Republicans break filibusters. In the House, closer to the November 2004 elections, Republicans gained four seats. House freshmen were sworn in further tax cuts and tax reform, broad spending reductions, and entitlement programs such as Social Security and Medicaid, including major changes to aggressive second-term agenda, George W. Bush pursue an both chambers to help President use its increased strength in Republican majority intends to Congress convened in January.

New members welcomed to 109th Congress
The first session of the 109th Congress convened on Tuesday, Jan. 4. Senate newcomers, enlarging their majority to 55-45 and bringing them closer to the 60 votes needed to break filibusters. In the House, Republicans — bolstered by a

WASHINGTON UPDATE
Written and compiled by Scott Barstow, Dana Alpert and Christopher Campbell

The way to a meaningful marriage
Dalai Lama to collaborate with ACA counselors on relationship project

BY ANGELA KENNEDY
SENIOR STAFF WRITER

Last November, a small group of American Counseling Association members set out on a three-week journey to meet with the 14th Dalai Lama, Tenzin Gyatso, the state and spiritual leader of the Tibetan people.

Jon Carlson, Pat Love and Dan Eckstein traveled 28 hours by plane, 10 hours by train and drove three hours on treacherous roads up the Himalayas to MacLeod Gey to be part of an audience for His Holiness. Carlson and Love, both past presidents of the International Association of Marriage and Family Counselors, went to ask for his participation in a special project on which they are working — applying Eastern and Buddhist ideas to Western relationships and marriages.

The group members exchanged ideas and asked many questions during their 40-minute visit. Though they were allotted only 20 minutes at first, the Dalai Lama was very interested in the project and extended the discussion. “We got a chance to ask him several questions, and he was very attentive, very focused and very excited about the project,” Carlson said.

“We talked about the crisis with relationships in North America and the breakup of family. We wanted to know if he would have some ideas about how to address these problems.” The Dalai Lama agreed to collaborate with them on the project through future interviews and written correspondences.

“We talked about many aspects of relationships,” Carlson said. “At first we talked about how the Buddhist concepts were going to be very helpful, but he didn’t want us to use the term...” Continued on page 11

National Suicide Prevention Lifeline debuts
New resource aims to provide coverage for rural areas

BY ANGELA KENNEDY
SENIOR STAFF WRITER

On Jan. 1, the Mental Health Association of New York City, the National Association of State Mental Health Program Directors, Rutgers University and Columbia University launched the National Suicide Prevention Lifeline (1.800.273.TALK).

The Lifeline is made up of a network of suicide prevention centers across the country. Callers will receive emergency suicide prevention counseling from mental health professionals in the closest available crisis center, regardless of whether the center is based in their home state. It is the first national suicide prevention and intervention telephone resource financed by the federal government, with the Center for Mental Health Services giving $6.5 million over three years for the program.

The Lifeline is particularly significant because many of those at risk for suicide do not live close enough to a suicide crisis center to receive emergency intervention. The goal is to reach underserved or rural areas and ease access to the mental health system for those at risk.

Currently, the network is composed of more than 100 crisis centers nationwide. Each center serves the needs of its community by providing a necessary resource to individuals seeking help during a potential suicide crisis. Teams of trained crisis counselors whose duty it is to listen and provide help answer the phones around the clock.

Approximately 30,000 suicide deaths occur in the United States annually. Crisis centers such as the ones in the Lifeline network are a first line of defense in the battle to decrease the number of suicides and min...
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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.

If you were going to use only one study guide, this is the one. And it's too important a test to risk not preparing properly. Gary Arthur's material zeros in on what you need to know, then teaches it to you through clear explanations and plenty of practice questions. It was a great help to me.

David R. Tills
Licensed Professional Counselor
Master Addictions Counselor
Owner, Medlock Bridge Counseling Center, LLC

I also used another study guide, but Dr. Arthur's was without a doubt the most helpful.

Without Dr. Arthur's material I would not have known the scope or level of detail of what to study. I directly attribute my obtaining a LPC license to Dr. Arthur and his material.

Terry L. Wynne
Licensed Professional Counselor
National Certified Counselor
National Certified Career Counselor
Owner, The Professional Edge

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A. Aziz A. Salame, M.D.
Professor of Psychiatry

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Online book chapters earn counselors CEUs

The American Counseling Association appreciates the skill and dedication it takes for professional counselors to maintain their hectic daily schedules. That's why ACA continues to look for new ways to help time-stressed counselors, including supplying convenient methods for professionals to earn continuing education units.

ACA's newest offering is online book chapters from some of its best-selling publications. Counselors earn one CE credit for each chapter upon completion of a short quiz. ACA members pay $18 per credit, while nonmembers pay $25. Counselors can take the corresponding chapter quiz, have the test scored in a matter of seconds online and print out their CE certificates. The credits are approved by the National Board for Certified Counselors, the American Psychological Association, the Commission on Rehabilitation Counselor Certification and the National Association for Alcoholism and Drug Abuse Counselors.

"ACA's online book chapters were developed for two reasons," said David Kaplan, ACA's associate executive director for professional affairs. "The first revolves around the time press that all counselors find themselves under. The online book chapters are an efficient and cost-effective way to both keep up to date and meet license and certification continuing education requirements. ACA members can access the chapters at any hour of the day, seven days per week from the convenience of their home or office and do not have to take precious time off from work as they do when they attend a workshop or conference. Second, the online book chapters give members a taste of the cutting-edge publications made available by ACA. Members can get a real feel for a publication while earning CE credit, then decide if they would like to purchase the entire book from ACA's online bookstore.

Book chapters are only the latest online offering from ACA in its efforts to help mental health professionals earn CE credits. ACA began posting articles from the Journal of Counseling Development last spring. One article from each quarterly issue is posted along with a multiple-choice test. Counselors can earn one CE credit per issue. And, of course, counselors can also "earn while they learn" by reading Counseling Today each month (see the Journal Learning ad on page 19).

For more information, visit www.counseling.org/resources and click on "Continuing Education Online."

Forensic arena opens to counselors

Gilbert Robbins III became the first person to earn diplomat status as a certified forensic psychological evaluator through a partnership between the National Board of Forensic Evaluators and the American Counseling Association. NBFE and ACA partnered last year to provide a credible and professionally recognized forensic training and certification process for licensed counselors and other mental health professionals who have not been recognized in the forensic arena by the public or private sector. Traditionally, forensic evaluation has fallen under the domain of psychiatrists and psychologists.

"After learning that ACA fully supported the new credential, I completed the rigorous process to become certified," said Robbins, a Licensed Professional Counselor in Birmingham, Ala. "African-Americans continue to be disproportionately involved in the foster care system and legal arena. As an African-American male counselor, I hope this credential will continue to open the courtroom doors and allow me access to these individuals."

Counselors interested in training to testify in court as an expert witness have a unique opportunity prior to the ACA Annual Convention in Athens, Ga. On April 6-7 at the Georgia World Congress Center, counselors can participate in a Forensic Psychological Evaluators Credentialing Workshop offered through the ACA-NBFE partnership. ACA Convention participants will receive a 50 percent discount on the workshop fee. For more information, call ACA at 800.347.6647 ext. 222.

Duncan to lead counseling delegation

Kelly Duncan, executive director of the South Dakota Counseling Association, a branch of ACA, and a past chair of the ACA Midwest Region, has been chosen by People to People Ambassador Programs to chair its school counseling delegation to China in December. People to People Ambassador Programs promote better international understanding and cooperation through personal exchanges and individual, first-hand experience of other cultures.

Last October, ACA led a delegation to China (see "ACA sponsors delegation to the Far East," December 2004 Counseling Today) in partnership with People to People Ambassador Programs. On the heels of the 2004 trip, People to People asked ACA to nominate a qualified professional to chair its 2005 school counseling delegation to Beijing.

"I see this as an excellent opportunity to increase my knowledge of the Chinese culture and to make connections with other counselor educators and school counselors to facilitate discussions on how we can best meet the needs of the children we serve," said Duncan, an assistant professor of counselor education at Northern State University in South Dakota. "As the chair of the delegation, I will choose topics of discussion for the delegation and our counterparts in Beijing. I will co-chair meetings, make opening remarks, guide the professional discussion and represent the delegation at formal banquets."

Message from Code Revision Task Force

Members of the ACA Code Revision Task Force are grateful for all the comments and suggestions offered by members on the 2005 ACA Code of Ethics Draft. Task force members are currently reviewing the feedback received and integrating the many comments into the current draft. In the weeks and months ahead, they will prepare a final draft of the ACA Code of Ethics and Standards of Practice and submit it to the Governing Council for review. Keep reading Counseling Today and checking ACA's website at www.counseling.org for updates on development of the 2005 Code of Ethics. Should you have any comments or feedback on the draft, contact Michael Koets, chair of the ACA Code Revision Task Force, via e-mail at mkkoets@yahoo.com.

By the Numbers: 2004 suicides by race in the U.S.

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By the Numbers: 2004 suicides by race in the U.S.
Counselors voice concern with productivity burden

I am writing in response to Margaret Ostrowski’s letter in the December 2004 issue of Counseling Today about “productivity” demands on the counseling profession. I am new to the field, having graduated in May with my master’s degree, and it troubles me that I am already disillusioned by my experience. I would love to initiate change so that others in the counseling profession and those entering the field could take part in a positive movement that enables us to do our rewarding work of treating people. Instead, many of us are being drained by having to cater to oversight agencies and completing ridiculous amounts of paperwork.

Thanks for Margaret Ostrowski’s letter. It’s comforting to hear other voices from other places that echo my own sentiments.

Taryn Smith
Philadelphia
TSmith22@aol.com

I’m a Licensed Mental Health Counselor in Naples, Fla. I worked at our community mental health center for five years (first during my internship, then after being hired in outpatient services), but recently left my position. Unachievable productivity standards and insurmountable paperwork were significant factors. This, coupled with low pay for the counseling profession, does not paint a significant picture. This, coupled with the disorganized care of people with low pay for the counseling profession, does not paint a picture of the profession that I want to be a part of.

Dino Lampron
South Lyon, Mich.

Kudos for article on self-employment

I wanted to write and say how much I appreciated reading the front page article in the January 2005 issue of Counseling Today about “self-employment” for counselors (“Who’s the boss?”). I am a counselor in private practice in Ohio and have worked to build my practice from the ground up since 2001. I turn to publications such as Counseling Today for information to help with the business aspects of private practice and was delighted to see this article.

Please write more about private practice issues. I will read every word.

Carl Ortiz
Kent, Ohio
counselor@peoplepc.com

Column on politics, power inspires different reactions

I am an assistant Professional Counselor in Missouri and a strong advocate for social justice, so I read with interest the “Dignity, Development & Diversity” column (“Politics, power and the counseling profession”) that Michael D’Andrea co-authored with Judy Daniels. Am I am annoyed in the December 2004 issue of Counseling Today.

No doubt, politics are both individual and collective endeavors. In that, I agree with the authors’ perspective. Beyond that, I disagree with much of their philosophy. First of all, I find the “multiculturalist-feminist-social justice counseling movement” to be humorously long and way too politically correct. Isn’t all “social justice” necessarily multicultural and feminist? Isn’t it exclusive to define a movement as “feminist”? Is the masculine perspective unworthy of inclusion?

All the “progressive” ideals being promoted as part of a social justice philosophy are present in the column — i.e., the elimination of all the bad “isms,” including “heterosexism, ageism, able-ism, classism ... and other forms of oppression.” The authors plead for the elimination of war and beg for a more equitable distribution of wealth. No doubt, they voted for John Kerry and despise President George W. Bush. Were they happy with the “equitable” distribution of wealth accomplished in the former Soviet Union? Are they happy with the distribution of wealth in North Korea? How about the distribution of wealth between Saddam Hussein and the United Nations? Do they ever test their “ideals” in the harsh light of reality? Do they not see the irony in the creation of terms such as “ageism” and “able-ism” and “heterosexism” for promoting greater divisions among groups of people? Like Rodney King, they might ask, “Can we all just get along?” but they foster the development of more class envy with their own rhetoric. They abhor oppression, but make victims of people with every word they speak.

In their younger days, perhaps in grade school, I’ll bet they rolled against labels, lamenting their use as construct for change so that others in the counseling profession and those entering the field could take part in a positive movement that enables us to do our rewarding work of treating people. Instead, many of us are being drained by having to cater to oversight agencies and completing ridiculous amounts of paperwork.

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The right to struggle

Life is challenging and often unpredictable. Starting at an early age, we are inundated with numerous choices in almost everything we do. That fact came home to me a few months ago as I said "good night" to my 13-year-old son, Tim. As we were parting he started a conversation with me about a decision lay before him. I was honored that he had sought me out, and we talked in a quiet but serious manner. We were parting he started a conversation with me about a decision and that came to a premature closure. As a result, the receiver of the advice becomes weaker instead of stronger because options have simply been cut off. In addition, the person will have lost an opportunity for reflection and the experience of working through ambiguity surrounding an interpersonal or growth-enhancing relationship. Furthermore, if the advice is wrong, there is often no way to rectify the matter. Therefore, instead of helping someone build life skills, advice in counseling fosters dependency, desperation and depression so that an individual becomes less reliant on and less congruent with himself or herself.

An extreme effect of advice—dependence—showed up on my doorstep a number of years ago when one of my clients literally followed me home. “Don,” I began, “our session at the mental health center ended an hour ago. I do not understand why you are sitting in front of my apartment door.” Don didn’t blink, instead stating, “I need to know how to handle my mother, What should I do? You didn’t tell me during our meeting.”

He was right. I hadn’t told Don exactly what to do. However, in our next session, I revisited the exploration I had done with him initially of what he was doing and what he wanted to do. Don left that session, unlike the first, with an understanding of the options he had generated. As counselors it is crucial to be with our clients as they wrestle with concerns, issues and ideas. But that can be done as we use our theoretical and clinical skills to foster our clients’ development in ways which allow them to grow as independent decision-makers. While all of these comments may seem obvious, they are not. Too many times, people in helping professions want to please or be powerful. By taking either stance, they become like a beauty contestant. While it might be nice to be admired, revered or considered “most congenial,” none of those qualities is important for its own sake in counseling. Rather, it is essential that we within the profession constantly examine both what we are doing and its intended outcome. Through self-examination, peer consultation and supervision, we can avoid slipping into “advice-giving mode.”

Those we serve, such as my former client, may not initially be pleased with our decision to refrain from giving advice. In the long run, however, they will benefit, for in the process of struggling they will gain a sense of themselves and their power that no adviser or advice can impart. Though not guaranteed by the Constitution, the right to struggle is life-giving and gives value and meaning to our lives.

The trouble with advice is that it is often filled with platitudes and common sense—except perhaps the suggestion to wear clean underwear in case of an accident. Other problems with advice are more serious. Advice, especially when provided by an authority figure such as a counselor, is between “unequals.” The less powerful person might feel obligated to accept and comply with the advice. In such cases, the recipient is prevented from struggling with the complexities of a situation or a decision and thus comes to a premature closure. As a result, the receiver of the advice becomes weaker instead of stronger because options have simply been cut off. In addition, the person will have lost an opportunity for reflection and the experience of working through ambiguity surrounding an interpersonal or growth-enhancing relationship. Furthermore, if the advice is wrong, there is often no way to rectify the matter. Therefore, instead of helping someone build life skills, advice in counseling fosters dependency, desperation and depression so that an individual becomes less reliant on and less congruent with himself or herself.

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The compassionate community responds

I remember summers in California when I was young. I would head to the pool with my friends and when someone (especially a bigger kid) would jump into the pool doing a "canoodleball," we would inevitably yell "Tsunami!!" and have a good laugh as we were pelted with the laugh as we were pelted with the flonball," we would inevitably jump into the pool doing a "canoodleball." Yet moments like this when I am most proud to be associated with ACA, and what I call the "community of the compassionate." All of you who have made monetary donations to the charity of your choice or provided counseling to those who had fear and anxiety as a result of the disaster are to be congratulated. I know you don’t do what you do for the accolades, but every now and then you do need to hear from someone: Good job, well done and much appreciation for your compassion.

In the aftermath of the disaster, each organization needed to decide how best to help. In regard to ACA, our goal was to help you make a donation to the charity that best fit what "you" wanted to do. On the ACA website, we posted information about reputable charities and advice on how to make sure that you were not being scammed. We also provided links to content that you might want to use with your clients and students in regard to their concerns about the disaster.

ACA also wanted to help those who were directly impacted, our goal was to find a way to provide resources without being intrusive. One way in which we believe we accomplished this was to work with the American Counseling Association Foundation in the distribution of a number of books for use by counselors and other helping professionals in some of the countries directly impacted by the tsunami. Materials were sent during the month of January and will continue if the request is made.

The staff here at ACA, also responded generously, and the association matched the contributions that were made. In fact, our announced goal of what we wanted to raise as a group was met within 12 hours! This was a record for us, and it made me even more proud of the fine men and women who work for our organization.

Because the Internet allows for such instantaneous communications, we set up a page on the ACA website (www.counseling.org), titled "Counselors Share Their Response to the Tsunami Tragedy." This specific part of the website allowed professional counselors to post information on what they did with their clients and students. The hope was that this type of idea-sharing would help others who visit the website for ideas. I encourage you to visit the ACA website. Rate the user and put your ideas and tips, too.

As always, please contact me via e-mail at rye@counseling.org or via phone at 800-347-6544 ext. 231 if I can be of help or if you would like to share some thoughts. Enjoy and be well.

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Bill Doherty • Let’s Talk About Weddings! • Terry Real • Relational Empowerment
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Executive Director’s Message - BY RICH YEP
The practicum phase in my counselor education program is quickly approaching and my ideas are already changing about the clients I’ll be seeing. My work at a small Catholic parish has provided the opportunity to help the church pastor see people in a pastoral role. I am by no means offering professional counseling sessions, but the pastor and I do meet with people for a variety of issues and direct them to a more appropriate counseling environment when necessary. Such referrals are often to Catholic Charities or some other community counseling center. These experiences have been enlightening and humbling to say the least, as I gain recognition of the enormous strengths within people.

One of the first places I helped was with a bereavement group. During a retreat we offered to see anyone on an individual basis in case they wanted to talk. An older woman who lost her husband three years ago was the first to accept the offer. She described a beautiful life of marriage and companionship that most couples could only imagine. Married to her husband for 60 years, she wanted to know if there was something wrong with her, because she was unable to get over losing him.

Another person came to the parish office because she was concerned about past abuse in her life. She shared concerns over the troubling emotions that relate to her history as a victim of sexual abuse. For a number of reasons, she was experiencing this past pain again, along with all the difficulties that accompany it. She wanted help getting through these emotions so she could live without such troubling memories.

