAAOC members interested in participating in the Multicultural Addictions Counseling Committee are welcome to contact committee chair Jose Villalba at jose_villalba@uncg.edu.

Six divisions host joint reception at ACA Convention

Submitted by Kay Brawley kbrawley@mindspring.com

The National Employment Counseling Association, National Career Development Association, Association for Assessment in Counseling and Education, Association for Counselors and Educators in Government, American Rehabilitation Counseling Association and American School Counselor Association will host a collaborative reception for the third consecutive year at the American Counseling Association convention on Friday, April 2 in Kansas City, Mo. The opportunity to network with members from this varied group of counseling divisions will be from 5:30 to 7:30 p.m. in the Garden Terrace of the Westin hotel, NBCA will host a meeting in the NECA suite at the Hyatt hotel of the Alliance for Career Development. The meeting will begin at 4:30 p.m., just prior to the reception, to discuss common issues in career and employment development.

Join NYMHCA in a "New York State of Mind"

Submitted by Judith Ritterman jrir@optonline.net

"A New York State of Mind: Celebrating a New Era in Clinical Counseling" is the theme for the New York Mental Health Counselors Association's first convention, which is scheduled for April 16-18 at the Marriott Hotel in Albany, N.Y. This convention marks the celebration of the passing of a long-awaited bill signed in December 2002 by Gov. George Pataki that gave professional mental health counselors statewide recognition. Now that the licensure law has passed, New York now joins 46 other states in recognizing professional licensure for mental health counselors; now, counselors meeting board-directed criteria will be issued a license to practice in New York. Since the passing of the licensure law, NYMHCMA members have been diligent in their work.
to put together their first convention and develop a program that reflects the dedication and integrity of mental health counseling professionals throughout the state of New York. The committee for the 2004 convention, directed by Signe Kastberg, has created a dynamic program that demonstrates the progress of the developing licensing board, highlights leading organizations, and provides a forum for professional discourse and education. This convention will host keynote speakers Jeffrey Kotler, professor and chair of the counseling department at California State University-Fullerton; Thomas Clawson, executive director of the National Board for Certified Counselors; and Gall Adams, president of the American Mental Health Counselors Association. For more information and registration, visit the NYMHCA website at www.nymhca.org.

Judy Ritterman, president of NYMHCA and activist in the legislative action, has been instrumental in keeping the focus of the association toward changing the laws that governed licensure in New York. NYMHCA, has provided at least 10 years of service to NYMHCA, the non-profit organization formed more than 30 years ago as a division of The New York Counselors Association. NYMHCA provides a variety of services to the members of the association and to the communities of New York. These services include a quarterly newsletter for keeping members up-to-date on all activities and developments, online “Find a Counselor” and “Find a Supervisor” directories, and opportunities for advertising. NYMHCA is currently funded by the efforts of almost 600 members and many generous donors. For more information on how to join NYMHCA, visit www.nymhca.org or e-mail Theodora Heintz, office administrator, at nymhca@optonline.net. You can get more information about membership and the NYMHCA 2004 convention by visiting the NYMHCA website at www.nymhca.org.

**ARCA efforts on your behalf — portability of counseling licensure**

Submitted by Tim Jankowski
tjanikow@bassu.buffalo.edu

The American Association of State Counseling Boards is an alliance of governmental agencies responsible for the licensure and certification of counselors throughout the United States. AASCB collects, interprets, and disseminates information on legal and regulatory matters and works to further cooperation among individuals and associations involved in providing counseling services to the public. Currently, AASCB is considering passing policies and procedures that allow counselors to transfer their licensure from one state to another. The American Rehabilitation Counseling Association supports this proposal but is concerned about the full inclusion of rehabilitation counselors. Wording under both Tier I and Tier II in the document recognizes degrees granted from “an institution of higher education that is accredited by (the Council for Accreditation of Counseling and Related Educational Programs).” ARCA has been working on adding programs that are accredited by the Council On Rehabilitation Education as well. Unfortunately, AASCB has not implemented the suggested change.

Rehabilitation counselors who are concerned about the portability of their education and credentials can use the Internet to browse www.aascb.org/state.htm to find out who the AASCB representative is in their state and urge him or her to include CORE in the portability document. To view a copy of the latest draft of the portability document, visit the ARCA webpage at www.counseling.org/arca.

**Countdown to ACCA’s national conference**

Submitted by Mark S. Freeman
Mark.S.Freeman@Rolline.edu

Wow, it’s hard to believe that The American College Counseling Association’s second national conference is just a month away (March 10-12). We are encouraged by the early response and look forward to an exciting conference.

There are 16 hours of excellent continuing education, time for networking, socializing with old and new friends and learning from a superb keynote speaker, Bob Gallagher, longtime college counseling center professional and researcher from the University of Pittsburgh, will enlighten us with his wealth of knowledge and experience. There will also be a three-hour training on legislative advocacy presented by the American Counseling Association.