My pastoral role allowed me to provide personal and spiritual support, a listening ear and suggestions for where to get additional help. In the process, I learned some unexpected truths about those who seek a counselor’s help. These people are often seen as weak, as needing help from a stronger individual. But I now have a very different view of many of these people and the qualities that they bring to counseling.

Biases challenged

Much of my past experience led me to picture people who seek counseling as sick and in need of getting better. Not so long ago my mother was experiencing panic attacks. She was “sick” in my mind and needed to be made “better.” Her attacks disappeared, so I concluded she was incapable of dealing with the world around her. Likewise, my wife has a friend who struggles with depression and I thought she was “weakened” by her problem. I saw her as powerless, unable to pull herself up by her bootstraps.

My belief that people suffering from these types of issues went to see a counselor to make themselves stronger — as if some outside force or ability was going to be imparted or taught to them so that they could get stronger and then deal with their issues. That all changed when I started letting parish members share their struggles with me.

The widow described how every night she managed to remain thankful for the day and for the memories she was able to maintain of her deceased spouse. The abused woman used her situation to take part in a group and help others through the same pain and hurt she was experiencing. Here was a woman who, against all odds, was able to tell her story and help other people find in it the real gift that companionship and love can bring to a person’s life. Both these people demonstrated enormous courage. It took a tremendous amount of strength from both to believe there was a way to deal with their situations instead of just succumbing to the pain. They were not presenting the weakness I had expected, but instead a strength that I admired.

How can counseling help people like this who possess such a combination of great pain and great strength? The logical answer seems to emphasize helping them to use their inherent strength to move through an impasse. They have so much strength that they don’t seem to need more. What they ask for instead is someone to help them recognize their existing ability and assist them in applying it in a way that makes sense of their experience.

Recognizing strengths

Knowing these people has truly changed my view of human beings and the creative forces that exist within them. What I perceived as weakness

Continued on page 18
Purchase the latest publications and new ACA logo accessories including sweatshirts, T-shirts, hats, key chains, and many other items in the ACA Convention Book Shop. More than 150 books, home-studies, CD's, and videotapes will be available for purchase at special discounts for all convention attendees. A preconvention Auxiliary Bookstore featuring new releases and best-sellers will be open April 6-7 in the ACA convention registration area.

**ACA AUTHOR BOOK SIGNINGS**

**Thursday, April 7** • 5:30 p.m. - 6:30 p.m.

**Friday, April 8** • 11:00 a.m. - 12:00 p.m.

**Friday, April 8** • 4:30 p.m. - 5:30 p.m. — Signing for *Journeys to Professional Excellence: Lessons From Leading Counselor Educators and Practitioners* Authors

**Saturday, April 9** • 10:30 a.m. - 11:30 a.m. — Signing for “Giving Creativity Form and Substance” Panel Members

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- Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents, Fourth Edition

**ACA BOOK SHOP**

**Thursday, April 7** • 5:00 p.m. - 7:00 p.m.

**Friday, April 8** • 11:00 a.m. - 6:00 p.m.

**Saturday, April 9** • 10:30 a.m. - 6:00 p.m.
Guidelines for competent use of bibliotherapy

I love a good book. My friends know that a good book is the perfect gift for me. I have an insatiable hunger for literature, and I read voraciously. I recommend good books to friends, family, students, clinicians, faculty and, of course, clients.

Over tea and a mutual good book, a colleague and I posed questions. Paula asked, "What makes a book a good book?" I asked, "How should a counselor choose the appropriate book for a particular client?" Together we wondered, "Is it simply a matter of trial and error?"

Every counselor should consider multiple factors when recommending reading material to clients. The book-to-client fit, the counselor's theoretical and pragmatic framework, the therapeutic setting, the client's needs and situation, cost factors, a client's developmental and reading level, as well as the developmental stage of therapy are all important considerations. That's a lot to take into account!

Neophyte counselors often lack adequate clinical experience to grasp the complexities involved in choosing the right book for a client. Many counselors could benefit from additional guidance. Choosing the wrong book could have ethical or even potentially damaging consequences for clients, counselors and organizations. For example, a book with explicit anatomical illustrations might be the right choice for a constructive therapeutic interaction with a child who has experienced sexual abuse. However, it could have catastrophic impact on funding or even employment if the agency or school administration is caught unaware by a concerned group of parents or community leaders. Re-traumatizing clients by exposing them to content for which they are not ready is another area where caution should be exercised. It is essential for counselors to have firsthand knowledge of reading material before recommending it to clients. Counselors have an ethical responsibility to adequately prepare themselves before utilizing reading materials with clients.

The practice of bibliotherapy is known by many names, including bibliocounseling, biblioguidance, literatherapy, library therapeutics and book matching, among others. Likewise, there are various definitions for bibliotherapy. Caroline Shrodes initiated research regarding the practice of bibliotherapy in counseling in 1950, and her definition still holds today. She defined bibliotherapy as a process whereby trained mental health workers helped clients by using books and literature in a dynamic manner to promote mental wellness. Later, in 1986, Arleen Hynes and Mary Hynes-Berry supported the use of bibliotherapy for resolving normal developmental issues as well as facilitating therapeutic work with clients who had more significant clinical issues.

There is an abundance of literature about using books in therapy. Continued on page 16
contentious redistricting in Texas — gained three seats for a new majority of 232-202, with one independent who generally votes with the Democrats. Both chambers began by approving committee and leadership positions, and the Senate quickly turned to confirmation hearings for President Bush’s second-term Cabinet choices. Other appointee confirmations are expected to follow rapidly, with votes possible soon after Bush is inaugurated on Jan. 20. While Iraq, terrorism and homeland security will continue to dominate its agenda, Congress still has a long “to do” list left over from last session, including reauthorizations of welfare, job training/rehabilitation, higher education, and career and technical education programs, and passage of a major transportation spending bill. The American Counseling Association will follow these and other measures closely as they wind their way through Congress.

To find out who your senators and representative are, go to ACA’s interactive legislative website at http://capwiz.com/ counseling/dbqofficials.

**Major cuts loom for Medicare, Medicaid**

To ease passage of the Medicare Modernization Act in the last session of Congress, the White House approved higher Medicare payments for many providers and hospitals. However, with deepening deficits, ongoing spending on operations in Iraq and a continued commitment to cutting taxes, it appears those increased payments will be short-lived.

The Medicare prescription drug bill passed in 2003 is now predicted to cost 30 percent more than the $400 billion originally estimated. The Bush administration and budget hawks in Congress are considering severely limiting spending in both Medicare and Medicaid, and are expected to propose combined cuts to the two programs of as much as $100 billion.

Cuts to the Medicaid program, the public health network for lower income Americans, could have huge consequences. While Medicare cuts will likely take the form of payment reductions, Medicaid may be fundamentally overhauled. Both President Bush and congressional leaders are interested in changing Medicaid into a system of capped block grants to states in order to end its rampant growth.

Fueled by steady increases in the number of Americans without private health insurance and combined with health care cost inflation, which routinely outstrips the general rate of inflation, Medicaid is eating up more and more of state and federal budgets.

Stay tuned to ACA’s government relations listserve for updates as this process plays out. To sign up, send your name to clum@counseling.org.

**Quick introduction for WIA/Rehabilitation Act, welfare reauthorization**

Legislation to reauthorize both welfare law and the Workforce Investment Act/Rehabilitation Act were introduced in the House of Representatives when the 109th Congress was only a few hours old.

Unfortunately, both bills — H.R. 27 to reauthorize WIA and the Rehabilitation Act, and H.R. 240 to reauthorize Temporary Assistance to Needy Families programs — appear to follow closely in the footsteps of similar legislation passed quickly by the House in the 108th Congress. Neither was introduced or drafted with bipartisan support.

The quick introduction of the bills signifies that the House is likely to pass them soon, with little opportunity for consideration or amendment. ACA is joining other advocacy organizations in analyzing the legislation and discussing how best to address specific key issues. As was the case last year, we may be more successful with Senate offices. For more information, contact ACA’s Scott Barstow at 347.6647 ext. 234, or by e-mail at sbarstow@counseling.org.

**Spells confirmed as new education secretary**

The Senate Health, Education, Labor and Pensions Committee voted unanimously on Jan. 6 to confirm Margaret Spellings as the new secretary of education, replacing former secretary Rodeny Paige. President Bush nominated Spellings for the position last November, and the full Senate was expected to approve her nomination by the end of January. Spellings most recently served as a White House domestic policy adviser. She was one of the chief architects of the 2002 “No Child Left Behind” law.
“Buddhist concepts.” He said these are not Buddhist concepts, these are just concepts of healthy living that work for everybody. It’s not a Buddhist indoctrination of the world.”

The group also discussed the importance of being “internally present.” Most of Western psychology places emphasis on being “externally present,” Carlson said, for example by leaning in toward a person and making eye contact. “But Eastern people focus on being internally present, to be totally focused and one with the other person,” he said. “There is some research that even points to the fact that if someone is in a room, and if they can be very calm and relaxed, that in a very short period of time the other people in the room will also be calmer and relaxed.”

The Dalai Lama also spoke about the importance of compassion. “It can be seen) as just another term for empathy that we use in counseling with others,” Carlson said, “but the compassion that he teaches is more in-depth. Most of us in our relationships with other people are more focused on changing them, as opposed to changing ourselves and becoming more compassionate. We tend to focus on the negatives rather than the positives. The Buddhas have 25,000 years of history and contemplation on learning how to focus on what works and what is right.”

Carlson continued, “His answers were so insightful. I talked about the impact of culture and how Western psychology focuses on strong self and strong ego, and other cultures seem to focus so much more on the strength of community and caring for other people. I asked him how globalization might be really changing the world focus and vision. But he said there is not a problem with ego. Ego is fine, as long as you have a good attitude and values — that is where the problem is. You can have a strong self-image and strong ego, yet you care for other people. The two are not exclusive.”

The research and theories collected in Carlson and Love’s project will be presented in a book. They also hope to develop the ideas into a college level “Marriage 101” class in which they would teach people about tools and techniques for a happy marriage.

“The trip worked out marvelously well, and he really was taken by our ideas,” Carlson said. “The opportunity to spend time with the Dalai Lama and just be in his presence was an honor. I really enjoy the simple way that he is able to deal with complex concepts.” One of the things the Dalai Lama said repeatedly, Carlson noted, was that Buddhist ideas are simply ways to experience a more meaningful life. “These ideas of contemplation, thinking about the things we do and learning how to live more in the present, are not things that go against any of our religious doctrines,” Carlson said. “Learning Buddhist can make you a better Christian, a better Jew, better Muslim. To me, that makes a lot of sense. The Dalai Lama is not looking for converts, he’s just looking for a better world.”

Love, the best-selling author of *Hot Monogamy* and *The Truth About Love*, has worked with Carlson in the past. The two have teamed up on several video presentations on relationships, couples counseling and parenting. For the last few years, Love has been studying neurophysiology, particularly as it applies to human behavior and relationships. It was when she read the book *Destructive Emotions* that she really took notice of how Buddhist ideas relate to healthy living, both physically and mentally. In the book, author Daniel Goleman presents dialogues between the Dalai Lama and a small group of eminent psychologists, neuroscientists and philosophers. Together they examined the question of whether the worlds of science and philosophy could work together to recognize destructive emotions such as hatred, craving and delusion and, if so, transform those feelings for the ultimate improvement of humanity. In a section on “The Neuroscience of Emotion,” they compare and contrast current scientific research with Buddhist practices.

“I was so in touch with the Dalai Lama’s willingness to put Buddhism to the test of research and science,” Love said. “I thought, ‘Someone who is willing to put their religion or practice to the test gets my attention and respect.’ Jon and I thought, ‘What else could the West learn from the East in terms of relationships? What can we learn from the Dalai Lama, from Buddha?’ The study is fascinating. It really is exciting to look at relationships from a totally different paradigm.”

She continued, “Buddhists have been studying human behavior for centuries. The more I read, the more I realize that they have it down to a science. They have been studying psychology for ages before Christ — so we have a lot to learn.”

Toward the end of the discussion, Allen Woodward, chair of the Division of Psychology and Counseling at Governors State University, asked the Dalai Lama how hope can be maintained during a time when there is so much war, violence and destruction in the world. The Dalai Lama replied that this is not what he sees. He told the group of counselors that people should never give up hope and that, many times, what society chooses to focus on is what increases.

“He is the closet person I’ve met that seems to personify what we teach about transparency, congruence, happiness, bliss — he’s positive and mentally healthy,” Love said. “It’s gratifying to meet someone who is living those principles. The whole trip more than exceeded my expectations. Just the idea of being in his presence was exciting because my whole life has been about becoming more aware, enlightened — just a better person.”

Love was especially delighted that her husband of six years, Michael, was able to make the trip with her. “With an event like that is so important, it was just incredible that we were able to share the trip and learn together.” She said. “It revitalized our marriage and gave us a great life experience and brought us closer together.”

One of her personal highlights from the trip coincidently came at the highest point in the foothills of Annapurna. The physical portion of the trip was something that Love had wanted to experience since she was a young girl. “The trekking was something I wanted to do since I read *Conquest of Everest* in middle school,” she said. “We crested a hill and there was this incredible view of the Himalayas. I’ve wanted decades to see that, I was just filled with elation and cried. Thinking about it still moves me. It’s just one of those moments in life that’s beyond words, it was so beautiful. How many things in life affect you that way? We all long for those moments. It’s something that I will never forget.”

The group plans to return soon for another meeting with the Dalai Lama. The project is expected to wrap up in a year.
Freeing youth from the grip of gangs

Counselors help gang members reconnect with mainstream society

BY JONATHAN ROLLINS
EDITOR-IN-CHIEF

Neither Lisa Taylor-Austin nor Ann Hackerman is physically imposing. Neither exudes the gruff, hardened personality of a drill sergeant or a disciple of tough-love tactics. That's why many people are surprised to learn that these two women are part of gang culture.

The appeal of a gang isn't readily apparent to most adults (or many young people) who cast a wary eye on the whole subculture. But the reasons for joining are as diverse as the number of kids out there, Taylor-Austin said. One common denominator, she said, is that "All kids want to belong to something bigger than themselves."

Some young people are attracted to the perceived or real power that comes from gang involvement, she said, while others are drawn to the risks involved when committing crimes or carrying out some other gang activity. These thrill-seekers know that they aren't making good choices and even understand the possible consequences of their actions, she said, "but they love the rush of it. It's almost like an addiction."

Other gang-involved youth are simply searching for a way to feel successful, Taylor-Austin said. "If you’re not successful in school, in the job — and you have an opportunity to go out on a mission and your gang tells you how great you did, that’s where you’ll want to be," she said.

Hackerman pointed out four overarching reasons why young people join gangs:

- **Family issues.** These issues can range from the absence of a male role model to inadequate supervision or an unhealthy level of permissiveness in the home. In some cases, a child’s parents may be incarcerated, and he or she looks for a gang to take the place of the family unit. Physical, sexual or emotional abuse within the family also drives many young people to join gangs. "Some kids think it’s safer to be out on the streets than in the home," Hackerman said.

- **Personal issues.** These can include having low self-esteem or not knowing how to deal with emotional problems in a positive manner. Drug use and financial need are other personal issues that can make gangs appear more attractive to young people.

- **Education issues.** Bad grades and low expectations, both on the part of the student and his or her teachers, can make school seem intolerable while simultaneously increasing the appeal of gangs. Oftentimes, these students have learning disabilities that haven’t been diagnosed or they haven’t received the proper assistance.

- **Community issues.** Young people who grow up in neighborhoods where violence is pervasive or where gang association is already prevalent may feel extra pressure to join a gang in hopes of being protected.

Communities without many job opportunities or after-school activities are often plagued with high levels of gang activity. Areas going through an ethnic transition may also see increased levels of gang membership as gangs fight to hold onto old turf or gain new turf, Hackerman said.

Seeing past the client’s gang persona

Taylor-Austin understands why many counselors aren’t comfortable working with gang members, and she doesn’t push her peers in the profession to do so. "This is a whole culture unto itself that many people don’t know about," she said.

The counselors help gang members reconnect with mainstream society. Taylor-Austin and Hackerman have both worked with gangs and have written books on the subject. Taylor-Austin is a counselor, psychotherapist and clinical team supervisor for Comprehensive Counseling Network, one of five mental health centers in the Memphis area. In addition, she has written a book, "Street Gangs, An Inside Look: A Guide for Professionals and Others Concerned With the Epidemic Plaguing the United States," used by the Memphis Metro Gang Task Force. Published through an Internet continuing education site in 2004, the book explores why people get involved with gangs; the hand signs, lingo and graffiti that are part of gang culture; and methods of gang prevention and intervention.

**Why young people are drawn to gangs**

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**Seeing past the client’s gang persona**

Taylor-Austin understands why many counselors aren’t comfortable working with gang members, and she doesn’t push her peers in the profession to do so. "This is a whole culture unto itself that many people don’t know about," she said.
“Gang members scare people, and they can scare therapists.”

But fear isn’t the only thing many counselors have to overcome to effectively reach this growing segment of society. Counselors must take special care not to judge these clients before meeting them, said Hackerman, who added that she has never felt threatened while counseling gang members. “If you come across with that attitude,” she said, “you’re not going to get anywhere. Just like everywhere else, it’s all about mutual respect.”

Taylor-Austin wholeheartedly agrees. “They’re so bombarded by adults in authority positions judging them that they turn off to that,” she said. “They’re so disarmed by the fact that I’m not judging them and telling them what to do that they’ll open up and share. ... Society is already saying that gang members are bad, that they’re not human beings. So when people do treat them like human beings, it means a lot to them. ... We (counselors) really have to keep our personal values out of it.”

She elaborates further on her website, www.gangcolors.com: “Clients do not need to be told that gang-banging is ‘bad.’ Rather they need to have their beliefs challenged, and they may need to learn new ways in which their needs can be met in less violent ways. ... I have heard colleagues talk about ‘de-programming’ gang members. Not only do I believe that approach is dangerous, I also believe it is disrespectful to the client. I believe it is more beneficial to work with a client’s self-identity and goals in life (or lack thereof), to explore ways to meet needs in a nonviolent manner and to encourage hope.”

Taylor-Austin doesn’t gloss over the violence inherent in gang culture or turn a blind eye to its other negative impacts, but she tries to glimpse the world involved youth whom she sees from her client’s perspective and attempts to see the person hidden underneath the gang persona. Many of the gang-involved youth whom she sees are actually smart, gifted kids with wonderful personalities, Taylor-Austin said, but because of where they live or an insecure home life, they are compelled to make choices that they might not make in a more stable environment. “Given the situations they’re in, some of them are doing amazingly well,” she said, pointing to gang members who choose to stay in school or are helping to raise a sibling.

One of the biggest misconceptions about gang members — even among some counselors — is “that they’re not going to change or don’t want to change,” Taylor-Austin said. “In the end, almost every gang member I’ve talked to doesn’t think that being in a gang is a positive thing. A lot of them don’t really want to do it.” She strongly believes that most gang members are not sociopathic, and if given the right support and opportunities, can succeed in mainstream society.

When Hackerman begins counseling a gang member, she immediately tries to establish a code of mutual respect. She lets the client know she is not intimidated, but at the same time, she stresses clear of any “might is right” tactics of her own, no matter how subtle, such as raising her voice. She also sets ground rules that the client must follow, or else that particular counseling session is immediately terminated. Some rules seem obvious: Clients cannot bring any type of weapon to the mental health facility and cannot come to the office under the influence of drugs or alcohol. Other rules model healthy relationships. For instance, dishonesty and manipulation are not tolerated during the counseling sessions. After establishing a rapport, Hackerman also won’t allow the gang member to use street slang in the sessions or in any of the group activities. “Their response (to the ground rules) is usually, ‘That’s wack (lame),’” Hackerman said. “But then they say, ‘OK, that’s cool.’” The message is clear: If they respect Hackerman’s rules, she will treat them with mutual respect.

Getting to the root problem

“Gang involvement, in my opinion, is a symptom,” Taylor-Austin said, “the same way that alcoholism is a symptom of something else. There is some larger problem underlying it. My approach (in counseling gang members) has always been to focus on the underlying issues and not talk about gang involvement all that much in the early stages.”

Instead she talks with her clients about the choice they are making and helps them to examine why they are making those decisions. “There just seems to be a lot of pain underneath most people’s unhealthy behaviors,” Taylor-Austin said. “My belief is that people are people, and we have more similarities than differences.”

Many young people think joining a gang is a logical step to take to ease the hurt in their lives or to achieve their goal of belonging, she said. Likewise, Hackerman also focuses on what hand clients are trying to fill by joining a gang. This usually goes back to at least one of the four overarching issues: family, personal, education or community issues. “The main thing is just knowing where they’re coming from,” she said, but the process of discovering why a young person joined a gang to begin with can be arduous. The level of trust and respect is built gradually over time, Hackerman said, and it can take months before a client is truly open and honest. Until that rapport is built, clients may lie about their experiences, embellish their level of involvement (especially in group settings with other gang members) or direct personal, verbal attacks at the counselor in hopes of shifting the focus off of the real issue, she said.

While Hackerman believes more truth tends to come out in private sessions between the counselor and client, she said that group activities are also useful in getting gang members to reconsider their way of life. She has used reality-based interventions in group settings to paint a graphic picture of where gang life is likely to lead most of its members — prison or the morgue. For instance, Hackerman sometimes has gang members role-play a funeral in which one of them has met a tragic end. The “dead” gang member is carried on a board (symbolizing a coffin) by his fellow gang members as they sing hymns and reflect on his life. Her clients often become very emotional during this exercise, said Hackerman, who then has the gang members talk about the “funeral” with their parents.

After dealing with the issue of why a young man or young woman is involved with a gang, Hackerman tries to get clients to see the other options that are out there for them, and helps them to make long-term goals and plans, such as earning their GED, high school diploma or college...
degree, or getting a job. "The big thing is communicating to these kids, "What do you want out of life?"" Hackerman said. Once her teen-age clients begin focusing on other areas of their life, she said, many fade out of gangs on their own. "For gang members, (seeing other options) is almost awe-inspiring," she said. "Many of them haven't seen past the (neighborhood convenience store)."

Taylor-Austin is also a big believer in helping gang-involved youth explore options they might not have known existed otherwise. Her No. 1 objective with these clients is not to remove them from a gang, she said, but "to find out what their goals are and what they would like to achieve. I don't have an agenda about what I want to accomplish. It's about what they want to accomplish." As she explains on her website: "Our goal, as therapists, is not to tell these youth what to do, but to lead them in examining different aspects of their lives so that they may come to a decision about whether their current way of life is 'working for them.'"

While Taylor-Austin doesn't believe there is any "right way" to counsel gang members, she said she has found reality therapy to be the most useful theory. The main goal of reality therapy is to help clients recon- nect to the people that they need, and gang members are almost always suffering, disconnectedness to family members or to society at large. "Addressing those underlying issues is really the key," Taylor-Austin said.

An important aspect of reality therapy is to help clients make specific, realistic and workable plans to better their lives, she said. For example, Taylor-Austin may help a client draw up a plan for getting a job, not just for the sake of making money, but also as a bridge to reconnect the gang member to mainstream culture. The plan might center around how to apply, how to follow up and even how to deal with rejection. Many gang members become dejected when their goals do not come to fruition right away, Taylor-Austin said, so it is vital to remind them that everyone has experienced rejection and discouragement. Drawing up these plans "helps the client feel like they are in control of their life," she said.

Final words of advice

Counselors interested in working with gang-involved youth need to have a good grasp on gang culture, norms and values, Taylor-Austin said. She recom mends reading as much as possible and, as you branch out into counseling gang-involved youth, asking your clients to explain elements of gang life to you. "My clients have been the best teachers for me," she said.

Hackerman preaches patience. Even if you quickly develop a bond with a gang member you are counseling, it can take months for the client to internalize change, she said. Even after counseling, gang life can exert its pull weeks, months or even years down the road. However, Hackerman said, she has also been surprised at how quickly — and how fully — some clients have dropped their hard-core gang personas in pursuit of other goals, such as college or a full-time job. Sometimes, ex-gang members will come back to visit her and tell her, "Hey, I heard what you said. (My gang past) is all ancient history now." It makes it all worth it," Hackerman said.

Gang kids aren't much different than typical kids, Taylor-Austin said. But in her work as a school counselor, she has found that young people who were once ensnared in gang life seem more appreciative and sensitive to her efforts to help them. Said Taylor-Austin, "(Ex-gang members) will come back two years later and say, 'Remember when you told me about that job possibility? It showed that you really cared about me.'

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Throughout their careers, John and Jean Pardeck have written extensively about the uses of bibliotherapy. They documented how counselors and other helping professionals chose and recommended books to their clients all the time. Certainly one of the most compelling ways individuals learn is through stories. Moreover, reading materials can expand the therapeutic process outside of the session, increasing the impact and value for the client.

The prevalence of the practice is also due in part to the many benefits ascribed to using books as an adjunct to the therapeutic process. Bibliotherapy can increase self-awareness, assist in the development of empathic understanding and enhance insight. Reading books can provide information and help to generate alternative perspectives and solutions. Bibliotherapy can increase self-awareness and assist in the development of empathic understanding and enhance insight. Reading books can provide information and help to generate alternative perspectives and solutions. Counseling professionals chose and recommended books to their clients all the time. Counselors use books often in their own story, clarify emerging values, lessen anxiety and diminish a sense of isolation. Further, books can help individuals expand their ethnic sensitivity and experience vicarious immersion in another's culture. Conversely, in 1985, Masha Kalsow Rodman and others suggested that literature can foster a client's own sense of cultural identity, ethnic pride and self-worth. Bibliotherapy has been used with all age groups and almost every imaginable presenting problem.

In 2000, my colleague, Paula McMillen, and I developed a book evaluation tool to help counselors choose books well-suited to their clients. The tool presents many of the above criteria and includes additional criteria such as general structure, subject matter, language and text difficulty. When evaluating books for therapeutic use, counselors need to consider several criteria with the particular client or group in mind. Well-executed, appealing and developmentally appropriate pictures and illustrations can entice even reluctant readers or those with attention deficits. Book length is an issue for some with deficits, but there are other reasons to consider this issue. For example, a lengthy book might be appropriate for a client reading at home but not for a classroom guidance unit.

Also consider characters and situations carefully. Some clients may need to identify with characters and situations, while others need to experience a perspective that differs from their own. The choice of genre—fiction, nonfiction, poetry—should also be based on an assessment of the client's particular needs. Of course cost and relative value are important factors as well. If the book is expensive, the counselor might ask, "Will this have maximal impact for the client?" and "How often will I use this with clients?" Positive answers to these questions might justify the purchase.

With much determination, revision work, experimentation, fun and planning, our evaluation tool was refined and enhanced. It is now accessible to mental health practitioners who use literature as part of therapy. The free online tool can be accessed at http://bibliotherapy.library.oregonstate.edu.

Counselors use books often and for a variety of purposes. Although simply recommending a specific book for a client may be valuable, a guided and careful choice can have greater benefits. Once a book is chosen, there are many different ways in which it can be used, including reading together, reading to a client or reading a part of a story and predicting what will happen next. Stories can stimulate discussion, role-playing, drawing and writing.

These suggestions are by no means exhaustive. Counselors are creative. We invent and adapt approaches all the time. In this article I have only begun to touch on key issues involved in selecting and using literature as part of the therapeutic process. Although book selection is a complex process it is an important one. Many factors need to be considered in choosing that particular "good book" for the right client. A well-prepared counselor will make better choices.

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Dale-Elizabeth Pehrsson (dale.pehrsson@oregonstate.edu) is an assistant professor for counselor education and supervision at Oregon State University. This article was adapted from an earlier article co-authored with Paula McMillen and published in The Counselor, the newsletter of the Oregon Counseling Association.
Continued from page 7

Instead appears to be the pain of growth. Their presenting issues seem to be the exercise of their souls to further strengthen them as they move ahead and beyond where they are now. Perhaps it is similar to an athlete struggling to reach that final mile in a race. It hurts and demands strength, but the execution produces more strength at the same time.

People coming to see us are often not the weakest but instead the strongest ones. They are able to look at such tragedies instead of growth. Their presenting is—instead appears to not let you rule over me any-

years or a history of abuse and are able to look at such tragedies instead the strongest ones. They often not the weakest but in-

the same time.

Perhaps it is similar to an athlete struggling to reach that final goal beyond where they are now. Perhaps it is similar to an athlete struggling to reach that final point of being in the presence of themselves.

Paul in his second letter to the Corinthians that says, "For when I am weak, then I am strong." The clients we meet are often individuals who, know-

ing or not, live this philosophy to its fullest. In their weaknesses they have found the strength to seek help, and by doing so remind their counselors to be humble and recognize the privilege of being in the presence of such strong people — people of hope, people who are able to see the light at the end of the tunnel.

I've spent more than a year receiving instruction about theory, role-playing counseling scenarios and learning the disciplines of our trade. But my interactions with these two quality women taught me more in two hours about what we do than any course or textbook. I've learned that when we read the cases and pretend to be the clients, there is a missing dynamic in the equation. We don't experience real pain. Obviously, we never really understand or feel the unique pain that each of our clients brings to a session either, but we do experience what it means to be exposed to a person who is in real pain and struggling to be free.

We do share our own struggles with friends and family, but this is not the same experience a client has in a counseling ses-

sion. People who seek us out for counseling not only bring their pain, but also a deeper willingness to work through it than someone brings to a dinner conversation. At the heart of their strength seems to be the will to allow their creative energy to lead them to a new understand-
ing of the experience. This could never be captured via a role-play or at the dinner table.

Taking a look at counselor weakness and strength I know one thing for sure: Entering the practicum and intern phase of my degree, I am ever more humbled by the beauty of human beings and the gifts that they offer. I am reminded that it is a privilege to do this work and to have the opportunity to experience the strength of future clients. My new expectation is that in helping clients to achieve healthier, fuller lives, I will continually walk away with a deeper understanding of what it means to be strong. Perhaps I'll even remove my mask of being "OK" and be strong enough to face my demons as bravely as these great souls have done.

So if what appeared to be weakness in a client is really strength, how do we know when we are faced with true weakness? Maybe the first place to look is at ourselves. My encoun-
ters with clients are showing me a whole new dimension of myself that I never knew existed. There are emotions, thoughts, beliefs and values that are chal-

enged, reinforced and, yes, changed with every encounter. My weaknesses are those things that often cause me to skirt past these dimensions of myself.

I sit in session with people so willing to examine and change essential parts of themselves, as if they were clay. Yet I can con-
tinue to hold onto mine as if they were solid rocks. Weakness might be the unwillingness to open up to the wonderful expe-

rience of being human in the presence of another human being. The sessions we have sometimes ignite a fire in us that seemingly could transform dead wood into energy. If we simply run away from the fire, we are the ones who are weak. If, how-

ever, through self-reflection, supervision and, perhaps, our own counseling sessions as clients we use that energy for growth, we become stronger.

Can we be as strong as our clients? Will we seek the chal-

lenges that could change us for the better? I'm beginning to think that the more we do, the better counselors and people we be-

come.
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- September 11th: Lessons Learned - Jane Webber and Barry Mascari
- Personal Reflections From Service Center Six, Staten Island - Tom Query
- Trauma and Violence in Schools: Online Resources for Educators - Juneau Gary
- Ring Around the Rosie: Play Therapy for Traumatized Children - Jennifer Baggerly
- Systematic Trauma Intervention for Children: A 12-Step Protocol - Jennifer Baggerly
- Preemptive Trauma Treatment: Religion and Spirituality - William Clough
- Carelessness Committee Model for Trauma or Crisis Counselors - Michael Dubi, Samuel Sanabria
- Understanding and Working with Acute Stress Disorder - Michael Dubi, Samuel Sanabria
- Compassion Fatigue: Our Achilles Heel - Eric Gentry
- Deployment Counseling: Supporting Military Families - David Fenell
- The School Counselor’s Role in Supporting Children of Deployed Military Families - David Fenell et al.
- First Responders and Their Families - George M. Kapalka
- Violence Toward Children in Our Nation’s Capital - Pat Schwallie-Giddis, Kelli Jones Sanness

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Suicide Lifeline
Continued from page 1

imize the impact that suicide has on the community.

"South Dakota communities, especially in the central and western portion of our state, are the epitome of 'rural' in nature, with long distances separating citizens and communities," said Kelly Duncan, executive director of the South Dakota Counseling Association. "We have a huge shortage of mental health providers in these rural areas. The new nationwide suicide prevention hotline will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention significantly. An individual in need of crisis intervention will aid individuals in need of crisis intervention. Unfortunately, a lot of the crisis for help go unheard." He said he hopes that the Lifeline can mend some of the holes in a mental health safety net that is spread too thin across rural America.

"Resources to serve the needs of people who live in rural areas are sorely lacking," said Deborah Drew, a counselor educator at the University of Southern Maine. "Depression and suicide continue to be significant problems in rural areas, especially in light of rapid economic change. I applaud the work of the Mental Health Association of New York City, the National Association of State Mental Health Program Directors, Rutgers University and Columbia University, and the funding that supports this effort. While it does not replace the dire need for counseling professionals to directly serve all the needs of rural Americans, the National Suicide Prevention Lifeline adds one more resource to help meet a serious problem among rural people. It is my intention to provide my students with the information about this resource." For more information, visit the Lifeline’s website at www.suicidepreventionlifeline.org.

The Emerging Professional Counselor: Student Dreams to Professional Realities, Second Edition
Richard J. Hazler and Jeffrey A. Kottler

The Emerging Professional Counselor equips you with the tools you need for career success and helps you to make the most of your counseling education. Hazler and Kottler thoroughly update their best-selling manual for counseling students at all levels and provide insight into the process, opportunities and struggles that students and new counselors face as they make educational and career transitions. From selecting a master's or doctoral program, to meeting academic and political challenges, to landing your first job, the authors give expert advice on how to take initiative, productive, and use your creativity to foster positive self-direction and growth.

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ing and stigmatizing. Remember? In education, for example, labels have changed in the interest of avoiding stigmatization and hindering self-esteem. What used to be called "mentally retarded" changed to "mentally handicapped," "educably mentally handicapped" or "mentally challenged." The term "minimal brain dysfunction" changed to "learning disabled" and then to "differently abled." The labels still remain and are still awkward, at best. Yet, in pursuit of "social justice," the column's authors create and/or apply more and more labels.

Martin Luther King Jr. dreamed of a world in which we didn't see color, but the dignity of persons. I know that the column's authors believe in that ideal, but I fear that their actions and rhetoric only highlight differences.

I hope they will see in my response to their column one of the "difficult discussions" that they desired.

Troy S. Contois
Springfield, Mo.
tcois@doeog.org

Having read the December 2004 "Dignity, Development & Diversity" column, I am struck by how much easier it is for me to take action to initiate difficult discussions regarding the need for support of various social justice issues in a professional arena rather than on a personal level.

I have waged a lifelong crusade in support of those who are unjustly treated, whether on a familial or broad social battleground. My first awareness of others needing my help came when my mother, who voluntarily taught elementary school on the "east" side of a dusty West Texas town, loaded me into her truck at the port of those who are unjustly treated, school on the "east" side of a dusty West Texassnground. The Jewish Guild for the Blind

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The Opening Session features Irvin D. Yalom, world-renowned group-counseling pioneer and psychiatrist, and professor emeritus of psychiatry at Stanford University. Yalom has emphasized creative force in his existential and group texts and in his more popular fiction, which captures the essence of therapy.

ACA First-Timers and Mentor's Luncheon – Get together with other first-timers as well as some "older" types to find out how to get the most from your experience in Atlanta. Meet leaders in the counseling profession, hear about what's going on at the convention and maximize your learning and networking experiences.

Tickets are available for $35 per person. Don't miss the ACA Opening Party! Join us for an evening of dancing food and fun. Greet old friends and meet new ones at the social event of the 2005 ACA Annual Convention. One ticket included with each full registration. Additional tickets are available for $35 per person. You may purchase your ticket on site at ACA Registration.

ACA Keynote Panel: Giving Creativity Form and Substance — Many people have ideas, but giving them form takes time, patience and effort. This panel of ACA authors will discuss how they get ideas, shape them and structure them to benefit others. Join moderator Jeffrey Kottler and panel members Janice Delucie-Waasch, Courtland C. Lee, Diane A. Palm and Amy A. Clark.

IAMFCC Distinguished Speaker — President-elect Patricia Arredondo will address The Psychobiographical Approach in Family Counseling with Mattie/Latino Immigrants: A Continuum and Synergy of Worldviews. Latino immigrant families are referred to and seek counseling services for multiple reasons. These include loss and change, adjustments and acculturation, and innumerable stressors that upset the balance in the individual and the family. The psychohistorical approach is used to frame this demonstration. To engage in effective counseling with Latino immigrants involves competency-based behavior based on culture-specific, historical and sociopolitical knowledge about context surrounding immigration in the United States.

ACA Foundation Recognition and National Awards Reception — Celebrate those who have distinguished themselves and made an impact on the counseling profession. Co-hosted by the ACA Public Awareness and Support Committee, the gala event will recognize ACA award winners and foundation benefactors. Admission is free, but contributions to support the efforts of the Foundation will be welcomed.

**Convention highlights**

Explore career opportunities at the ACA Career Center.