I would like to encourage you to reserve your rooms for the conference as soon as possible. We have a limited number of rooms in our block; however, we certainly want to make sure that everyone is accommodated, so we will be consulting with the hotel later this month to review our block.

You may wish to reserve your room now to ensure your space. Room rates are $115 each night (March 9-11). You must mention ACCA to get the conference rate. Visit online at www.parkplace.com/grandcasinobiloxi or call 800.WIN.BILXI. (Note: because this is a nationwide number, be sure to ask for the Biloxi Grand.)

In addition to reserving your rooms, just a reminder in case you haven’t registered yet: the advance deadline for registration is Feb. 15 ($115 for professionals and $130 for students.) Visit our website at www.collegecounseling.org for registration form as well as general information about the conference, the hotel and Biloxi. Please share this information with any of your colleagues — we want to have a great turnout!

The conference sessions start first thing Wednesday morning, March 10, and end at noon on Friday, March 12. Registration will be open on Tuesday evening, March 9.

Looking forward to seeing all of you in March in Biloxi!

**IAAAC: collegiate addictions committee formed**

Submitted by Todd Lewis
tlwew@uncg.edu

Substance abuse among college students, particularly with alcohol, represents one of the most serious public health problems facing campuses today. Thus, the International Association for Addictions and Offender Counseling is pleased to announce the creation of a new committee on Collegiate Addictions.

This committee is dedicated to the exploration, analysis, prevention and treatment of addictive behaviors within the college and university student population. Our purpose is to illuminate recent empirical research and progressive trends in support of prevention and treatment programs across campuses and promote such trends throughout media and other outlets. It is our hope that this awareness and recognition will complement already useful strategies to prevent addiction as well as counsel students struggling with addiction issues. We encourage and support comprehensive campus programs supported by "top-down" strategies, where all campus personnel from university administrators to campus counselors are involved. The committee will work toward these goals, as well as discuss pertinent issues related to current research and application.

The newly formed Committee on Collegiate Addictions seeks energetic, motivated individuals to serve as committee members. Todd Lewis, assistant professor of counseling at the University of North Carolina—Greensboro, will chair the committee. Lewis specializes in addiction issues and motivational interviewing and has conducted research on theoretical explanations for collegiate alcohol consumption. The committee will be composed of a minimum of three members in addition to the chair. Membership qualifications include:

- Membership in IAAC.
- Experience in counseling in the addictions field.
- Interest in collegiate addiction issues and counseling college students.

Applicants should include a vita or resume outlining qualifications along with a brief statement of interest. Graduate students are welcome to apply. The goal is to have committee members selected as soon as possible. The committee will work primarily by phone and e-mail, and plans are developing for a meeting during the ACA Convention in Kansas City, Mo. For more information and to express interest in becoming a committee member, e-mail tlwew@uncg.edu or call 336.334.3422.

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**Russian counselors network with ACA reps**

Olga Bondarenko (far right) and Sergei Kremen, both of whom are Russian associate professors, visited with American Counseling Association representatives Larry Freeman (left) and David Kaplan to research how their academic backgrounds in psychology and career counseling apply in a professional organization setting. The scholars were hosted by George Washington University as a part of the Junior Faculty Development Program, which brings university faculty from Eurasia to the United States for a year of non-degree study in order to help them develop course curricula and to network with their American counterparts.

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*Counseling Today* • February 2004
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 are unsure who your Representative and Senators are, hit 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 communication with your elected representatives — whether by letter, postcard, phone, fax or e-mail — be sure to leave your name and postal address.

**Campus Care and Counseling Act**

On Nov. 21, Reps. Danny K. Davis (D-Ill.) and Tom Osborne (R-Neb.) introduced the “Campus Care and Counseling Act” (H.R. 3593). The legislation would authorize $10 million in competitive grants to centers on college campuses that provide mental and behavioral health services to students. Any center located on the campus of an institution of higher education that provides services to students would be eligible to apply for a grant. Eligible entities include college counseling centers, college and university psychological service centers, mental health units and psychology training clinics.

This is an important federal issue because often mental and behavioral health concerns affect the ability of students to function successfully in a college environment. As such, without proper treatment, students may suffer serious physical problems, academic failure, inability to complete college and in some cases death. The prevalence and severity of undergraduate students’ behavioral disorders has increased over the past few years. If adopted as part of the Higher Education Act, the Campus Care and Counseling Act will help schools ensure that students achieve greater success in post-secondary study.

Counselors are encouraged to contact their Representatives and ask them to co-sponsor H.R. 3593.

### Who to Contact

**Your Representative**

Capitol Switchboard  
202-224-3121  
www.house.gov

**Message**  
“Your constituent, I’m calling to urge you to co-sponsor the “Campus Care and Counseling Act” (H.R. 3593), a bill introduced by Congressmen Danny K. Davis and Tom Osborne to authorize funding for a competitive grant program for centers on college campuses that provide mental and behavioral health services to students. Such a program would make a significant, positive difference on college campuses across the country and would help address the diverse mental and behavioral health needs of our students.”