The Career Center will offer both formal and informal services, including an interviewing program for job seekers and employers. Come by for a critique of your résumé, tips on job searches and workshops designed for all stages of your counseling career. Volunteers from the National Career Development Association and the National Employment Counseling Association will help to staff the Career Center, so there will always be knowledgeable professionals available to answer your career-related questions.

Discover new resources at the ACA Resource Center, the one-stop shop for information on ACA! Staff will be on hand to answer questions about ACA resources and membership. Find out what's happening on federal and state policy issues impacting the profession. The ACA website will be at your fingertips via a walk-up display with computer workstation. Visit the ACA Cyber Café, and check your e-mail messages without having to leave the action! The ACA Cyber Café will be located within the ACA Resource Center.

DONT MISS THESE PRESIDENTIAL INVITED SESSIONS, FEATURING TOPICS AND SPEAKERS HAND-PICKED BY ACA PRESIDENT SAMUEL T. GLADDING:

**Friday, April 8**

ACA/APT - The National Play Therapy in Counseling Practices Project: Phase I
Simone Lambert, Fairfax, Va., Johnna White, Michael LeBlanc, Jodi Millen, Phyllis Post, Dee Ray and David Kaplan

A Musical Chronology and the Emerging Life Songs: A Model for Integrating Grief and Facilitating Relational Connections
Thelma Duffey, University of Texas at San Antonio

Using Creativity and Spontaneity to Reach Hard-to-Reach Teens
John Sommers-Flanagan, Families First, Mont., and Rita Sommers-Flanagan

Using Expressive Arts in Group Supervision
Debbie Newsome, Wake Forest University, Winston-Salem, N.C., Laura Veach and Donna Henderson

Creative Counseling: A Gathering of Expert Therapists Describing Their Most Noteworthy Creative Counseling Interventions
Jon Carlson, Governors State University, University Park, Ill., Jeffrey Kottler, William Glasser and Bradford Keeney

New Developments in Counselor Licensure Portability
Jim Wilson, Wilkinson College, Dover, Del., Barry Mascari, Charles A. Gagnon and Janice McMillan

**Saturday, April 9**

2005 Hans Z. Hoexter International Forum
Tim Bond, Bristol, U.K., and Barbara Herlihy

Humor, a Self Help Tool for Counselors
Sandi Meggett, Seattle

Nurturing the Promises of the Profession
John D. West, Kent State University, Kent, Ohio, Donald L. Buberer, Cynthia J. Ostrow, Edwin L. Hiers, Don C. Locke, Jane E. Myers, Ted P. Remley, Christopher A. Janson, Christine Sunil Bhat and Shawn Spurgeon

Using Life Themes in Counseling
Mark L. Savickas, Northeastern Ohio Universities College of Medicine, Rootstown, Ohio

Using Visual Arts in Counseling Individuals and Groups
Pamela O. Paisley, The University of Georgia, Athens, Ga.

Treating Mental Health as a Public Health Problem: A New Leadership Role for Counselors
William Glasser, The William Glasser Institute, Chatworth, Calif.

Working From the Inside Out: Using Movement to Facilitate Transformation
Susan Kleinman, The Renfrew Center, Renfrew, Fla., Leslie Armenio and James M. Mandoff

A View of the Future
Samuel T. Cladding, ACA

Opening Session
Sallie Amat

Luncheon
Rita Sommers-Flanagan, The University of Montana, and Denise Stobbe

Saturday Evening Gala

Luncheon - The Longest Mile

Ethics Town Hall Discussion
Michael M. Kocet, Bridgewater State College, Bridgewater, Mass.

Lenses and Filters: Photography as a Metaphor Toward Awareness and Empowerment
Kent Becker, University of Wyoming, Laramie, Wyo., David K. Carson, Jeanne Rothaupt, Jennifer Murdoch Koch and Saleh Arnal

Counseling at the International Crossroads: Walking the Talk - NBCC International
Thomas M. Collins, National Board for Certified Counselors, Greensboro, N.C.

The Counselor as an Artist: Creative Process in Art and Life
Sally Atkins, Appalachian State University, Boone, N.C.

Report of the National Panel for Evidence-Based School Counseling Interventions: Research-Based and Promising School Counseling Practices
John Carey, University of Massachusetts-Amherst, Carey Dinmuth, Trish Hatch, Peggy Hines, Richard Lapan, Courtland Lee and Susan Whiston
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*American Assoc. of State Counseling Boards ... Booth # 118
*American Mental Health Counseling Association ... Booth # 622
American Psychological Association ... Booth # 513
American Rehabilitation Counseling Association ... Booth # 796
American School Counselor Association ... Booth # 807 - 813
Association Book Exhibit ... Booth # 515
Association for Counselor Education & Supervision ... Booth # 933
Association for Gay, Lesbian, & Bisexual Issues in Counseling ... Booth # 924
Association for Multicultural Counseling & Development ... Booth # 931
Association for Specialists in Group Work ... Booth # 918
Association for Spiritual, Ethical and Religious Values in Counseling ... Booth # 926
ASHS Career Exploration (OMEP/COM) ... Booth # 417
Bruner-Routledge ... Booth # 416 & 418
Center for Credentialing & Education (CCE) ... Booth # 110
Center for Recovery Therapy ... Booth # 310
Comex ... Booth # 222
Counselors for Social Justice ... Booth # 920
CPI & Associates ... Booth # 314
*Campus Tours ... Booth # 527
*Family Credit Counseling Service Booth # 123
Glaser Institute ... Booth # 223
Hazelden ... Booth # 410 & 412
Hernando Provider Service ... Booth # 911
Hidewell Lake Academy ... Booth # 616
Houghton-Mifflin ... Booth # 322
Impact Publishers, Inc. ... Booth # 112
International Association for Montage & Family Counseling ... Booth # 922
Jist Publishing ... Booth # 529
*Lee University ... Booth # 371
*Liberty University ... Booth # 522
Love Publishing ... Booth # 316
Merrill Education ... Booth # 211 & 213
National Career Development Association ... Booth # 1028
National Employment Counseling Association ... Booth # 929
Oklahoma University/High School ... Booth # 926
Pearson Assessments ... Booth # 611
Regent University ... Booth # 526
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Reservoir Center ... Booth # 318
Ridge Creek ... Booth # 618
SAGE Publications ... Booth # 612 & 614
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*Schoollhouse Ed Publishing ... Booth # 523
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Springer ... Booth # 608
Texas A&M University - Commerce ... Booth # 414
*The College Board ... Booth # 509
The David Project ... Booth # 916
Thornton ... Booth # 311 - 315
Three Springs ... Booth # 217
Tourisme Montreal ... Booth # 122
University of Nevada - Reno ... Booth # 422
University of North Texas ... Booth # 624
University of Wyoming ... Booth # 319
US Army Accessions Command ... Booth # 423 & 425
*Vista Life Career Cards ... Booth # 413
*Vocational Research Institute ... Booth # 215
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Wiley ... Booth # 628
*NEW EXHIBITORS

Experience one of the largest gatherings of counseling vendors in the world at the ACA Exposition Hall, which will open with a welcome reception on Thursday, April 7, from 3-7 p.m. The exposition is open on Friday, April 8, from 11 a.m.-6 p.m., and Saturday, April 9, from 10:30 a.m.-6 p.m.
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ACA Book Shop

Make sure to stop by the ACA Book Shop during your stay in Atlanta. Conveniently located in Exhibit Hall A of the Atlanta Convention Center, the bookstore will be open during all exposition hours. There will also be a preconference Author Bookstore with new releases and best sellers in the ACA convention registration area on Wednesday, April 6 and Thursday, April 7 before the main exhibition opens on Thursday evening. This is your chance to purchase our latest book, video, and home-study selections as well as our new ACA logo signature accessories all at special convention discounts.

ACA Author Book Signings

From 5:30-6:30 p.m. on Thursday, April 7 and 11 a.m.-12 p.m. on Friday, April 8, ACA will host author book signings in the ACA Book Shop. Attendees will have the opportunity to converse with some of the most influential and distinguished counselors in the field while they sign their latest publications. On Saturday, April 9, there will be a special book signing at 11 a.m. for members of the ACA Keynote panel, "Giving Creativity Form and Substance"

Become an ACA Author

If you are working on a manuscript or are just beginning to mull over an idea that you think will appeal to the professional community, the convention offers a great opportunity to see if it might be of interest to the ACA. Stop by the ACA Book Shop to meet with our director of publications, Carolyn Baker, or contact Carolyn (cbaker@counseling.org / 703.823.9800 ext. 356) to arrange a meeting before the convention to discuss your work.

Publishing in ACA Refereed Journals

For an in-depth discussion on how to get published in ACA's journals, be sure to attend the "Publishing in ACA Refereed Journals: Suggestions From the Council of Editors" content session on Friday, April 8 from 2-4:30 p.m. in the convention center. This informal, question and-answer content session will feature the ACA field editors discussing the types of articles they are seeking and providing tips to increase the likelihood of getting published.

Learning Institutes at a glance

Visit www.counseling.org/convention for session description & cost

Wednesday, April 6
Daytime Sessions - 9 a.m.-4:30 p.m.

05001 Reclaiming Our Troubled Youth Through Troubled Times (Intermediate)

05002 Helping Clients Overcome the Critical Inner Voice (Comprehensive)

05003 Challenges Facing Group Leaders: Understanding and Working with Resistance and Diversity Issues (Intermediate)

05004 Playing Together: A Preventive Intervention with Preschoolers, Parents and Teachers in an African-American School Community (Intermediate)

05005 Mediating Mood: An Integral Overview for Counselors (Comprehensive)

05006 Spirituality and Development: Using Developmental Counseling and Therapy in Practice (Comprehensive)

05007 Utilizing Movies to Teach Counseling Theories and Techniques (Comprehensive)

05008 Group Career Counseling: Principles and Practices (Comprehensive)

05009 Infant Mental Health - What Is That? Diagnosing the Mental Health and Developmental Disorders of Very Young Children (Introductory)

05100 Dealing With the Distillation, Disenchantment and Disruptive: Practical Reality Therapy (Comprehensive)

Wednesday, April 6
Evening Sessions - 5:30-8:45 p.m.

05011 Counseling Skills Scale Training (Intermediate)

05012 Brief Relationship Enhancement Couples Therapy: Fostering Emotional Engagement, Stability and Satisfaction (Comprehensive)

05013 Mood Management: A Cognitive-Behavioral Skills Building Program for Adolescents (Comprehensive)

05014 Counseling for Prejudice Prevention and Reduction: Practical Applications for Counselors (Comprehensive)

05015 Help-I've Never Studied the DSM-IV-TR! An Introduction for DSM-IV-TR Beginners (Introductory)

05016 Not Just For Little Kids: Expressive Play Therapy Techniques for Adolescents, Adults and Families (Introductory)

05017 How to Assess and Treat Family Level of Acculturation and Adjustment of Immigrant Latino Adolescents (Intermediate)

05018 Preparing Counselors for Challenge: Skills and Techniques for the Successful Recognition and Processing of Client Resistance (Introductory)

05019 Self-Injurious Behaviors: Understanding and Working With Clients Who Self-Injure (Introductory)

05020 Listening to Youth: An Outcome-Based Approach to Facilitating Violence Prevention Groups in School (Intermediate)

Thursday, April 7
Daytime Sessions - 9 a.m.-4:30 p.m.

05021 The Many Faces of Grief (Comprehensive)

05022 Counselors in an Urban High School Are Meeting Student Needs Through a Leadership Role in Education Reform (Intermediate)

05023 No School Counselor Left Behind (Comprehensive)

05024 Putting Race on the Table: Assisting Counselors Address Race (Intermediate)

05025 Assessment and Treatment of Clients' Core Issues (Comprehensive)

05026 Using Theories and Multisensory Creative Techniques in Individual and Group Counseling (Comprehensive)

05027 Family Counseling for All Counselors (Introductory)

05028 Spirituality in Counseling: Theoretical Orientations, Applications and Assessments-Developing a Professional Portfolio (Comprehensive)

05029 Counseling Asian Clients: A Seven-Member Panel Presentation (Comprehensive)

05030 The Combination of Psychotherapy and Medication: What Counselors Need to Know (Intermediate)

05031 Counseling With Toys: An Introduction to the Basic Principles and Procedures of Play Therapy (Introductory)

Thursday, April 7
Evening Session - 5:30-8:45 p.m.

05032 Developing and Implementing Comprehensive, School/Community-Based Violence Prevention Programs: A Social Justice Perspective (Comprehensive)

05033 The Development of Gender Identity (Comprehensive)

05034 Mental Health Is Closely Theory (Comprehensive)

05035 The Ethics of Countertransference: Helping Students Go Beyond Their Own Values and Get Over Themselves (Comprehensive)

05036 Soulunbama: A Six Stage Action Model for Spiritual Growth and Recovery Combining Psychology, Spirituality and Creative Arts (Comprehensive)

05037 Strengthening the Creative Counseling Fabric Through the Multicultural Traditions (Comprehensive)

05038 The Bully as Victim? Strategic Approaches to Understanding and Working With Children and Adolescents Who Bully (Comprehensive)

05039 Psychopharmacology and Non-Traditional Approach in the Treatment of Schizophrenia: Issues and Ethical Dilemmas (Intermediate)

05040 Mind/Body Integration: Incorporating Time-Tested Holistic Systems Into Your Modern Counseling Practice (Comprehensive)

05041 The Neurobiological and Psychological Effects of Trauma and the Benefit of Trauma-Based Therapies (Introductory)

05042 Creative Couples Counseling (Comprehensive)

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Norman E. Hoffman

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Counseling Today February 2005 26
LEGAL & REGULATORY COMPLIANCE

Updates for Counselors, Mental Health Professionals and Counselor Educators

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

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

Legal & Regulatory Compliance also will include:

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

Meet the Editor
Attorney Anne Marie "Nancy" Wheeler

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

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Collaborating globally to affirm human dignity

The tragedy of the unannounced tsunami that swiftly left pathways of destruction miles away from the United States has captured worldwide attention. If there are those who ever doubted the power of nature’s forces, the events on the shores of the Indian Ocean likely changed their minds.

To the date of this accounting, it has been reported that the death toll in 11 countries is beyond 150,000. The survivors are a great number, estimated at more than 2 million, and for them, reconstructing their lives must be a daunting task. They are confronting hunger, illness, the threat of disease and a lack of shelter, factors that are inconceivable for many of us. Despite reading and viewing television accounts about tragedies precipitated by natural disasters, the devestation is still very abstract to many of us. One cannot help wondering about the resiliance of individuals, their hopefulness to start over and their sorrow.

Moral dilemmas

The stories of survivors go far beyond textbook examples of moral dilemmas. Among the stories reported was one about a man who had to decide to “save” either his mother or his sister. He did not have the strength to pull both along and had to make a painful decision to release one of them or they all would die. Reportedly, he is racked with emotional pain over his decision.

There are other stories of parents who fought back the desire to run into the ocean to save a child because they had other children close by who also needed protection.

Some thoughts about survivors’ experiences

Our training as counselors is valuable in preparing us to anticipate and plan for interventions with survivors of different types of losses. We can begin by invoking the Multicultural Counseling Competencies endorsed by the American Counseling Association Governing Council. Competency statement No. 2 reads: “culturally skilled counselors are aware of how their own cultural background and experiences have influenced attitudes, values and biases about psychological processes.” As individuals, we have different models and experiences for responding to deaths and other major losses. We engage in varying cognitive processes based on our belief systems, experiences and emotional reactions, and manifest behaviors for coping, grieving and so forth. Perspective-taking is a critical skill in accepting the moral dilemmas and decisions made by survivors.

Dealing with the pain of death and loss

Elisabeth Kubler-Ross, who died last year, is credited with generating a more open discussion about loss and grief for survivors. Her model has five stages suggesting psychological processes that ensue: denial/numbness/shock, anger, guilt (survivor), bargaining and acceptance. Although the model is not culturally universal, it is possible to assume that all cultural groups have a belief system about death, dying and survivorship. These belief systems inspire rituals and practices that are more often culture-specific (emic) than universal.

The Hindu practice is to cremate or burn the bodies in a white sheet. In the United States, cremation is not done openly, but is essentially the same practice. The Irish are known for holding festive wakes to celebrate the life of a loved one who has passed on. In rural communities in Mexico and probably other locations, the deceased are brought into the family home for viewing and prayers. This is because of economics and location. A Jewish tradition is to bury the individual within 24 hours and to sit shiva for the following seven days. There are many more culture-specific examples, and it behooves us as counselors to re-examine our personal, family culture messages about death and other life tragedies.

Emotions and emotional reactions are learned behaviors that emanate from our belief systems as well. The emphasis on emotional restraint for men, particularly from the Euro-American social behavior models, may create dissonance for counselors who assess more overt emotional reactions as “abnormal” or immature. Conversely, most societies expect women to be openly emotional (except in certain work environments). Painting or throwing oneself onto a casket are emotional behaviors typically manifested by women. Among Latinos from the Caribbean, ataques de nervios are accepted as the expression of loss. Ataques are often compared to a seizure or nervous breakdown, but they are not. Rather, they are culturally sanctioned expressions of deep emotions. For counselors, all these examples represent culture-specific knowledge. Further, these examples challenge counselors to examine our own values about the open expression of emotions for men and women, and for ourselves.

Self-examination among counselors

The Multicultural Counseling Competencies are instructive for those who remind counselors to look within themselves to evaluate beliefs, attitudes and biases toward others and the behavior of others. Relative to this discussion, we recommend that counselors engage in self-

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Author - Breaking Free from the Victim Trap
Breaking Free - A New Paradigm for Change

Diane Sinibaldi, Licensed MFT
Founder of the Institute
For 25 years as therapist and teacher, Diane has traveled the world learning to combine physical healing, emotional psychotherapy, and spiritual growth. Her Heart-Centered Hypnotherapy is the synthesis. Diane is author of Breaking Free from the Victim Trap, and trains professionals in advanced clinical skills throughout the U.S. and in Kuwait, Taiwan, South Africa and Denmark.

2005
New York City: Feb. 24-Mar.1
Atlanta: Mar 17-22
New Orleans: April 21-26
Syracuse: Apr 15-17 & 22-24
Seattle: May 19-24
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New York City: July 21-26
Boston: Sept 7-12
Seattle: Oct 6-11
Pt. Lauderdale: Nov 2-7
examination about the following questions:

- How have I grieved personal losses? How did I learn these expressions for grieving?
- How comfortable am I witnessing others grieve?
- How do I explain these natural disasters to myself? Is it the act of a higher power? Nature being nature? Fate?
- What might I have done had I faced the moral dilemmas described previously?
- If I feel helpless about the consequences of the tsunami, what can I do to make a contribution?

Planning ahead

There is a likelihood that some survivors of the tsunami may eventually resettle in the United States with family and friends. As with victims of other natural disasters; civil wars in Bosnia, Central America and Africa; or the events of 9/11, reactions may be either immediate or delayed. For many survivors, incidences of post-traumatic stress, hypertension, paranoia, phobias and fears begin to manifest themselves even though, in reality, there is immediate safety.

ACA already has in place annual training through the American Red Cross for counselors who wish to be prepared in responding to crises and natural disasters. In addition to this type of training for immediate response, ACA's committees can come together to develop training modules for cross-cultural counseling for incidences of disaster.

The tsunami is a case study of sorts because it was localized to a part of the world rich in multicultural diversity, both culturally and linguistically. Perhaps ACA should consider the development of generic modules or training that can be used across groups. There could also be a compilation of resources to assist counselors when an unexpected event happens in their locale. National references for local application would be most helpful to most counselors.

Closing thoughts

The monumental global response to this tragedy has been encouraging. This is global collaboration at its best. Counselors, corporate executives and entertainers are finding ways to contribute, to try to make a difference in a world of devastation. There is hope in this response, perhaps for many of us, because there are so many other deadly situations (wars, hurricanes, etc.) for which powerlessness occurs. Ultimately, the goal must be one of preserving the dignity of the survivors, affirming their reality and giving support in whatever small or big way we can.

ACA President-Elect Patricia Arredondo (e-mail: empow@sol.com) is a faculty member in the Department of Counseling Psychology at Arizona State University and the founder and president of Empowerment Workshops in Boston. Michael D'Andrea (e-mail: michaeld@hawaii.edu) is a faculty member in the Department of Counselor Education at the University of Hawaii.

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Licensure's Catch-22

Process both benefits, frustrates counseling professionals

BY DAWN PENNINGTON
FOR COUNSELING TODAY

With licensure a reality in 48 states, the District of Columbia and Puerto Rico, the counseling profession is closing in on a dream it has worked hard to make come true since Virginia became the first state to license counselors in 1976. While this designation has benefited both trained practitioners and the general public alike, it has also presented some challenges that may limit the ability of new professionals to gain licensure in a timely way.

"You write the legislation with the best of intentions but deal with fallout as it occurs," said Bradley Erford, an associate professor at Loyola College in Timonium, Md., and immediate past president of the Association for Assessment in Counseling and Education. He is also a Licensed Professional Counselor in Maryland, Virginia and Washington, D.C.

"It might be helpful if states would accept the credit hours, along with individual supervision itself, within a short time period.

In Maryland, courses beyond the core curriculum are required in drug and alcohol counseling, diagnosis and treatment, and marriage and family therapy. Erford said, noting that some students take these courses as electives or after they have finished their master's degrees. Many states have similar requirements. For instance, Virginia requires coursework in 13 areas even though graduate programs accredited by the Council for Accreditation of Counseling and Related Educational Programs require work in only eight areas.

The long road to licensure

Taking additional courses is only one of many steps some new professionals will take toward applying for their licenses. Another is completing a minimum of 2,000 hours of supervised work experience. In most cases, new professionals can apply practicum and/or internship hours toward their licensure, but students who attended programs not aligned with, the core curriculum established by the Council for Accreditation of Counseling and Related Educational Programs may end up starting almost from square one once their degree is in hand, depending on the requirements in their state.

Rebecca Farrell, a doctoral candidate at Virginia Tech and co-chair of the American Counseling Association's Graduate Student and New Professional Task Force, learned this lesson the hard way. "(It) might be helpful if states would accept master's internship hours toward licensure from doctoral students regardless of whether or not they came from accredited master's programs," she said. "As long as all the other requirements are fulfilled, doctoral students should not be penalized for not graduating from an accredited program. I did not know about accreditation when I applied to counseling programs and how this might impact my ability to become licensed after finishing a doctorate."

Farrell noted that, according to accreditation standards, practicum and internship must be conducted and completed in a certain manner (e.g., one professor to five students for practicum) — something she didn't know to look for when deciding to enter this field. "I learned a wealth of information during the master's practicum and internship, even though the structure might not have fulfilled accreditation standards," she said. "Yet my hours are technically (worth) less than (those of) someone who came from an accredited program (depending on the state). It would be helpful if states clearly defined what hours can and cannot be counted toward licensure for doctoral students, as well as those who come from non-accredited programs, and made this accessible on their licensure websites and packets."

Farrell chose not to apply for Limited License Professional Counselor status when she acquired her master's degree in Michigan because she moved to Virginia to pursue her doctorate and was unsure whether she would return to the Wolverine State. "Earlier this year, I spoke with someone on the Michigan licensing board who informed me that I could still apply for my LLPC if I ever decided to come back," she said. "Basically, the LLPC allows graduates of a counseling program to practice counseling under the direct supervision of a fully Licensed Professional Counselor until he or she accumulates the 3,000 hours required for a full license. A two-year period is granted to accumulate the 3,000 hours. Once the hours are completed, graduates are then able to take the National Counselor Exam and apply for the LPC title."

Those two years pass quickly, however. Betsy Salomon-Auguste, a clinical therapist and the agency payee at the Community Mental Health Council in Chicago, earned her master's degree two years ago, but due to working and life circumstances, she hasn't finalized her state licensure. She is, however, a National Certified Counselor. In Illinois, passing the National Counselor Exam, submitting the results to the state board and paying a fee earns a counselor the LPC title. Illinois state law requires that a counselor have licensure or certification for services to be eligible for reimbursement.

Salomon-Auguste really does want her license, but said she is having a difficult time finding out if her FCC status will still translate into LPC status. At pressing time, she had contacted a number of agencies in her area but had yet to receive any answers. Once she obtains her LPC, she plans to work toward becoming a Licensed Clinical Professional Counselor later this year.

As a relatively new professional, she noted that she struggled not only to achieve enough clinical hours for her limited license but also for the remainder of her hours. You need to know your supervisor wisely because, in some respects, the supervisor is passing on what they have learned. A quality supervisor makes for a quality experience."

Salomon-Auguste noted that many graduates find themselves struggling to understand the long road to licensure. "When don't expect all the (intricate) details. It's almost a roller coaster ride. You need to know your supervisor wisely because, in some respects, the supervisor is passing on what they have learned. A quality supervisor makes for a quality experience."

Sometimes, though, when graduates are fortunate enough to get hired quickly (usually where they completed their internships), the most time-efficient option is to receive supervision from someone on the job. Depending on the state, supervision can come from anyone in the helping field, including counselors, psychologists, psychiatrists and social workers. "Each state has stipulations on who can provide supervision," Farrell said. She noted that in Virginia, at least 100 hours of total supervision hours must come from an LPC, and the ratio of supervision to direct client contact is 20:1 (for every 20 hours of direct client contact, one hour of supervision must be provided). In Michigan, she said, supervision must be provided by a licensed professional counselor.

In the case of Salomon-Auguste, she was part of a team of counselors and social workers, and a social worker provided supervision during her internship. Licensed social workers and counselors learn a lot of similar things. Salomon-Auguste noted, but definitely have different core competencies. "I would have preferred to
In fact, a desire for counseling skills, coupled with her background in behavioral health and biology, is what attracted Salomon-Auguste to counseling as a career path. As an undergradu-
te, she worked in a group home with nine teen-age girls. The experience inspired her to look at Chicago State University's catal-
og, where she found that social work was too broad for her. Besides, given that her social work offered 33 credits, compared with 51 credits for the counseling program. "I think it was counseling that I was looking for," she said, and she hasn't looked back since. Her next move, after earning her LPC, is to become a certified counselor.

Amy Rees Connelly, career services manager at ACA, noted that in some states individuals wanting to embark on careers in the counseling field were advised as recently as this past May to pursue work in social work or similar fields because their licens-
-sure laws were looked on more favorably by insurance reim-
bursement programs.

Connelly responds daily to career-related inquiries of ACA members. Her answers often appeal to interested parties via ACA Careers. Re-
cently, she has noticed an in-
crease in concerns about securing supervision opportunities. "In this case, it appears that some fine-tuning will need to occur in the way in which counselor educational programs and licensing authorities approach issues of supervision," she said. "The reality is that a lot of supervision opportunities are disappearing because of the rela-
tionship between licensure and insurance reimbursement."

Armed with this knowledge, ACA is working one-on-one with new professionals to find the opportunities they are seek-
ing. "Initially, we need to address the problems that are already sur-
-facing, so for now, we'll work with individual members who are affected and assist them in creativity seeking appropriate supervision opportunities," Con-
elly said. "The situation isn't bleak. In fact, I think with some proactivity on the part of coun-


celor educators to address this specific issue through already-
established graduate programs — perhaps through incorporating more supervision in required coursework so that candidates graduate with required supervision — could amount to little more than a speed bump for the profession."

"That said, I don't want to diminish the reality for those counselors who are affected," she continued. "We know that supervi-
sion opportunities exist, and we can give general guidelines on how to seek them out. Beyond that, the counselor education pro-
grams are going to have to help their graduates to identify appro-
-priate opportunities in their own geographic areas."

In Maryland, for instance, graduates are required to have supervised experience after earn-
ning a master's degree. But there is no specific requirement until a Licensed Graduate Professional Coun-
-eler category was created so graduates could practice under supervision, thus filling the gap and allowing new counselors to practice under the supervision of their licenses. LCPCs have a limited time during which they can ful-
- fill their clinical requirements under the guidance of an ap-
-proved supervisor. They must have at least 60 semester hours in a master's program plus 3,000, supervised clinical hours. As many as 1,000 hours from an internship or practicum may be applied toward that total. At least 100 hours of face-to-face supervision is required, and for the first three years, half of which must be acquired in one-
-one or two sessions. The remainder can be earned in a group setting.

Normally, that wouldn't have been a bad thing. However, Con-
nelly said, "It has been common practice for a lot of 'excerpt' agencies to employ counselors who have earned appropriate degrees but haven't completed other requirements for licensure. The graduate counselors have then been able to earn their supervision credit, after which they must acquire specified amount of time). For me personally, I have not had issues with finding supervisors.

Geography lessons

While finding supervision isn't a challenge for Farrell, geogra-


-phy is another issue altogether. Because I failed the license portability, which, I think, is part of this is that, in order to become "fully fledged" as an MFT, I need to accumulate 1,000 direct client contact hours within two years. As a full-time profes-
sor this is unrealistic, if not nearly impossible.

She continued, "I am very committed to the profession. I have an education, clinical expe-
rience (within the contexts of both of her graduate degrees and some places in between), presenta-
tions, affiliations with numerous ACA divisions etc., should not gain licensure without hoops and numerous issues. This topic is a good one for profes-
sional counselors to be talking about, debating about and work-
ing toward resolution for — even at the grassroots level."

"Licensure laws are good for the profession because they provide a system of checks and balances to ensure that ethics and standards of practice are ob-
served by practitioners," Connely said. "It's a very important part of this is that, in order to become licensed in Virginia because more hours are required and then use reciprocity in Michigan and any other state that I may move to. When I spoke with a Michigan licensing board member, she said, "I don't know if many of my 3,000 hours would have to be worked in Michigan."

The person was uncertain but thought that a majority of my hours would need to be conducted in Michigan in order to obtain the LPC. I have many of my 3,000 hours since obtaining my mas-
ter's degree, but most of them are in Virginia. Because I have moved due to school and work, obtaining the initial LPC seems to be a bit confusing due to differ-
ting states having different requirements. There is a great deal of uncertainty as to what percent-
age of hours need to be from the state in which the initial license is being sought. I think if I already had my LPC, I wouldn't be experiencing the confusion and uncertainty that is a daunting task.

Unfortunately, the process isn't always easy for those who have acquired licenses from the states where they started out either. For some counselors who have moved across state lines, it seems that their moving trucks could circle the country twice before their licensure situations will be straightened out.

Jill Duba, an assistant profes-
sor at Western Kentucky Uni-


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The unexpected gifts of bridging cultures

A few years ago, I agreed to teach a course on family counseling to a bilingual and bicultural staff at an agency primarily serving Asian immigrants and refugees. Many of the clients spoke only their native Asian languages. The agency's staff mirrored the languages and cultures of their Asian clientele. At one time providing counseling and case management services in more than 17 Asian languages and dialects, I soon discovered that teaching a classroom of students with worldviews outside my own required more than just an ability to take the students' experiences and translate Western ideas into their native tongues. What we supposed to call ourselves and what we supposed to do?

Not only was I challenged to translate Eastern concepts, I was up against the "deadly hour" — the class met right after lunch, from 1-3 p.m. After 30 minutes, the normally chatty class fell silent and began staring with glassy, unfocused eyes. And like clockwork, 15 minutes into the class, a student named Loo would fall asleep. I knew that if I did not do something quickly, I would lose the entire class to boredom. After much consideration, I decided to target Loo. If I could keep him awake, I might learn something about Asian culture and become a better teacher.

The unexpected gifts

I noticed that if I did not do something to target Loo, I might lose the entire class to boredom. After much consideration, I decided to target Loo if I could keep him awake, I might learn something about Asian culture and become a better teacher.

The deadly hour became my laboratory. "Hi, Dr. Ann," Loo called out cheerfully as he entered the classroom the next day. I smiled brightly and sighed secretly. Loo was the kind of student I enjoyed — bright, mature and motivated. He once said, "I want to help my people, Dr. Ann. Please teach me."

Like most counselors at the agency, Loo worked two jobs, supported a wife and two young children, and spoke several languages. Even though he was brilliant, he was bored in class like a proud samurai. A closely cropped black mustache hinted at a friendly smile. Bright, mischievous eyes played behind black-rimmed eyeglasses. He once said, "I want to help my people, Dr. Ann. Please teach me."

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I asked Loo to role-play a counselor helping a woman from China referred by family court. The client's husband, now in jail, had abused their son and the court might reprimand her and order her to another agency. Instead, I calmly walked over to him, looked into his eyes and said, "Loo, you are being too helpful too soon. Lotus hasn't told you her story yet. How do

AMERICAN COUNSELING ASSOCIATION

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TAKE CREDIT FOR IT!
Second annual ACAF winter symposium puts spotlight on trauma counseling

BY ANGELA KENNEDY
SENIOR STAFF WRITER

The American Counseling Association Foundation, in association with Argosy University-Sarasota, will hold the 2nd Annual Winter Counseling Symposium from Feb. 25-27 in Sarasota, Fla. The symposium focuses, "Responding to Tragedy, Trauma and Crisis," will provide a unique opportunity for counselors, counselor educators and students to share research and practices on the mental health aspects of trauma caused by terrorism, natural disasters, war, violence and abuse.

The symposium is the creative effort of Jane Webster, Eric Gentle, Mike Dubi, Sam Sanabria and Barry Malsini. At the 2003 ACAF Millennium Benefactors Reception, 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. Webster said that since its publication, many counselors have shared how they connected with the book’s themes both personally and professionally, and asked for more information and training. At the reception, attendees voiced interest in coping with military deployments, and the effect on children and families who are left behind. For this year, I see people generating a new base of knowledge.

Continued on page 34
about trauma and trauma response. It really is exciting.

Unlike the traditional conference atmosphere, the symposium setting allows many opportunities for interaction and dialogue within the sessions. Networking and socializing are also encouraged at the site luncheons and at the off-site sunset barbecue. Last year the symposium was held on the Argosy University campus, but because of an anticipated increase in attendees, the organizers have moved the site to a local hotel.

"The feedback we received on our first conference was overwhelmingly positive," Sanabria said. "Most of the attendees stated that they were interested in coming back and would spread the word to their colleagues. We just felt that our campus classrooms would not be able to hold the number of attendees this year. The Holiday Inn at Lakewood Ranch is a beautiful hotel with air-conditioned conference rooms and is conveniently located right off the interstate."

Webber added, "Changing the location is going to really help give our attendees a chance to talk and gather informally." Sarasota is home to one of the world's best beaches, Siesta Key. Attendees can arrange to visit any one of the beaches for a breathtaking sunset walk or browse through one of the unique island shopping centers.

**Person of note**

Michael Baer, chair of the American Psychotherapy Association, is the keynote speaker for the 2005 event. Baer is an internationally recognized expert in forensic medicine and also serves on the American Board for Certification for Homeland Security. His first involvement in crisis counselling came in the 1970s when he undertook a debriefing for the FBI after a bank robbery and murder case.

"The importance of this kind of symposium is that it addresses a nationwide issue — terrorism — and what we as professionals who are specialists in crisis intervention can do to help our country," said Baer.

Today, Baer continues his trauma crisis intervention work with law enforcement agencies, federal government employees and the military.

"It's an honor to have Michael Baer come," Webber said. "Like Eric Gentry from last year, the key speaker is someone who not only starts the program, but also is there involved in the sessions as a kind of respondent. They help us grow as a group. Mike plays more than a keynoting role; he is a theme person for all the sessions. With that, the symposium becomes more of a group that works together for those three days, rather than people coming and listening to lectures."

She continued, "We really do work in a group process, and we try to make people feel like they belong, have joined in and contributed something to the collection of knowledge on trauma, which is what we are really trying to do."

**Session strands**

To make it easier for attendees to choose which sessions to participate in, the coordinators grouped similar sessions into "strands," based on practices and models, contexts and populations served. Participants can follow just one strand or choose from a variety of strands, Webber said.

"We have a couple of the strands mentioned:

- **Treating Caregivers and Responders: Compassion Fatigue**
- **Preparing for Clients With War Zone-Induced Traumatic Disorders**

The Trauma Treatment and Techniques strand will feature Eddy Regnier's presentation on "Treating Survivors of Childhood Sexual Abuse" and William Clough's "Spirituality and Trauma." Other lecture subjects will cover helping clients transform the crisis narrative into a positive reflection and using mental imagery in trauma recovery.

An additional strand focuses on responding to trauma in children and adolescents. Symposium participants can attend Jennifer Baggs’ session on lessons learned from the 2004 hurricanes or Carla Zalegozzi’s presentation on "Traumatic Events and Major Depressive Disorder in Adolescence: The Key Role of School Counselors and Mental Health Professionals." Other topics within this strand include childhood post-traumatic stress disorder, responding to school violence and clergy sexual abuse.

Looking at models and research, Webber and her ins-
band, Mascari, will present a synthesis from their three chapters in the ACAF Trauma book: “9/11: What Have We Learned?” which is a continuation of the research and experience they began in the first edition of the book; “Best Laid Plans: Will They Work in a Crisis?”; and “Reflections for Roxbury High School.”

“These sessions will address crisis planning for unforeseen tragedies in schools that affect both the school body and faculty as well as the surrounding community, such as the terrorist attacks, gangland-style murders, suicides, fire and auto accidents,” Webber said. “We will also have poster sessions, and we strongly encourage graduate students, or those who have done research, to present a poster session,” Webber said. “It’s an opportunity for attendees to see the work of a lot of people who may not be able to present, but may have good information or exciting new research they would like to share. We especially encourage graduate students to present poster sessions because it’s a way for them to actively join in the symposium.”