### ACA Resource

Chris Campbell  
800 347-6647 ext. 241  
campbell@counseling.org

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

Capwiz ‘contact Congress!’ site:  
http://capwiz.com/counseling

### Medicare Reimbursement of Licensed Professional Counselors

Congress has passed and the President has signed into law major Medicare legislation establishing a prescription drug benefit for the program’s beneficiaries. Unfortunately, the legislation did not include a provision establishing Medicare coverage of outpatient mental health services provided by state-licensed professional counselors, as was approved by the Senate in its prescription drug bill. House conferences on the Medicare legislation opposed the provision, for reasons we are still trying to determine. Consequently, we must continue exerting pressure on members of Congress — and particularly House members — to raise the profile of our issue even higher. It is imperative that we maintain the momentum established through Senate passage of counselor coverage legislation, in order to be on members’ ‘to do’ list when the next significant Medicare legislation begins moving through Congress.

### Who to Contact

**Your Senators and Representatives**

Capitol Switchboard  
202-224-3121  
www.senate.gov  
www.house.gov

**Message**  
“Your constituent, I am calling to request your support of the ‘Medicare Reimbursement of Licensed Professional Counselors’ legislation (S. 310),” a cost-effective way to address the devastating problem of mental illness among the elderly. Please support enactment of the legislation when Congress takes up Medicare legislation.”

### ACA Resource

Dara Alpert  
800.347.6647 ext. 224  
dalpert@counseling.org

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

Capwiz ‘contact Congress!’ site:  
http://capwiz.com/counseling

### Workforce Investment Act / Rehabilitation Act Reauthorization

Both the House and Senate have passed legislation reauthorizing the 1998 Workforce Investment Act, which establishes federal employment programs operated by the nationwide network of One-Stop employment centers. Included within the Workforce Investment Act (WIA) is the Rehabilitation Act, establishing the public vocational rehabilitation system. Conference committee work to resolve differences between the House bill (H.R. 1561) and Senate bill (S. 1627) is likely to begin early next year.

Although not perfect, the Senate-passed bill is significantly better than the House-passed bill. H.R. 1261 was opposed by a wide range of organizations, including ACA, as a significant step backward. The House bill would turn several current programs into a single block grant to states, allow governors unlimited discretion to take money from the public vocational rehabilitation system, Medicaid programs, mental health programs, and programs serving individuals with disabilities to fund the “infrastructure development” costs of One-Stop centers. The House bill would also allow taxpayer-financed religious discrimination against employment and rehabilitation counselors in the provision of employment and training services. The Senate bill does not contain the religious discrimination provision, and maintains targeted programs under current law. Unfortunately, the Senate bill follows the House bill in allowing governors to use VR money to pay One-Stop centers’ costs, but limits their ability to do so. Congress should reject the House-passed bill in favor of the Senate version.

### Who to Contact

**Your Representative**

Capitol Switchboard  
202-224-3121  
www.house.gov

**Message**  
“I am calling to express my opposition to H.R. 1261, legislation passed by the House of Representatives to reauthorize programs under the Workforce Investment Act and the Rehabilitation Act. It’s my understanding that the bill is due to be considered by a conference committee with similar legislation passed by the Senate. I encourage the Representative to oppose H.R. 1261, as it would severely undermine the already underfunded vocational rehabilitation system by allowing governors to take money at will to use for the "infrastructure development" of One-Stop employment centers. The House bill also would allow religious discrimination against counselors and other program staff providing employment and training services. H.R. 1261 is seriously flawed, and should not in any way become law.”

### ACA Resource

Scott Barstow  
800 347-6647 ext. 234  
sbarstow@counseling.org

Capwiz ‘contact Congress!’ site:  
http://capwiz.com/counseling
HIPAA compliance updates, analysis for counselors

Are you HIPAA complaint or planning to be? Have questions? ACA can help

Q: I am a covered entity, but I just don't want to deal with HIPAA anymore. If I decide not to conduct any future electronic transmissions of covered transactions, may I "opt out" of covered entity status?

A: According to government sources, the Department of Health and Human Services' Office of Civil Rights has not taken an official position on whether a provider may "opt out" of covered entity status once the provider meets the criteria for being a covered entity. However, an information document posted on the website of CMS (the agency responsible for administration of the HIPAA electronic transaction standards) has addressed the issue of whether a health care provider that is a covered entity could revert to making solely paper transactions. The website document suggests that, while covered entities could go back to conducting solely paper transactions, it would be neither practical nor wise to revert to this practice. The reasons cited by CMS include the fact that these providers would have the increased administrative burden of having to prepare paper claims and check eligibility and claims status by telephone. Additionally, CMS points out that paper claims submitted to Medicare are paid much more slowly than electronic claims. The document also states that, as of Oct. 16, 2003, nearly all providers who receive Medicare reimbursement, with some limited exceptions, will be required to submit claims electronically in order to receive payment. Furthermore, the CMS document states that once a provider begins to submit such claims electronically, this provider will again be required to comply with the requirements of the HIPAA Privacy Rule. The CMS information document referred to above — "HIPAA Information Series #2: Are You a Covered Entity?" — is available at http://cms.hhs.gov/hipaa/hipaa2/education/infoserie/2-CoveredEntity/pdf.

Q: I work in a mental health facility and the administrator of the facility would like to photograph patients upon admission in order to avoid medical errors. Would that cause a HIPAA problem for us?

A: Photographs are "protected health information" under HIPAA and would be subject to the HIPAA requirements regarding use and disclosure of such information. For example, the patient's photograph might be taken and used for treatment or health care operations purposes without posing a HIPAA problem. If used for other purposes, an authorization may be required. You and your facility should also check into whether there are any state law or ethical ramifications in using such photographs. Depending on the facts regarding use and storage of such photographs, there could be a greater potential for breach of confidentiality.

Editor's note: To learn more about the Health Insurance Portability and Accountability Act and ACA's HIPAA subscription service, as well as the possibility of earning Continuing Education Credits for your participation, contact Christie Lum at 800.347.6647 ext. 354.

In Brief

Creative counselors sought

Members of The Creativity in Counseling Committee at Texas State wish to establish a forum within the American Counseling Association for exploring, discussing and researching creative means for providing counseling services to clients. If you are interested in establishing a creativity in counseling affiliation/division within ACA, please e-mail creativity@acap.us.

No Name-Calling Week begins 3/1

The American Counseling Association has partnered with the Gay, Lesbian and Straight Education Network as a project partner for Simon & Schuster's Children's Publishing and GLSEN's new initiative, "No Name-Calling Week." Some 40 education, mental health, youth advocacy and social justice organizations, including the American School Counselor Association, have signed on to help address the problem of name-calling in America's schools.

During the week of March 1-5, schools serving grades five through eight — years when the problem of name-calling is particularly acute — across the nation will be asked to take part in a week of educational activities aimed at stopping name-calling and verbal bullying of all kinds.

The initiative aims to bring national attention to the problem of name-calling in schools and to equip students and educators with the tools and inspiration to launch an ongoing dialogue about ways to eliminate name-calling in their communities.

A resource guide with lessons, plans for a video for classroom use and other promotional materials will be available for educators to assist in facilitating the week's activities. Although the project is targeted at grades five through eight, the concept can be adapted by students and educators at other grade levels.

More information is available online at www.nonamecallingweek.org.

'Comfort' for military families

Operation Comfort is a nationwide network of licensed therapists who provide free psychotherapy to military families who have a loved one serving in the Middle East. Its sole purpose is to provide emotional support and psychological counseling, free of charge, to families in uniform.

In the two months since OC opened its doors, some 300 therapists across the country have registered to donate their service to military families in need.

Phase One has been the creation of a network to assist military families coping and managing their lives more effectively.

Phase Two is Operation Comfort's commitment to continue working, free of charge, with our troops and their families throughout this process of reintegrating into their communities and homes. There is pending legislation to support our troops with homecoming parades, but the reality is that many returning soldiers will be dealing with issues stemming from anxiety, depression, stress and PTSD.

The Armed Forces estimates that as many as 25 percent of returning soldiers will suffer from emotional difficulties; a higher percentage than soldiers who participated in the Gulf War, due to the extensive ground combat involved in Operation Iraqi Freedom.

Operation Comfort will provide individual psychotherapy, marital therapy, grief counseling, critical debriefing and family therapy for military families.

Licensed Professional Counselors are encouraged to visit www.operationcomfort.com to register as a provider.

Comedy Hour at ACA Convention 2004

Because laughter is once again the best medicine, the American Counseling Association's Annual Counseling Comedy Hour will be held at the ACA Convention on Saturday, April 3 at 8:30 p.m., following the Awards Ceremony. Anyone interested in sharing a funny story or joke that relates to counseling is welcome to participate. Attendance is open to all. Contact Jon Carlson to ensure a place on the program (jcarlson@genevaonline.com) or call 262.248.7942.
CHIEFS

Reviewed by Martin Cutler, doctoral student in counselor education and counseling practice at the University of South Dakota.

Overcoming Our Racism: The Journey to Liberation

Reading this book evokes an experience similar to a scolding by a favorite uncle or aunt. The reader resists accepting what is presented because the author focuses attention on things that most people try to hide about themselves.

For the same reason, however, the author shares things that must be heard. Deep down inside, readers are likely to have a sense that what the author is sharing is true and that it applies to them.

This book was written for white readers, but is of use to persons of color as well. The author addresses acts of overt and covert racism at both individual and societal levels. Each chapter concludes with exercises that lend themselves to individual, group or class reflection and discussion.