More than 120 professionals attended the 2004 symposium, and 175-200 are expected for this year’s event. Pre-registration ends Feb. 11, but on-site registration is available. Prices are as follows:

- ACA member, $140
- Non-ACA member, $160
- Student rate, $75
- Chi Sigma Iota student member, $55
- On-site registration fee, $25 (in addition to previously noted fees)

The theme and concept of this event have created a great deal of professional interest, and the coordinators are already planning next year’s gathering as well as a third edition of Terrorism, Trauma and Tragedies.

“We hope to add significantly to the counseling literature each year with a compilation of papers and presentations,” Webber 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.”

Sanabria added, “Who can escape trauma? Look at the impact that Sept. 11, the Florida hurricanes and the tsunami disaster had on our society. We no longer live in isolation from other communities or countries. What happens in one place affects us all. There is a growing need for professionals who are skilled in working with victims of trauma, and the symposium is a great way for these professionals to share their skills and ideas.”

For more information, contact ACAF at 800.347.6647 ext. 350, or e-mail tholmes@counseling.org or Jane Webber at jane webbrun@aol.com. To register, e-mail ssanabria@argosyn.edu or call 800.331.5993.
Resource Reviews

Assessment and Intervention With Children and Adolescents: Developmental and Multicultural Approaches (2nd ed.)


Authors Ann Vernon and Roberto Clemente state they wrote this assessment and intervention book to fill a void in the counseling literature. They note an absence of available publications addressing issues of children and adolescents from a developmental standpoint. The authors indicate interestingly enough that most existing counseling texts deal with extreme behaviors or pathology rather than focusing on typical problems that occur in the context of normal development. Additionally, this text is unusual in that it includes special considerations and characteristics of developmental assessment, including age-specific procedures. The authors provide more than 40 examples of developmentality and culturally responsive interventions.

In most respects, the book fulfills the stated niches/objectives. Its size is compact (making it a handy reference), it’s easy to read and it incorporates plenty of practical case studies and examples. These examples are frequently coached within a given theoretical perspective. Written with an eye toward practitioners in the field, the authors explain clearly enough the basic theoretical perspectives. Applied tools (such as checklists) are liberally incorporated, as well as suggestions on how/when each should be used. Each of the eight chapters ends with a summary recapitulating the main points previously addressed. The authors take care to explain how intervention and theory work together, as well as the rationales for various assessment activities. The only real criticism or concern is that the book seems light on working with reluctance regarding adolescents. There is much greater attention given to children in early or middle childhood. This publication would be a handy acquisition for school or mental health counselors seeking new ideas or otherwise wishing to enhance their practice. Counselor educators might find it a useful adjunct text for assessment courses in particular, because it does a very practical job of covering multicultural issues and applications in general.

Reviewed by Robin Cook, an assistant professor of special education at Wichita State University, Wichita, Kan.

Culturally Responsive Interventions: Innovative Approaches to Working With Diverse Populations


This book’s importance lies not in its ability to serve as an exhaustive compendium of culturally responsive interventions, instead, it rests with its utility to provide counselors with useful, culturally relevant interventions. It ventures past problem identification into the neglected field of practical solutions appropriate for the culturally diverse. Winding its way throughout the book is the axiom that behavior cannot be understood outside its cultural context. The authors move readers away from the realm of need identification into that of relevant solutions. Problem identification can be profitable, facilitating solutions seems more significant in clinical practice. Clinical gems fill this book. One central theme throughout the book is that locally relevant experience should shape the counselor’s thinking about good intervention and how best to work with clients.

The editor organized the book into four parts, which are in turn divided into 10 chapters. This structure attempts to avoid the problems associated with a “one-size-fits-all” approach. The first chapter introduces culturally responsive intervention, including its practices in the United States. Chapters 2 through 4 cover relevant interventions for the Native American, African-American youth and the Hispanic adolescent. Chapters 5 through 10 offer a glimpse of cultural interventions in a global context, deal with challenges of culture bound syndromes as covered in the DSM-IV-TR and present ways to integrate cultural dimensions into the therapeutic process. Each chapter contains case examples that help to present the materials in a practical and thought-provoking manner. Also of significance is the inclusion of research findings to support each chapter’s claims.

The book could also be considered a curriculum on aspects of clinical practices in Japan, India and South Africa, and within Israel’s ultra-Orthodox Jewish culture. With the increasing use of the Internet, it will be necessary to broaden clinical interventions to meet the needs of the ever-growing global community. This book demonstrates how culture defines concepts such as power, oppression, prejudice, racism, stereotypes, health and illness. More importantly, it shows how these concepts are significant sources of culture-related stressors for groups. The book promotes the acculturation process and its effect on immigrants and refugees, two groups often excluded in most textbooks on culture.

However, the interventions recommended tend to emphasize youth, males and a limited number of ethnic groups. Also, the exclusion of how the economically driven U.S. health care system will affect these interventions is a particularly discouraging oversight. In addition, the book offers little discussion on training. Textbook prescriptions often lack relevancy in the reality-based world of the client as it unfolds in the counselor’s office. Despite these shortcomings, this book succeeds in giving the reader pictures of context-specific, culturally responsive interventions. Overall, the book is readable yet adroitly contains little jargon and is timely.

Reviewed by Abiola Dipoeolu, an assistant professor at Wichita State University, Wichita, Kan.

Suicide Across the Life Span: Implications for Counselors


There is a coaching adage that says, “Recruit quality athletes, develop one plan and one goal, and in competition, let your superstar athletes do what they do best.” To his credit, David Capuzzi seems to have followed this adage in assembling a quality team of seasoned counselors and emerging counselor education graduate students to present a comprehensive, well-conceived, well-written treatise on the topic of suicide across the life span.

The book is smartly organized into three distinct parts. Part one consists of three chapters introducing the basic information counselors must know about suicide. Part two consists of four chapters that introduce the essential tools necessary to work with suicidal clients. Part three consists of four chapters identifying the people of suicide. Each chapter of Part three begins with a statement of the magnitude of the problem or a vignette putting the problem into perspective. Each author then presents a definition of the terms germane to the chapter topic, implications for counseling professionals, intervention strategies, case studies or adaptations for diversity. Every chapter concludes with a cogent summary and a reference section replete with contemporary and seminal references.

Chapter 1 introduces historical and contemporary information related to death and suicide. Chapter 2 presents the universally accepted and empirically proven belief that depression and suicide are correlated. Recognizing that correlation does not imply causality, an understanding of how to use the DSM-IV-TR accurately in forming diagnoses is encouraged. The authors of Chapter 3 emphasize the importance of hope. Feeding a client’s starved sense of hope might be the single most clinically important act a counselor contributes to that person’s well-being.

Chapter 4 presents tools for understanding the risk and protective factors related to suicide. The chapter offers a clinically simple yet complex framework to understand suicidal risk indicators. Chapter 5 addresses the impact that a counselor’s fear for a client’s potential for suicide has on treatment. The chapter also stresses that a counselor’s ability to assess suicide risk will help clients and allay counselor fears.

Chapter 6 presents the counseling and other helping professions’ positions on assisted suicide. Since signing on to the amicus brief to the U.S. Supreme Court, the American Counseling Association has found itself in an ethical quandary related to the individual counselor’s morality values and the autonomy of clients. Do not expect an answer in this chapter; however, expect to study, ponder, reflect and deliberate this issue personally and collectively with colleagues and clients. Focusing on delivering quality care to suicidal clients rather than counseling to avoid lawsuits, Chapter 7 urges counselors to become informed care providers.

The suicide assessment and intervention information on children in Chapter 8 is intriguing, but the reality of childhood suicide is a bitter pill to swallow. In Chapter 9, the authors provide information and “how-to” tools for counseling suicidal adolescents. Chapter 10 focuses on adults. A clear presentation of precipitators of suicide for middle-aged and older adult men and women is balanced with prevention and “postvention” strategies for those left to mourn the loss. Chapter 11 briefly presents the profound complexity of counseling suicide survivors.

As a harbinger for the profession, Capuzzi identifies suicide prevention and intervention as mandatory in counselor education preparation and training; we wholeheartedly agree.

Reviewed by Jeffrey M. Smith, assistant professor and director of the Counselor Education Program, Creighton University, Creighton, Neb. Graduate students Becky Messenger and Brenda Bell also assisted with the review.

Resource Reviews are edited by James Korosicka, an assistant professor at the University of South Dakota.
FEBRUARY

8th World Congress on Stress, Trauma and Coping — "Crisis Intervention: Best Practices in Prevention, Preparedness & Response" Feb. 16-29 
Baltimore, Md.

International Critical Incident Stress Foundation World Congress on Stress, Trauma & Coping is held every other year and attracts approximately 1,100 participants from across the U.S. and around the world. Over the course of five days (two days of all-day pre-conference workshops and two-and-a-half days of the Congress), participants attend general sessions, workshops, round-table discussions, hot-topics lunch roundtable discussions, exhibitors, poster sessions, special issue meetings and social events. Attendance is multidisciplinary, with participants representing the fields of emergency services, public safety, mental health, school administration and counseling, medical, military, clergy, security, business and industry, among others.

For more information contact Shelley Cohen at 410.750.9600.

COMING EVENTS

Youth-at-Risk Conference
March 6 - 8, 2005
Savannah, Ga.

The 16th Annual National Youth-at-Risk Conference is a comprehensive professional development conference for adults who work with youth, hosted by the College of Education and the Division of Continuing Education and Public Service at Georgia Southern University. This year’s theme is “Successful Programs for Empowering Youth: Overcoming Poverty, Violence and Failure.”

Attendees will join more than 1,200 educators and clinicians from more than 25 professional development sessions. The conference provides educators of all levels, health and human service personnel, criminal justice professionals, parents, and anyone concerned about children or adolescents with comprehensive professional development to (a) support academic learning and close achievement gaps; (b) foster social/emotional skills and the social climate; (c) prevent violence and ensure safety and security; (d) promote mental and physical health; and (e) enhance family and community support.

The conference offers proactive solutions, successful programs, and best practices for the serious challenges that many of our youth face today such as school violence, poverty, learning difficulties, illiteracy, apathy, misbehavior, dropping out, drugs, bullying, gangs, teen pregnancy and racism.

For more information, go to www.ceps.georgiasouthern.edu/contedyear/conference2005.html or call 912.681.5555.

ACA Annual Convention
April 6-10
Atlanta, Ga.

The theme for ACA’s Annual Convention is “Counseling: A Creative Force in the Fabric of Life.” The convention will be held at the Georgia World Congress Center adjacent to the Omni Hotel. Learning Institutes are scheduled for April 6-7, the Convention Exposition will be April 7-9 and Education Sessions will be April 8-10. Register by March 15 for advance rates. To register, call 800.547.6647 ext. 222, or go online to www.counseling.org/convention. See the convention preview spread beginning on page 23 of this issue for convention highlights, a list of exhibitors and session details.

First Spring Counseling Conference
April 22-23
Silver City, NM.

"Conversations with Men: Engaging Men in the Therapeutic Process" is the focus of the first Spring Counseling Conference sponsored by the Western New Mexico University School of Education Counseling Education Program, Gila Training Institute, Border Area Mental Health Services and the New Mexico Counseling Association. The conference will feature Sam Keen, nationally known speaker and author of Fire in the Belly. In addition to his many years as a consulting editor for Psychology Today, Keen has been featured by Bill Moyers on PBS and nominated for an Emmy Award for his documentary “Faces of the Enemy.”

Registration information is available from Dr. Lynn Hall, Counselor Education Program, WNMU, at hall@wnmu.edu or 505.538.6221.

3rd Annual Early Childhood Conference: Innovation in Assessment and Intervention
April 28-29
New York City

The conference, held at Fordham University, will provide a forum in which diverse perspectives on early childhood assessment and intervention can be shared with other experienced professionals of various backgrounds. This conference draws early childhood professionals working from all fields with special needs children in a variety of settings, including early intervention, preschool special education, Head Start programs, and university and hospital settings. For more information go to www.louisianaservices.com.

Connecticut Counseling Association
Spring Conference
May 6
Rocky Hill, Conn.

The theme for CCA’s Spring Conference is: “Counseling: Celebrating the Human Spirit Through Life Transitions.” It will be held at the Rocky Hill Marriott. For more information contact Conference Chair Cathleen Dziekan at 203.483.7342 or cdziekan@northbrittonfordschools.org. A call for proposals form is available at both www.ccamain.org or www.cca.main.com.

F.Y.I.

Call for manuscripts/submissions

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

Manuscripts may be sent to Paul M. Parsons, Editor, The Journal for the Professional Counselor, Medaille College, 18 Agassiz Circle, Buffalo, NY 14214-9985. The guidelines for authors are listed in each issue, including the use of the reference style of the Publication Manual of the American Psychological Association, Fifth Edition.

A. Scott McGowan, editor of the Journal of Counseling & Development (JCD), is seeking applications for three-year appointments commencing July 1 to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required.

Given the broad scope of the journal, we are seeking applications from people who represent all of the various specialty areas of counseling. We are also looking to increase ethnic and racial diversity and to achieve a geographic balance on the board. Although not required in the letter of application, sharing such information relative to these characteristics is appreciated.

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

To apply, send the following materials electronically as attachments to amcgowan@liu.edu: a letter of application describing qualifications and areas of expertise, a vita and a list of publications. In addition, send hard copies, along with a recent representative publication of an article the applicant has successfully published in a refereed journal, via regular mail, to A. Scott McGowan, Editor, JCD, Department of Counseling & Development, Long Island University/ C.W. Post Campus, 720 Northern Blvd., Brookville, NY 11548.

Incomplete or late applications will not be considered. Applications are invited immediately but must be received electronically no later than April 1. The ACA Publications Committee will consider applications at the ACA Convention in Atlanta, April 7-9.

The Career Development Quarterly invites manuscripts about work and leisure, career development, career counseling and education. Authors should be sure that manuscripts include implications for practice because the CDQ is concerned with fostering career development through the design and use of career interventions in educational institutions, community and government agencies, and business/industry settings.


ADULTSPAN Journal is soliciting manuscripts for publication on the following topics, in addition to general adult development issues:

- Career development of adults
- Diverse lifestyles and adulthood
- Elder care issues/caregivers
- Teaching and learning about adult development
- Changes in family configurations in later life
- Wellness and adult development.

Mail three hard copies of manuscripts, APA (5th) form, to Catherine B. Roland, Professor and Chair, Dept. of Counseling, Human Development and Educational Leadership, 318 Chapin Hall, Montclair State University, Montclair, NJ 07042. Email Catherine Roland, ADULTSPAN Journal editor, at rolandc@mail.montclair.edu for more information.

SUBMISSIONS

Bulletin Board submission guidelines

Entries for the Bulletin Board must be submitted via email to cf@counseling.org, with “Bulletin Board” in the subject line. Entries should be in a Word document, single-spaced, justified, Times font in black. Please provide a contact person with an email address or number to call for more information. Do not send submissions with tables, tabs, bullet points, logos/letterhead, colors or uncommon fonts. Submissions are subject to editing to meet space, grammar and style requirements. The rolling deadline is the 10th of every month by close of business, EST. Please note that not all submissions are accepted for publication. Submissions may be accepted or rejected at the discretion of the editor-in-chief.
At issue: Counselor license portability

Editor’s note: In the coming months the "Point/Counterpoint" column will attempt to touch on some of the hot-button issues currently being debated in the counseling profession. To suggest topics for future columns or to receive writing guidelines for the column, send an e-mail to ct@counseling.org with the words "Point/Counterpoint" in the subject line.

The answer is complete license portability

BY LARRY PFEFFER

Let me begin by saying that the following are my personal beliefs and do not represent the position of any institution or board.

I am writing to voice a concern about the area of counselor license portability, its impact on the counseling profession as a whole and how we as a profession are currently approaching it. Having been a member of a state board of counseling for eight years (and current chair), I have witnessed how the lack of portability limits the careers of too many competent professional counselors. I am concerned that what is currently being considered for portability may turn into another turf battle that will divide the profession and not be in the best interests of counselors or clients. It also has the potential to result in first- and second-class citizens (Tier 1 and Tier 2) within the counseling profession. This can do nothing but weaken the profession as a whole. And an internal division over qualifications is something that the counseling profession cannot afford at this time.

If we as a profession want to do what is best for both counselors and clients, we need to have complete, absolute counselor license portability throughout the entire United States. What do I mean by complete portability? Simply put, every state needs to move toward acceptance of a counseling license from any other state. Why is this necessary? It helps us to focus on the bigger picture and address the issues that currently threaten the viability of our profession. Complete counselor license portability would:

1. Make counseling the "profession of choice" among individuals considering a graduate mental health degree. This would increase our numbers and the image of the counseling profession in general.
2. Allow us to focus our efforts on other important issues such as third-party payers, federal funding and defense against attacks by other professions. I also believe that universal counselor license portability would significantly help in the fight for third-party payments and federal funding.
3. I am concerned that we are currently caught in the "our license is better than yours" mentality within the counseling profession. State boards (and ultimately the state legislatures) need to agree that "every" counseling license in the United States is acceptable in every other state. Only if we do this will the counseling profession truly advance and take the lead over other mental health licenses.

As an inherent problem in this process is the issue of being able to retract a license on demand. In most cases, a state may send up to two delegates to the AASCB Annual Conference. Currently, there are 47 states that hold membership with AASCB. The second membership category, organizational affiliates, represents any national association or organization with an interest in counseling. The third membership category is composed of individual members who are interested in the counseling regulatory process. It is important to note that only state delegates can vote on issues before AASCB, but all groups contribute to the discussion and development of AASCB policy and projects.

With the development of the credentials bank, individual counselors can enroll in this bank and permanently store their credentials for use as needed at a later time. As a result, with counselors' credentials stored and maintained with AASCB, issues related to counselors losing track of their credentials would be eliminated. The potential exists to store transcripts as well as other pertinent documents. One of AASCB's goals is to make the process of transferring from state to state easier for registrants across the country. Ultimately, a national credentials bank will be developed through which the public can access a comprehensive list of registered counselors. In this way, the credentials bank will serve to educate and, ultimately, protect the public.

Licensure portability is a more complicated matter. Currently, 48 states offer licenses to counselors, and the standards vary from state to state. Typically, a master's degree is the standard level of academic preparation for entrance into the field. The distribution of educational requirements for licensure across the country is as follows:

- 19 states require a master's degree plus additional graduate hours to achieve 60 total credits
- 12 states require 48 credit hours
- 15 states require "a master's degree" without listing a number of credit hours

The amount of clinical experience required for licensure varies widely as well. Consider the following list:

- Two states require 4,000-4,500 hours
- Three states require 3,500 hours
- 23 states require 3,000 hours
- 11 states require 2,000-2,400 hours
- One state requires 1,800 hours
- One state requires 1,000 hours

This list would be even more diverse if it were broken down into the number of actual face-to-face hours required for licensure.