There are three main uses of this book. First, counselors and counselors-in-training will find it helpful for personal growth and the development of a healthy racial self-image. Second, it could be used with clients, especially white clients, who present with issues relating to racial tension. Finally, this book may be useful in human resources training, whether in the classroom or in the corporate world.

The author encourages readers to discuss the themes he presents, and the reactions they provoke, with others. A classroom would be an excellent and challenging place for such dialogue. Counseling students of both races would benefit from keeping a journal of their experiences with their own racial identities. It would be good for counseling students to learn to appreciate and acknowledge their racial identities before entering the field as professionals.

The author challenges the readers to view themselves as racial beings in a healthy way. He further presents a case that all white people participate in and benefit from a system that provides advantages for them. Using a clear, informative style coupled with considerable personal warmth, the author invites his readers to join him on a journey to liberation. This journey consists of two parts. First, the many forms of racism are outlined. Second, a process for individual and societal level change is described.

Sue facilitates change by guiding readers through a process of developing a healthy, non-racist white identity. Next, he suggests steps individuals can take to combat racism in their own lives as well as the lives of those close to them. Finally, Sue shows readers ways that racism can be fought within contemporary organizations and society as a whole.

Reviewed by Robert M. Wieruma, director of personal counseling, Dordt College, Sioux Center, Iowa.

Child and Adolescent Client Education Handout Planner

In keeping with the tradition of providing excellent resources for counseling professionals, the Practice Planners series has developed yet another helpful tool for practitioners. Licensed marriage and family therapist Laurie Cape Grand has compiled 60 handouts on various mental health issues that are relevant when working with child and adolescent clients. This library of one-page handouts is ideal for counselors who hope to share information about child and adolescent issues with clients, families, schools or communities.

The author has organized the handouts into two sections. The first section includes problem-focused topics, such as Anxiety in Children, Eating Disorders, Helping Children in Divorce, Phobias, and Oppositional Defiant Disorders. The second section contains life-skills topics such as Assertiveness Skills, Helping your Child or Teen Manage Stress, How to Cope When Parenting Seems Overwhelming, and Teaching Your Child to Respect Others.

Of the 60 topics covered by the handouts, 39 correspond with problems and disorders found in either The Child Psychotherapy Treatment Planner (second edition) or The Adolescent Psychotherapy Treatment Planner (second edition). Additionally, the handouts are provided on CD-ROM for practitioners to print, modify and personalize at their own discretion.

The author encourages professionals to use the handouts in their high-scoring some brief but useful tips on advertising and measuring the effectiveness of public relations efforts. In addition to the handouts and marketing strategies, the author provides a list of helpful books and websites at the end of the text.

The Child and Adolescent Client Education Handout Planner is an invaluable tool for the busy (or not so busy) counseling professional. It is a compilation of a variety of user-friendly resources suitable for children, adolescents, families and communities. This book manages to do what many counselors struggle to do in their offices and practices for years — it pulls together a wealth of information that is easily assessable, organized and comprehensive.

Reviewed by Holly J. Nikels, assistant professor, department of counselor education, Western Illinois University.

Resource Reviews are edited by James S. Kocacsa, an assistant professor at the University of South Dakota.
FEbruary

Addapting to Challenging Conference
Feb. 27-28
Irving, Texas

This conference is designed to define diagnostic criteria, review evaluation tools, provide current pharmacological information, teach behavior management techniques for home and classroom, present effective teaching techniques, train parents to advocate, teach coping and compensating skills to adults and promote a positive attitude regarding ADD. Cook Children's Medical Center, the accredited provider, is jointly sponsoring this program with the Attention Deficit Disorders Association-Southern Region. In collaboration with the Mental Health Association of Greater Dallas. For more information, visit the conference website at www.adda-or.org/conference/conference2004.htm. Walk-in registrations welcome.

AWARE Conference
Feb. 27-28
Tempe, Ariz.

AWARE (A Worldwide Action Revitalizing Education's) conference explores healing traditions across cultures and focuses on the integration of the body, mind and spirit across culturally by exploring the best clinical practices of internationally renowned experts in the field of holistic health. To register, visit www.world aware.org.

Children's Mental Health Conference
Feb. 29-March 3
Tampa, Fla.


March

North Texas Counseling Conference
March 5
Denton, Texas

The North Texas Counseling Conference, "Counseling: A Growth and Healing Process," will take place on March 5 in Denton, Texas. Garry L. Landreth will be the keynote speaker. For registration information, call Amanda Barsdale at 940.565.3484 or register online with a credit card or purchase order number at www.coc.unt.edu/cdhp/cfndoc.htm.

National Student Assistance Conference
March 11-14
Lake Buena Vista, Fla.

More than 700 school coordinators, community coalitions, school resource officers and student assistance professionals who work to meet the K-12 challenge of creating safe, drug-free learning environments have an opportunity to attend workshops, institutes and visit with exhibitors and friends from across the country. The early bird registration deadline for the conference, sponsored by the National Student Assistance Professionals Association is March 11. Call 800.453.7733 for a conference brochure or visit the conference website at www.nasac.info.

F.Y.I.

Call for board members

The International Association of Marriage and Family Counselors is seeking a Board Member at Large and a Graduate Student Board Representative. The Board Member at Large serves a two-year term of office. Functions include participating in decision-making and the creation of policies as a voting member of the Board of Directors, along with coordinating IAMFC activities at the American Counseling Association annual convention. The Graduate Student Board Representative also serves a two-year term of office. Functions include participating in decision-making and the creation of policies as a voting member of the Board of Directors, chairing the Graduate Student Network, working to increase student membership, moderating the iamfc students listserv and coordinating the IAMFC booth at the ACA convention. Both positions will begin their two-year terms July 1, 2004. Nominations can be made either for candidates you judge appropriate, or for yourself. If nominating another person, please obtain his or her permission before submitting his or her name and contact information. Along with your nomination, nominees must include a current vita highlighting those areas pertinent to the position and a one-page statement discussing qualifications and interest in the position. Both self-nominating and including internship and practicum experience, has been outstanding in meeting the needs of families in counseling. Letters of nomination from a university professor, private practitioner, or supervisor should provide examples illustrating the individual's use of innovative strategies, family-based interventions, and the ability to meet the needs of diverse populations.

Outstanding Leadership Award

The purpose of this award is to recognize the efforts of an individual whose ongoing efforts have helped to advance the profession of family counseling. An IAMFC member whose endeavors have promoted excellence in the practice of family counseling and enhanced recognition of the profession will be honored. Letters of nomination should provide examples illustrating the individual's ongoing contributions to the profession.

Call for editor

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

Employment Classified Ads: Categories include Calendar, Employment Classifieds, Business Opportunities, Educational Programs, Basic Call for Papers Information, and others upon request.

Bates: Standard-in-column format, 55 characters per line. Line minimum (54256). Display Classifieds: $30 per column inch. All rates include listing fee on C/O TOnline. We can create your Display Classified ad with a box and a logo for $40. Classified ads are not commissionable and are billed at a net rate upon publication.

[Ad for employment opportunities, including positions available in various fields such as counseling, psychology, and education.]

CALENDAR

Intra to Breathwork June 18-20, Summer Certification Modules with Jim Morningsong, Ph.D. also HOLISTIC HOME STUDY Spiritual Psychology, Bio-spiritual Energetics, techniques for client/counselor well being. Transformations: 414-351-5770 info@transformationsusa.com or www.transformationsusa.com

MERCHANDISE/SERVICES

Clinical Record KeeperTM A simple, efficient, user-friendly record keeping program for clinicians. For Windows and the Mac OS, visit http://www.clinicrecordkeeper.com

PROFESSIONAL COUNSELOR'S CLIENT HOMEWORK KIT. Contains 24 homework exercises as PDF files you can print out and give to clients. www.lifeskillstraining.org/homework.htm

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ARIZONA

SOUTHEASTERN ARIZONA BEHAVIORAL HEALTH SERVICES, INC. SEABHS, Inc., offers a variety of opportunities related to new program initiatives, best practices, and mission-related growth such as capacity building. Bilingual ability highly valued. Arizonas board certification and working knowledge of family-centered therapy preferred. Clinical & administrative positions available throughout southeastern Arizona and Phoenix area. Benson, Sierra Vista, Bisbee, Willcox, Safford, Morenci and Douglas for MA, MSW, & CSAC. Call our job line at (800) 841-6308 or request an application at SEABHS, HR Dept., 400 N. Arroyo Blvd., Nogales, AZ 85621; (520) 287-4715 or fax (520) 287-4717.