Larry Pfaff is chair of the Michigan Board of Counseling, and associate professor of psychology and director of the Master of Arts in Counseling program at Spring Arbor University, Spring Arbor, Mich.
Journal highlights for counselors

Occupational hazards for pretenured faculty

Between getting a college faculty position and achieving the protected status of tenure, the pretenured years carry occupational and personal strains for educators. These needs call for more research while also teaching.

Counselor educators typically are surprised by the meager support they find in these years, partly because their pre-tenured years carry occupational and personal strains. These workers are burdened by multiple demands and time constraints, especially the directive to produce published research while also teaching and supervising.

Meanwhile, the requirements for tenure are often vague and shifting, adding to the faculty's uneasiness about their future security. Counselor educators are surprised by the lack of collegial support they find in these years, partly because their peers are also scrambling for tenure. Hill outlines several helpful recommendations for dealing with these challenges, both on individual and institutional levels. The article appears in the December 2004 issue of Counselor Education and Supervision.

Career counseling and pre-employment agreements

Career counselors should be aware of increased use of pre-employment agreements by companies and organizations. These agreements are sometimes included within the job application itself, and signing the application indicates legal consent to the terms of the agreement. The article may also entail agreement with rules in a separate employee handbook.

Typically, there is no negotiation. Applicants do not know their rights, and employees are often sophisticated. These workers are burdened by multiple demands and time constraints, especially the directive to produce published research while also teaching and supervising.

Meanwhile, the requirements for tenure are often vague and shifting, adding to the faculty's uneasiness about their future security. Counselor educators are surprised by the lack of collegial support they find in these years, partly because their peers are also scrambling for tenure. Hill outlines several helpful recommendations for dealing with these challenges, both on individual and institutional levels. The article appears in the December 2004 issue of Counselor Education and Supervision.

Adaptive versus maladaptive perfectionism in college students

Counselors find that perfectionism is widespread among college students, probably due to the nature of people who do well in school and enjoy the detailed tasks involved. Recently, perfectionism was redefined as a complex trait with two main dimensions: adaptive perfectionism that entails having high personal goals and expectations, and a maladaptive perfectionism that entails neurotic concerns about making mistakes and self-doubt. Having high personal standards exists in both dimensions, but these standards affect perfectionists in disparate ways according to how strongly a person adheres to the adaptive or maladaptive dimension.

Out of this realization has grown a body of research that studies the different styles of perfectionism separately. Kenneth G. Rice and Frederick G. Lopez contribute to this body with research concerning adult attachment style and its effect on adaptive and maladaptive perfectionists. Among 211 U.S. college students, the researchers found that secure adult attachment seems to buffer damage to self-esteem among maladaptive perfectionists. The authors speculate that people with secure attachment are likely to be internal in motivation and intervention, and therefore, superior interpersonal relationships, are able to temper their self-doubt with positive feedback and reality checks from their friends, even when they suffer from a maladaptive level of perfectionism.

In the Fall 2004 Journal of Humanistic Counseling, Education, and Development, Arthur J. Clark revisits a seldom-discussed 1964 article on empathy by Carl Rogers. While most of us think of Rogersian empathy as the ability to sense a client's inner experience accurately, Rogers actually developed definitions of three kinds of empathy in his article.

Interpersonal empathy is the label for our common definition, entering the client's frame of reference. This comes from direct interactions with the client. Subjective empathy denotes the counselor's sensitivity to his or her own inner experience, such as hunches and the flow of reactions and feelings. This empathy allows us to accurately build hypotheses about clients and understand our subjective responses to them. Objective empathy comes from trustworthy sources in our professional reference groups. Examples might be consultations with colleagues and observations.

Clark argues that self-report inventories, diagnostic categorization, and objective tests can be sources of accurate understanding of a client.
What makes a new counselor marketable?

Q: I am a graduate student who is preparing for internship in the fall of 2003. I am curious as to which areas of the field are growing and how I can be marketable at the master's level. I plan to take the Licensed Professional Counselor exam upon completion of the required hours, but what is the best way to utilize my time and resources until that time?

A: Good questions! When I talk with candidates about what makes them marketable, there are generally two categories to address.

The first is, "Do you have the basic qualifications that are necessary to be hired for a specific position?" In this, I would include things such as factors necessary for licensure, basic counseling knowledge, strong ethics and appropriate communication skills. This isn't an all-inclusive list, and most employers will set forth the minimums they're seeking in their job vacancy announcements, but it gives you a starting point for preparation.

The second category is, "What else do you have to offer a potential employer?" This is the category you can use to differentiate yourself from the countless other candidates with whom you will be competing for prize jobs. Are you a particularly strong writer? Do you speak a second (or third or fourth) language? Do you have excellent administrative skills? Are you working on groundbreaking research in a developing field? Do you have previous experience in a field that gives you special insight into a particular issue? Do you have flexibility in your schedule?

Most potential employers assume the basics have been met by any candidate they invite for an interview, so this is a time for the employer to determine which candidate can bring the most value to the organization. Your job as a candidate is to look for problems that need to be solved and offer the unique skills that you have to solve them. So...how do you spend your time between now and the time you have your license?

First, make sure you have the basics down. Without those, your chances of being considered for a position are minimal. For example, if you're seeking employment as a counselor, make sure you have your license?

Second, research the organizations to which you hope to pursue employment. What are they seeking in successful candidates? Is the "extra" they're looking for something you can offer? If not, is it something you can stabilize/perfect/pursue and have a reasonable chance of accomplishing? Identify organizations that seek the "extras" you already possess.

Third, network. Do you have the knowledge and gain introductions to people you don't know but should? Join professional organizations (such as the American Counseling Association, for example) that will provide you with opportunities to meet with professionals on a regular basis.

Fourth, become a sponge. Read everything that you can about topics directly related to your specialty field. Current events, sports, quirky stuff that everyone's talking about, all are topics that can help you build rapport with people in your network.

Fifth, brush up on your interviewing skills. Get a new haircut. Inventory your wardrobe, and make sure you are clothing appropriate for interviews. Brush up your résumé. Buy some good paper for job search correspondence. And when all that is done, and if you still have some time, take a little vacation and catch up on some of the sleep you've missed while you've been in graduate school.

You want to be fresh when interview season begins!

Amy Reece Connelly is the manager of career services at ACA. E-mail your counseling career-related questions for possible inclusion in "Counseling Career Corner" to ACAcareers@counseling.org. If you are seeking a new counseling position or are an employer in search of counselors, be sure to register for the Career Center during the ACA Convention in Atlanta. E-mail ACAcareers@counseling.org for more information.

Doing our part

ACA leaders present donation to the Red Cross

Last October, the American Counseling Association pledged to donate $1 from every book that it sold within that month to the American Red Cross Disaster Operations Center for its hurricane relief efforts. On Dec. 16, ACA Executive Director Richard Yep, ACA President Sam Gleding and ACA Director of Professional Affairs David Kaplan presented Susan Hamilton, senior associate in charge of mental health for the Disaster Operations Center, with a check for $1,673.
Grad student essay contest paves way for new voices

Support and encouragement of the next generation of professional counselors is a long-standing commitment of the American Counseling Association Foundation. Just last month, the Foundation received applications for grants that will enable graduate students to attend the ACA Annual Convention in Atlanta in April. This month the Foundation is launching the 2005 Graduate Student Essay Contest.

The Graduate Student Essay Contest provides an opportunity for aspiring counseling students to share their visions or concerns for the counseling profession. In turn, the context honors in several meaningful ways the graduate students whose essays are judged "winners." Thanks to the generous support of ACA Foundation donors, the first-prize winner receives a $500 grant, publication of his or her essay in Counseling Today and a one-year membership in ACA. The winners of the four runner-up prizes will have their essays published in Counseling Today and receive a one-year membership in ACA.

The annual essay competition is open to graduate students enrolled in a counseling program or related field at an accredited institution of higher education. Applicants should submit an essay of no more than 750 words that addresses the topic selected by the Graduate Student Essay Competition Committee. The committee, composed of past and present leaders of the ACA Foundation as well as ACA staff leaders, will evaluate the essays for originality, clarity and appropriateness to the topic.

Application guidelines are available at www.counseling.org/foundation or by calling the ACA Foundation at 800.347.6647 ext. 350. All entries must be postmarked or e-mailed by March 15. After review and selection by the committee, the five winners will be announced and their essays published in a future issue of Counseling Today.

I encourage all eligible students to enter the Graduate Student Essay Contest. By getting involved and sharing ideas, participants will benefit not only themselves but also the whole profession. We are waiting to hear new voices!

Through the Graduate Student Essay Contest, graduate student convention grants, sponsorship of the Student Lounge at the ACA Convention and other projects, the trustees of the ACA Foundation are acting on strongly held convictions that support graduate counseling students is essential to our profession. By encouraging upcoming counseling professionals who are just beginning their careers, we are, in effect, ensuring that counseling services will be available in our communities well into the 21st century. Who among us does not remember those early years of study and internship? The ACA Foundation strives to offer graduate students in counseling the helping hand, monetary assistance and professional development that we may have wished for once upon a time. We can do no less.

On behalf of all the Foundation trustees, I thank the many hundreds of ACA members who contribute so generously in support of the Foundation's work — not only for graduate students but also for other important and relevant projects. You make possible the ACA Foundation's Graduate Student Essay Contest, and we couldn't do it without you.

Clemmie Solomon is chair of the ACA Foundation and vice president for student affairs at the University of the District of Columbia.

Fifteen graduate students to receive Ross Trust scholarships from ACA

Awards recognize counselor education graduate students preparing to work in elementary, middle and secondary schools.

The American Counseling Association, in collaboration with the ACA Foundation, is pleased to announce a new program to provide scholarships to students preparing for counseling roles in the nation's elementary, middle and secondary schools.

The ACA Ross Trust Graduate Student Scholarships will be awarded for the first time in 2005 and will continue annually thanks to the generosity of Roland and Dorothy Ross.

In 2005, ACA will award 15 scholarships — 10 to master's level students and five to doctoral level students. Counselor educators at institutions offering master's and doctoral programs may nominate students who represent, in their estimation, the highest standards of academic achievement, volunteerism in the community and, for doctoral students, evidence of scholarly research, writing and presentations.

ACA's Ross Trust Graduate Student Scholarship program will distribute more than $18,000 in grants and memberships this year. Recipients will be awarded $1,000 cash along with a complimentary registration to the 2005 ACA Annual Convention and a complimentary one-year student membership in the association.

Scholarship criteria

ACA members who are counselor educators are asked to nominate candidates based on the following:

- Master's level students who are outstanding in their academic performance (based on a minimum of 15 graduate hours completed) and volunteer activities.
- Doctoral level students who are outstanding in their academic performance (based on a minimum of 15 graduate hours completed); volunteer activities in schools and/or communities; and scholarly research, writing and presentations.

Eligibility requirements

- Each student applicant must have been actively enrolled on Jan. 1 in either a master's level or doctoral level program of studies in preparation to work as a professional counselor at the elementary, middle or secondary school level.
- Both the scholarship candidate and the nominating counselor educator must hold active membership in ACA.
- Each counselor educator in a program may nominate one individual for the master's scholarship and one for the doctoral scholarship.

Nomination and application process

- The nomination and application process is designed to be as simple as possible. The counselor educator will simply provide the name and contact information for the nominee. Candidates will provide a brief statement of career goals, a brief description of volunteer experiences and supporting documentation. An electronic nomination/application form is available on the ACA website at www.counseling.org/rostrstrut.
- Application requirements:

After the nomination portion of the form is completed, the student will complete the application section online.

For all scholarships:

- The applicant will provide a statement detailing his or her career goals. This statement should address how the applicant intends to apply his or her counseling knowledge and skills in an educational environment. Length should be one page or less.

- A description of volunteer experiences in schools and/or the community. This statement should identify the audience(s) served and an overview of the contributions made by the volunteer. Length should be one page or less.

- For doctoral level scholarships (additional requirement):

For doctoral level scholarships (additional requirement):

- A statement reflecting the research, writing and presentation activities of the applicant. Length should be one page or less.

- Supporting documents: The final part of the nomination and application process will be the submission of an official transcript of counselor education studies. This transcript will validate official enrollment and record of achievement in academic performance. Supporting documents should be directed to: ACA Ross Trust Graduate Student Scholarship Program, 5939 Stevenson Ave., Alexandria, VA 22304.

Nomination/application deadline: Forms must be submitted by March 11, along with supporting documents.

Additional information

The ACA Ross Trust Graduate Student Scholarship Advisory Committee will review the nominations and applications and select up to 15 recipients from the 15 nominations of the 2005 scholarship recipients. Individual counselors interested in obtaining additional information about the Ross Trust Graduate Student Scholarships contact the committee via email at jmacdonald@counseling.org. Please include name, address, phone, fax and e-mail contact information with the inquiry.
**ACC seeks board nominations and conference presenters**

Submitted by Randy Watts
rhwatts@comcast.net

The Association for Assessment in Counseling and Education is seeking nominations for president-elect, secretary and member-at-large (awards) to serve on a high-energy, dynamic board dedicated to serving assessment specialists in the counseling and education professions. If you or a deserving colleague are interested in serving the profession in any of these capacities, please immediately contact AACE Past President Brad Erford at b Erford@toyota.edu.

In addition, the 2005 AACE National Assessment Conference will be held at the University of Georgia, Athens. A call for programs has been issued. If you or a colleague would like to present at this annual conference for assessment and technology specialists in counseling and education, contact Erford at b Erford@toyota.edu or 410.671.9509. Or visit the AACE website at http://aace.nctu.edu to download the “call for programs” form.

**ACC activities for 2005**

Submitted by Thelma Duffy
tduffy@sacrc.com

Four months old and the Association for Creativity in Counseling is busy preparing for its first annual event. The Dr. Lesley Jones Creativity in Psychotherapy Conference will be held Feb. 11-12 at the Texas State University campus in San Marcos. The University of Texas at San Antonio and Texas State will co-host the conference with ACC. St. Mary's University has offered its generous support by hosting a welcoming reception for presenters and participants on Feb. 10 and by sponsoring a pre-conference institute on Feb. 11. We extend our many thanks to St. Mary's University and to Department Chair Robert Babcoek and ACC Trustee Dana Connook for their enthusiastic and gracious support of ACC's launch!

ACC is also making plans for the American Counseling Association Conference in Atlanta. ACC will host a reception on Friday, April 9, from 5-6:30 p.m. We will also hold a Town Hall meeting where we can gather to share our visions for ACC. Cathy Malichodi, ACC’s Governing Council representative, is organizing a silent auction featuring creative contributions from the ACC membership. We look forward to meeting you and celebrating the launch of our new division.

ACC is also pleased to announce that the Journal of Creativity in Mental Health, published by the Haworth Press, will soon be in print! This journal is sure to include informative, innovative and practical sources of information for students and professionals in the areas of counseling and counselor education. We are currently accepting manuscript submissions for upcoming issues of JCMI. Please visit our website at www.aace-acc.org for more information. Upcoming publication topics include:

- “Discovering ‘Family’ Creatively: The Self-Created Generum”
- “Hispanic Culture and Relational Cultural Theory”
- “Psychology of Dreamt: A Creative Course in Dream Interpretation for Students and Counselors”
- “Focusing, and Expressive Arts Therapy as a Complementary Treatment for Women with Breast Cancer”
- “Family Art Therapy”
- “Journey with Intent: RCT and a Program for Personal Growth and Self-Discovery”
- “Inclusion of Alternative and Complementary Therapists in CA CREP Training Program: A Survey”
- “Clinical Supervision and Professional Development: Using Clients From Literature, Popular Fiction and Entertainment Media”
- “Facing Death and Coming to Terms with Life: Creative Interventions in a Hospice Setting”
- “A Literature Review of the Creative Arts in Mental Health Practices”

On behalf of the ACC Executive Board, I want to thank everyone who has supported ACC’s launch. We have been busy taking care of logistical issues and have made great headway! No doubt, we are well on our way to enjoying many creative, growth-fostering experiences as ACC’s newest division. It is truly my hope that ACC will be a forum for ACA members with an interest in creativity in counseling to connect, meet mutual needs and support one another in our professional endeavors. Please be in touch and let me know how ACC can best support you. Best wishes for a happy and safe new year!

**ACCA touts benefits, offers online CE courses**

Submitted by Joyce Thomas
thomasj@vita.edu

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

Among the member benefits is the ACCA newsletter, VISIONS, published three times a year. VISIONS is virtual and can be accessed via the ACCA website. Other member benefits include an active listserve; the Journal of College Counseling (published twice a year); the Advocacy for College Counseling booklet; student registration grants for American Counseling and ACCA conferences; professional awards for meritorious service to the field of college counseling; grants for scholarly research that highlights, promotes and strengthens the work of college counselors; drive-in workshops; college counseling sponsored programs and forums at ACA Conventions; National College Counseling Conferences (our third national conference will take place in Reno, Nev., Oct. 3-6, 2006); a comprehensive website; and tremendous leadership opportunities. Recently, ACCA co-sponsored Robert Gallagher’s 2004 national survey of counseling center directors. This survey is a tremendous resource for college counselors and counseling centers, and the results can be accessed from our website. If you are a counseling professional working in higher education settings (including colleges, community colleges, vocational/technical colleges, private colleges and universities) and you are seeking a professional organization that strives to support, strengthen and enhance your work as a college counselor-professional, please consider membership in ACCA. For more information, visit the ACCA website at www.collegecounseling.org.

In addition, ACCA is now offering online continuing education programs for college counselors. Working with ProfessionalCEU.com, ACCA has created two online courses that are specific to members’ needs. The online courses will help ACCA increase access to vital information on topics specific to the college counselor’s clinical, legal and operational needs.

“A Creative and Collaborative Approach to Test Anxiety Counseling” by Joyce R. Thomas provides an overview of test anxiety, presents proven counseling strategies for working with students who are anxious, and addresses collaboration among departments.

“Ethical and Policy Issues When Dealing With Suicidal Behavior on the College Campus” by Perry C. Francis and Mary Jeanne Raleigh examines the ethical, legal and operational needs counselors face when counseling suicidal students on a college campus.

The online courses are available at both www.collegecounseling.org and www.ProfessionalCEU.com. Discounts are available for all ACCA members. Prices are $31 for ACCA members and $45 for nonmembers for three contact hours.