CALIFORNIA

SAN JOSE STATE UNIVERSITY Tenure Track Counselor/Facul- ty JRN 01156 Counseling Services, San Jose State University in CA, an AA/EEO employer, is seeking applicants for a Tenure Track Counselor/Faculty Position to provide a full range of clinical, supervision and outreach services to an extremely diverse student population. Must have experience in a college or university setting, licensed or eligible psychologist/social worker. Salary is negotiable based on experience and qualifications. Excellent benefits. Anticipated start date is August 2004, pending funding. Position open until filled, initial review of application materials due by January 31, 2000. Before applying see our website, http://www.sjsu.edu/depts/counseling or call 408-924-5912 for a detailed job description and application requirements.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN Counseling Center Position Title: Clinical Counselor Position #9035. Nature of Position: The Clinical Counselor is a generalist who shares with other counselors responsi-
bilities for carrying out the multi-faceted mission of the Counseling Center. The Center's major goal is to provide value on serving a diverse population of students. The Counseling Center provides a variety of services to help students with psychological, educational, social, and developmental concerns. The Counseling Center also has an APA approved pre-doctoral internship program. The successful candidate will first be a generalist who will assist our ongoing effort to build a diverse staff composed of serving the needs of a large, pluralistic student body. That person will have demonstrated interest and experience in one or more of several areas. Among the particular experiences desired include providing outreach programming and clinical services to Asian American and Asian men, providing cognitive behavioral psychotherapy for anxiety and depression, providing group therapy, and working with graduate students. The successful candidate will be a well-rounded, energetic person who works comfortably both individually and as a team member in providing quality programs. UIC Counseling Center is a networked computer environment with extensive use of electronic technology for scheduling, records, and internal communication and web-based technology for programming and promotion. The successful candidate will need to have the capability of working in such an environment. Qualifications: 1. Doctorate in Clinical, Counseling, Marriage and Family Therapy or related field, or Masters in Social Work. 2. Demonstrated interest, expertise, and experience in work with eating disorders and body image disturbances along with a well-integrated orientation, and short-term treatment approach to work with eating disorders and body image disturbances. 3. Previous experience in college counseling center, preferred but not required. 4. Demonstrated ability to function at a high level as a generalist counselor in a setting with both diverse clients and staff colleagues. 5. Licensed in Illinois or license eligible background as a psychologist, clinical assistant, marriage and family therapist is required. Conditions: 1. Starting date: August 1, 2004 or mutually acceptable date thereafter; 2. Appointment terms: 12 months with 24 working days vacation; full time, regular position; 3. Candidates with all levels of relevant experience are encouraged to apply. Salary commensurate with qualifications and years of experience. Applicants should send a letter of application and vita, and have three current letters of recommendation forwarded to:  Dr. Jane E. Reid, Chair,  Committee-Clinical Counseling Center-Generalist Position #9025, Counseling Center, University of Illinois at Urbana-Champaign, 110 Student Services Building, 610 E. John Street, Champaign, IL 61820, 217-333-3704. In order to assure full consideration, all application material must be received by 9/23/04. THE UNIVERSITY OF ILLINOIS IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

KANSAS

PITTSBURG STATE UNIVERSITY

Pittsburg State University seeks a broad-based, dynam  

ic individual, committed to heightening and maintaining a  

full-time, tenure-earning position in Psychology and Counseling  
(http://www.pittstate.edu/psych). This position begins on August 12, 2004, and will include undergraduate and graduate teaching and advising in a com  

bined Psychology and Counseling Department. Area of specialization: Counseling with the ability to teach courses in Marriage and Family Counseling. Teaching load will consist of undergraduate (such as developmental psychology) and graduate courses within Marriage and Family Counseling and Community Counseling. The Department has an APA approved pre-doctoral internship program. The successful candidate will be a well-rounded and energetic professional who works comfortably both individually and as a team member in providing effective programs. The

MINNESOTA

WINONA STATE UNIVERSITY

The Counseling Center’s Education Department has an opening for an Assistant Professor. Minimum Qualifications Include: Earned doctorate in counselor education, see the Human Resources Home Page: http://www.winona.edu/humanresources, e-mail rdelong@winona.edu or call (507) 457-5629. Review of applications will begin 1/15/04. Position available pending budgetary approval. Winona State University (MNSCU) is an equal opportunity educator and employer. Women, minorities and individuals with disabilities are encouraged to apply.

NEW YORK

ALBERT ELLIS INSTITUTE

Clinical Fellowships in Cognitive Behavior Therapy and REBT: A limited number of part-time two year post-graduate Fellowships are being offered at The Albert Ellis Institute beginning July 2004. Intensive supervision of individual, couples, and group therapy will be given by Albert Ellis, Ph.D., Ray DiGiuseppe, Ph.D., Michael Broder, Ph.D., and Kristene Doyle, Ph.D. Candidates carry a diverse caseload of clients, co-lead therapy groups, participate in special seminars and ongoing clinical research, and co-lead public workshops. Stipend is given for 16 hours per week of involvement in a wide variety of professional activities. Send requests for applications to: Dr. Kristene Doyle, Albert Ellis Institute, 45 East 65th St., New York, NY 10021. Deadline for applications is March 15, 2004.

ALBERT ELLIS INSTITUTE

Summer Fellowships in Cognitive Behavior Therapy and REBT for Full-Time University Faculty: A limited number of six week fellowships per year for university and college faculty in psychology, psychiatry, counseling or social work are available. Interested individuals must have earned their doctorate and be licensed as professional counselors. Fall and Spring semester beginning dates are available. Applications are due February 15, 2004.

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Ohio

University of Toledo

Assistant or Associate Professor, Tenure Track, Department of Counseling and Mental Health Services, Teach in CACREP-accredited Doctoral Program in Counselor Education and Master's program in School and Community Counseling. Teaching assignment flexible. Qualifications: Doctorate in Counselor Education (Prefer CACREP). Licensed or license-eligible as LPC in Ohio. Possess a strong identification with the counseling profession. Record of, or potential for scholarly research, publication, and external funding. Salary commensurate with education and experience. Generous benefits package. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action University. Application deadline is April 1, 2004. Deadline is April 1, 2004.

Texas

University of Texas at El Paso

is seeking one full time tenure track assistant professor in Counselor Education. Responsibilities: direct intern and graduate (master’s level) courses in Counseling (school and agency tracks); supervising practicum and internship classes; advising students; and involvement in program development. Qualifications: earned doctorate in Counseling or related area, practical counseling experience, a record/potential for scholarly research and teaching, and an ability to work collaboratively with other professionals. Background and/or interest in field-based clinical training and research; collaboration with schools and/or agencies; and an understanding/sensitivity for working in a multicultural/bilingual setting is preferred. Women and minorities are encouraged to apply. Applicants should submit: a) letter of interest; b) curriculum vitae; c) undergraduate transcripts; d) names, addresses and phone numbers of at least three professional references; to: Dr. Josie Tinajero, Dean, College of Education, University of Texas at El Paso, 500 W. University Avenue El Paso, TX 79968

Virginia

Virginia Counselors Association (VCA)

The Virginia Counselors Association seeks a part-time (20-hour per week) Executive Director who is responsible for consultation and support services with the Association's leaders and Board of Directors, the day-to-day operation of its administrative office, budget and financial management, meeting planning, and marketing, and managing a contract with Virginia State University. The Executive Director is directly responsible to the Board of Directors. A master's degree and professional, counseling background are required. Non-profit administrative experience, familiarity with computer and web-site technology, and knowledge of basic accounting/budget development and management is preferred. Additional information is available online at: Interested candidates should submit a letter of intent, a professional resume, and contact information for three professional references to: Dennis B. Maness, President, Box 8795, Williamsburg, VA 23187-0795. Review of applications will begin March 1, 2004. EOE.

Washington

Antioch University Seattle

Governs State University (BSU) seeks nominations and applications for a tenure-track University Professor of Counseling. The Counseling Program is CACREP accredited in each of the following areas: School, Community, and Marriage & Family Counseling. The successful candidate will join an active and nationally recognized faculty to teach, advise, and assist students and engage in research and service activity. Qualifications: A doctorate in counseling from a CACREP, CCAC, APA accredited program, or related field, ABDs will be considered. Experience in Marriage & Family Counseling (preferably both); demonstrated record of professional service, including presentations and publications in counseling; evidence of interest and performance in higher education; interest and/or experience in internship and development; commitment to working with students from diverse populations and backgrounds. This position is available August 15, 2004. The review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest addressing qualifications and areas of expertise, a current vita, official transcripts, and the names, addresses, and telephone numbers of three professional references to: Catherine Sim, Chair, Counseling Search Committee, Division of Psychology & Counseling; Governors State University; Governors State University; University Park, IL 60504-8871. For more information, visit the Governors State web page at www.govst.edu or the Division's webpage at http://counseling.govst.edu/. EOE.

University of Massachusetts

SCHOOL OF EDUCATION
CENTER FOR SCHOOL COUNSELING OUTCOME RESEARCH
SENIOR RESEARCH FELLOW

Grant-funded – reappointment contingent upon funding

The School of Education invites applications for a three-year Postdoctoral Research Fellow position in the Center for School Counseling Outcome Research beginning September 1, 2004. This is a full-time, benefited, grant-funded position with renewal beyond one year contingent upon funding.

The mission of the Center for School Counseling Research is to provide national leadership in the measurement of school counseling interventions and programs and, in the Commonwealth of Massachusetts, to help K-12 leaders and practitioners use research findings and methods to improve school counseling practice.

Qualifications: Master's in Counselor Education or related field and substantial doctoral work completed in Counselor Education or related field. Doctorate in Counselor Education or related field preferred. Knowledge of school counseling outcome research and program evaluation approaches; demonstrated, excellent research and writing skills.

Responsibilities: assist with Center research, program evaluation, consultation and development programs; assist in grant/report writing and project management and reporting; teach in the School Counseling Education Master's program.

Annual salary is $40,000. Interested applicants should send a curriculum vitae, letter of application, three letters of reference, transcripts, and samples of written work to: Search Committee Chair, Senior Research Fellow, c/o Cindy Hamel, University of Massachusetts, Amherst, MA 01003-3010 or cmahel@edu.umass.edu.

For more information about the Center for School Counseling Outcome Research in the School of Education at the University of Massachusetts Amherst, please visit our website at http://www.smh.umass.edu/counseling. Review of candidates will begin February 27, 2004 and will continue until a qualified candidate is identified. Final appointment is contingent upon the availability of funds.

Women, minorities, and persons with disabilities are encouraged to apply The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer.
The real world presents us with many risks – often unexpected. We're human and mistakes happen – mistakes that could lead to lawsuits. And sometimes, even when we do everything right, we can still face a frivolous lawsuit.

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