**ACES opens early-bird conference registration**

Submitted by Phebe Bentley
pbentley@trialcd.com

The Association for Counselor Education and Supervision announces the opening of its “early-bird” registration for the 2005 ACES National Conference. Now through April 30, regular ACES members can save up to $100 off the on-site registration fee.

The 2005 conference will be held Oct. 19-23 in downtown Pittsburgh. The conference theme, “Creativity and Change in Counselor Education and Supervision,” reflects the association’s ongoing commitment to professional development and continuing education for counselor educators and supervisors across the nation.

Registration forms and other registration information are available online at www.acesonline.net. Registration forms should be mailed to Donna Hernandez, Wake Forest University, Box 7405 Reynolds Station, Winston-Salem, NC 27109.

**AMCD activities at ACA Convention**

Submitted by Wyatt D. Kirk
kirkjr@triad.rr.com

Every year thousands of counseling professionals come together to partake of the many educational, cultural, business and social activities surrounding the American Counseling Association’s Annual Convention. Convention time is always exciting, and this year should prove no exception. In addition to our organizational and business meetings and educational presentations, the Association for Multicultural Counseling and Development has planned several cultural, historical and social events for the April convention.

On Friday evening, April 8, we will host a reception honoring AMCD founder Samuel H. Johnson as well as all AMCD past presidents. The event, scheduled for 8-11 p.m., will be held at the Omni Hotel. Current AMCD Treasurer Queen Fowler, who is one of our past presidents, will preside over the reception.

As in years past, AMCD will host a luncheon on Saturday, April 9. However, we will depart somewhat from the previous luncheon format. Instead of having a speaker, our luncheon host, Quincy Moore, will conduct a PowerPoint presentation describing and commemorating the AMCD graduate student mentoring program. Moore will also lead a panel discussion that includes past and current AMCD graduate students. We are excited to have these AMCD graduate students join us to talk about how they have viewed the mentoring program both as a professional and personal experience.

Following the luncheon, everyone is invited on a pilgrimage to the Ambarium Research Library on African American Culture and History, which houses the AMCD archives. AMCD’s history is important to all of us and is reflected in these valuable archive items. We have arranged transportation to and from the museum for your convenience.

The AMCD archives should be on display for the duration of the ACA convention. We ask...
those of you who may possess items important to AMCD's his-
tory, and who would like to have these items become a part of
the archive collection, to consider bringing them with you to
Atlanta. Kerrie Cotton Williams, the library archivist, will be
happy to assist you with the con-
tribution process. For those of
you who wish to mail items rather than bring them to the
convention, or for those of you
who will be unable to attend the
collection but wish to make a
collection to the library, forward
items to Dr. Amel
Andrews, AMCD Archives/
Historian Chair, 1500 Symons
Hall, University of Maryland,
College Park, MD 20781.

Following our return to the
Omni on Saturday, the counsel-
ing graduate students are invited to
attend the AMCD Graduate
Student and Networking Reception
(6:45-7:45 p.m.). From there, we will move to the
AMCD Dance/Mixer (8-11
p.m.). This should be a won-
derful opportunity to relax and
share time with friends and col-
leagues before departing Atlanta on
Sunday.

In closing, let me remind you
that periodically throughout the
convention, the AMCD Hospi-
tality Suite will be open. Please
plan to drop by to say hello! We
look forward to seeing you in
Atlanta. Travel safe!

ARCA symposium
available for webcast
Submitted by Betty Hedgeman
bhedgema@nycap.com

The American Rehabilitation Counseling Association's re-
gional training symposium, to be
held June 2-3 in Ithaca, N.Y.,
will also be available for web-
cast for those who cannot attend
thanks to the capabilities of Cor-
nell University, which is a co-
sponsor for the program. Details
are included in the registration
brochure and information.

Faculty are nationally recog-
nized experts in rehabilitation
counseling who will provide general and skill-building ses-
tions focussed on caseload supervision, work incentive util-
ization, disability-related legis-
lation and ethical considera-
tions. There will also be a ses-
tion on serving the vocational expert. Villa Tarydas is the
keynote speaker. In addition, Jan LaForge, Susanne Bruyere,
Thomas Golden and Julie Dan-
tini will be presenting. ARCA
anticipates awarding 12 contin-
uing education credits for the
two-day program.

The two-day registration fee, which includes breakfasts,
hunches, breaks and materials, is $210. ARCA members will
receive a special discount fee of $175. Students may register for
$150. Webcast participation is $100. Hotels have rooms set
aside at a special rate. Anyone interested in registering may call
Alexis Falisse at 607-255-3921. If you have any questions, contact
Betty Hedgeman at bhedgema@nycap.com.

Reminders:
■ Please register and attend the
ARCA Convention in April.
Don't forget the ARCA Lun-
cheon on April 9. Mark Pope
will be the speaker.
■ Thanks to ARCA members for
completing the survey. The
results are being analyzed, and a
report will be available in the
near future.
■ ARCA will be seeking new
officers next year. If you are interested in serving, let us
know so you can be nominated.

ASERVIC to host Breath
and Spirit Workshop
Submitted by Tracey Robert
trobert@mail.fairfield.edu

The Association for Spiritual,
Ethical and Religious Values in
Counseling will hold its Second
Annual Breath and Spirit Work-
shop for licensed health care provid-
ers and educators from June 24-26
in Dolgeville, N.Y. The program fee is $250, and the lodging fee
is $160. Eighteen CEFs will be provided.

The workshop will be highly personal and experiential. We
will explore the ultimate connec-
tion between breath and spirit.
The breath is the meeting point
between the conscious and un-
conscious minds, and its power
to connect us to our spiritual
nature is ancient. The breath holds the key to the mystery of
all of life and keeps us fully pre-
sent and in the moment. Using
principles of the integration process, we will use a variety of
techniques: breath therapy and
conscious-connected breathing
techniques, guided meditations,
aforgiveness technique, Rech-
ichian and bioenergetic process
exes, the inner dialogue method
and more.

Experience firsthand this
powerful modality and its po-
tential to deepen the connec-
tion to spirit, unblock the creative
process, expand energy and
awareness, and open the heart
to love and compassion. As we
embrace our spirituality and
understand this to be the
Authentic Self, our personal
and professional lives are trans-
formed. This provides the tran-
scendent experience of connect-
ity with the Divine and seeing
that presence in each and every
person. Presenter Carol Lamp-
man is a certified breathwork
trainer and advanced clinical
hypo-therapist with training in
hypo-behavioral therapy.

Louisiana process work; integra-
tive, cathartic and rebirthing
breathwork release therapy; and
the Hendrick's methods. She
developed the breath therapy
and integration process therapy
trainings for health care profes-
sionals. She has presented pro-
grains, trainings and workshops
for the public in the United
States and internationally.
Using workshops and individ-
ual and group work, she spe-
"alizes in personal growth and
development, stress manage-
ment and self-empowerment.
Lampman focused her training
on the interconnection and uni-
fication of the body, mind and
spirit, resulting in a transforma-
tive method for creating perma-
nent, positive life changes.

For more information, contact
Sue Lampman at sue@integra-
tionconcepts.net or at
877.491.3355.

IAAOC accepting
applications for
journal editor
Submitted by Kelly Burch-Ragan
kelly.burch-ragan@wku.edu

The International Association of
Addictions and Offender Coun-
ers is accepting applications for
the position of editor, Journal of Addictions and
Offender Counseling. This jour-
nal is published semiannually
and contains scholarly articles
and research addressing issues
related to addictions and offen-
der treatment. The journal is
read by professionals in a vari-
te of related fields such as
mental health, social services,
criminal justice, and others.
Applicants should have
mastery in IAAOC and have a
proven scholarly publication
record. Preference will be given
to individuals with a history of
participation in IAAOC activi-
ties or governance and member-
ship on review boards of ACA
journals. Please send an original
signed letter of application that
addresses qualifications for the
position. IAOJC, Editor. Addi-
tionally, applicants must send a
current vita and contact infor-
nation for three references.
Send application materials to
Kelly M. Burch-Ragan, IAAOC
President, Western Kentucky
University, Tate Page Hall. Addi-
tional qualifications: must be an
AAOA member, must have pub-
lished or presented at
IAAOC conferences, must have
completed 3 years of profes-
sional practice in addictions
work, must have a master's degre
in a related field.

IAAMC makes call
for nominations
Submitted by Lynn Miller
lynn.miller@ubc.ca

The International Association of
Marriage and Family Coun-
els is calling for nominations
to its board of directors for the
positions of president-elect and
secretary-elect. The president-
elect's term will begin July 1,
2005. The term of presidency
will begin July 1, 2006, for a
two-year period. The IAMFC
council's term will run from
July 1, 2005—June 30, 2007. For
nominations of yourself or oth-
ers, e-mail DrBSC@uol.com
by Feb. 14.

IAMFC is also calling for
nominations for the editor of
The Family Journal: Counseling
and Therapy for Couples and
Families, the association's offi-
cial journal. Candidates should
submit a cover letter outlining
their qualifications and interest
along with a curriculum vita to:
Dr. Brian Canfield, Past Presi-
dent, IAMFC. IAMFC is also open-
ning the nomination process for
its annual practice awards, includ-
ing the Training and Mentor-
ship Award, Practitioner Award,
Student Practitioner Award and
Outstanding Leadership Award.
For more information on nomi-
inations, visit the IAMFC web-
site at www.ianfc.com. Letters
of nomination must be post-
marked no later than Feb. 15
and should be sent to: Dr. Richard
Riccio, IAMFC Research Chair, Tex-
as A&M University-Corpus Christi,
6300 Ocean Drive, FC 218, Cor-
pus Christi, TX 78412. E-mail:
rricciq@falcons.tamucc.edu.

ICA introduces new
executive director
Submitted by Marie Bracki
Mtracki@fnl.org

Shelly K. Schmelzer joined the
Illinois Counseling Associ-
a as its new executive director
effective Jan. 1. Schmelzer has a
master's degree in health ser-
ses administration and brings
to the ICA several years of asso-
ciation management experience.

Before joining ICA, Schmelz-
er served as the executive direc-
tor of an association of physi-
cians in Southern Indiana. Dur-
ing her tenure there, she was
responsible for a 500-plus mem-
ber county medical society; a
600-plus member district med-
ical society, a 200-plus member
dermatology society; two for-
profit companies and two foun-
dations. Schmelzer assisted the
leadership in growing member-
ship and benefits, outlining their
foundation through commu-
ity projects, and growing their
profit companies and non-
dues revenues.

Schmelzer has a thorough
understanding of the relation-
ships between state, national
and local organizations, as she
has assisted several candidates
in campaigning for positions at
state and national levels. Three
of those candidates became
presidents of their respective
organizations, and others at-
tained the leadership positions
they were seeking.

Along with management
expertise and strong administra-
tive skills, Schmelzer noted that
interpersonal skills and culti-
vetting relationships are strengths
she enjoys. "Relationships are
the essential component of busi-
ness that is so often overlooked or
discounted in our highly technologi-
cally proficient business world," she
said. "I look forward to meet-
ning and developing relationships
with the members of the ICA to
help strengthen the ICA and the
consulting profession."

She added, "The ICA is a
strong organization with great

Continued on page 48
Classifieds

[Advertisements and classifieds for various services, products, and job opportunities.]

Classified Ads: Categories include Calendar; Merchandise & Services; Business Opportunities; Educational Programs; Books; Call for Programs/Popups and others upon request.

Rates: Standard in-column format: $8.50 per line based on 30 characters per line. Five-line minimum. Display Classified ads: $20 per column inch. All rates include listing the ad on CTOnline. We can create your display classified ad with a box and a logo for $50. Classified ads are not countable and are billed at a rate upon publication.

Employment Classified Ads: Category includes Positions Available and Positions Wanted. Ads are billed as: National, International by State or by Institution. Rates: Standard in-column format: $50 per line based on 30 characters per line, Six-line (300)$ minimum. Display Classified Ads: For ads smaller than 1/8 page, a column inch rate of 50 applies. Employment classified ads are not countable and are billed at a rate upon publication.

ACA Members: If you are seeking a position you may place a 45-word ad for $10. This is a one-time minimum only. Please see the online Career Center to place your resume online at no cost.

Deadlines: Very brief. Contact Kathy Maguire at 317.873.1800 or kmaguire@coaching.org for further details.

Direct all copy or inquiries to Kathy Maguire via e-mail at kmaguire@coaching.org. Phone: 317.873.1800. Fax: 317.873.1809.

Hiring? Advertise your job in Coaching Today! Is in no way an endorsement by ACA of the advertisement or the products or services advertised. Advertisers may not incorporate in subsequent advertising or promotion any text that a product or service has been advertised in any ACA publication. ACA endorses equal opportunity practices and will not knowingly accept ads that discriminate on the bases of race, sex, religion, national origin, sexual orientation, disability or age.

Counseling Today reserves the right to edit all copy, request additional information where indicated and to refuse ads that are not in compliance with these practices. ACA is not responsible for any claims made neither in advertisements nor for the specific position title or wording of any particular position listed in employment classified ads.

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Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Sahuarita, Morenci and Douglas for MA, MSW, & CSAC. Call our job line at (800) 841-6308 or request an application at SEABHS, HR Dept., 489 N. Arroyo Blvd., Nogales, AZ 85621, (520) 287-4713 or fax (520) 287-4717.

KANSAS

FORT HAYS STATE UNIVERSITY

Counseling Tenure track appointment at rank of Assistant or Associate Professor in Counseling. Expected to begin Fall Semester, 2005. Teach both required and core courses in Counseling Program and supervise practicum and internships. For full description and application information visit: www.hays.edu/positions/lac.html

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MINNESOTA

WINONA STATE UNIVERSITY

Assistant/Associate Professor: The Counselor Education Department has an opening for an Assistant/Associate Professor of Counselor Education starting the 2005-2006 academic year. The position has teaching responsibilities in both Winona and Rochester. Qualified candidates are required to have an earned doctorate in counselor education or closely related field by the date of hire and must also have had graduate level teaching experience in counselor education.

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Assistant/Associate Professor of Counselor Education, School Counseling Program

Tenure-track position on the McArthur campus that requires an earned doctorate in counselor education and experience as a certified school counselor. Preference will be given to candidates with interest in school counseling outcome research.

Visit the Department of Counselor Education website at http://www.coe.fau.edu/counsel/default1.htm. Florida Atlantic University is an Equal Opportunity Employer. Women and minorities are encouraged to apply. Send cover letter, vita/resume, a statement of research and teaching interests, administrative experience (for Department Chair position), names, addresses and contact information for three professional references to:

Erie T. Scatlin
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albert ellis institute
Clinical Fellowships In Rational Emotive Behavior Therapy And CBT: A limited number of part-time one year pre-doctoral internships and two year postgraduate Fellowships are being offered at The Albert Ellis Institute beginning July 2005. Intensive supervision of individual, couples, and group therapy will be given by Albert Ellis, Ph.D., Ray DiGiuseppe, Ph.D., Michael Doyle, 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 Street, New York, NY 10021; or fax at 212-249-3582; or e-mail at Stipend provided. Deadline is February 15, 2005.

albert ellis institute
Summer Fellowships In Rational Emotive Behavior Therapy And CBT For Full-Time University Faculty: A limited number of 3 week fellowships for university and college faculty in psychology, psychiatry, counseling or social work are being offered at the Albert Ellis Institute in July 2005. The program will feature intensive practice in REBT, direct supervision of therapy sessions, special seminars, and the opportunity to co-lead a therapy group with Dr. Albert Ellis and other Institute faculty. Send statement of objectives for your participation along with a vita to Dr. Kristene Doyle, Albert Ellis Institute, 45 East 65th Street, New York, NY 10021; or fax at 212-249-3582; or e-mail at Stipend provided. Deadline is February 15, 2005.

ST. LAWRENCE UNIVERSITY
Visiting Assistant/Associate Professor, Counseling: St. Lawrence University seeks a generalist in education and in counseling for a Visiting Assistant/Associate Professor position in the School of Education’s graduate programs. The successful candidate will teach graduate core courses in group counseling, assessment in counseling, counseling practicum, conflict resolution, and psychological disorders in counseling. Professional scholarly activity and service to the community are preferred. A doctorate in counselor education, counseling or a closely related field is preferred, as is successful counseling experience. Preference will be given to candidates demonstrating background with comprehensive school guidance services and treatment interventions, use of technology in counseling and teaching, supervision of interns, and working closely with public school systems. Send cover letter, resume, transcripts, and three letters of recommendation to Dr. Arthur Clark, Search Committee Chair, Department of Education, St. Lawrence University, Canton, NY 13617. Review will begin in March, 2005. St. Lawrence University is an independent, private, non-denominational university formally committed to undergraduate liberal arts education and cross-cultural opportunities. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada in Ottawa, the University provides unparalleled access to available resources and international social and cultural opportunities. The University offers a unique learning environment with 160 faculty providing 33 majors, 32 minors, 3 graduate programs in Education, and 11 interdisciplinary programs, including a nationally recognized First Year Program. http://www.stlawu.edu. St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

OHO
THE UNIVERSITY OF AKRON
Assistant Professor Tenure Track: The Department of Counseling is recruiting for a full-time, tenure track position in the Counselor Education programs at The University of Akron. The individual chosen should possess an earned doctorate in Counselor Education from a CACREP-approved program, have experience or training in school counseling, demonstrate potential for scholarly publication/ research, teaching and service, and be licensable in Ohio as a Professional Clinical Counselor. We seek candidates who have a strong research program with potential for external funding, and who have potential for teaching excellence in graduate courses in the Department of Counseling. Responsibilities include teaching specialty courses in school counseling as well as master's and doctoral counseling courses, advising master's and doctoral Counseling education students, serving as faculty advisor to Chi Sigma Iota, directing dissertations and developing a focused line of research, delivering presentations at the state and national level, engaging in grant writing, and perform service as the department, college, university, and community. Applicants should send a letter of application, vita, official transcripts, three professional letters of reference, and other supporting documents to: Cynthia Reynolds, Ph.D., Search Committee Chair, Department of Counseling, The University of Akron, Akron, Ohio 44325-5007. Application review will begin December 15, 2004 and will continue until the position is filled. The University of Akron is an affirmative action, equal opportunity employer. Additional information can be found at http://www.ualr.edu/ colleges/edu/CED/searches.php.

TEXAS
THE UNIVERSITY OF NORTH TEXAS
Assistant Professor Tenure Track: The Department of Rehabilitation, Social Work, and Addictions seeks to fill a tenure track Assistant Professor position beginning fall of 2005. Duties include teaching undergraduate and graduate courses in rehabilitation, conducting research and performing service activities associated with the profession and the university. Preference will be given to candidates with experience as a vocational rehabilitation counselor ideally within the State-Federal Vocational Rehabilitation program. Ph.D or ABD required. Salary is competitive and dependent on qualifications.

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