How to avoid marrying a jerk

ACA member packages dating plan for singles and singles again

By Angela Kennedy

John Van Epp first began helping singles and couples as a pastoral counselor, providing guidance and creating educational programs for those in his church who were dealing with relationship issues or divorce. The number of people struggling to find a healthy relationship seemed to be escalating, and at one point he was counseling almost 75 percent of the congregation.

“I found so many couples coming to get premarital counseling but already completely set on the marriage and marriage date,” he said. “There was not a lot of openness toward working on issues that may have already been present in the relationship.” He realized during this time that the need existed for a program targeted at singles before they became serious in their dating relationships. “Because once serious,” he said, “they overlook and minimize the problems that later infect and plague their marriage.”

Van Epp felt strongly that there was a need to help this population further, so he decided to pursue his counseling degree and eventually a doctorate. In 1986, he made the switch from the pastorate to a full-time counseling practice in Ohio. Although he was now working in a clinical setting, he continued to see many clients who were frustrated with broken marriages or dysfunctional relationships.

“Once I got into the counseling practice,” he said, “the same issues kept presenting themselves in those who came in for couples counseling, as well as the individuals who had left the relationship. They almost always could see problem areas but overlooked them and minimized them.”

To better help his clients find

Continued on page 14

Combining business with counseling

Johns Hopkins program teaches students to use counseling skills to help organizations

By Jim Paterson

Jordan Chase had been pondering her ideal job and pouncing over a move back to graduate school when a fortuitous call came to her as she sat in her office at a Charlotte, N.C.-based organizational consulting firm.

A student looking for an internship with Chase’s company mentioned a new master’s degree program in organizational counseling at Baltimore’s Johns Hopkins University. What began as a brief job query turned into a two-hour discussion about the program — and an answer for Chase. “It was right up my alley,” she said. “I applied, was accepted and moved to Baltimore within six months to start the program.”

That sort of comfortable fit is common among the students in the five-year-old program — and among employers who increasingly are looking for people with the unique mix of skills that the program provides.

Students with counseling backgrounds looking for work in a business structure and veterans of the business world seeking a better way to provide counseling services have found a home in the Hopkins organizational counseling program, along with newcomers to both fields. And organizations looking for this unique blend of skills are hiring the graduates, often after only a brief stint as interns. (See sidebar on p. 17.)

Chase had known the general direction she was headed in ever since her days as an undergraduate. “I wanted to apply psychology to business somehow,” she said. “That’s where my interests were.” While she was working her way through a degree in psychology, Chase became active in human resources professional groups.
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School safety receives low grade

A new report titled "The State of School Safety in American Schools 2004-2005" claims that sexual assault, violent cliques and violent parents have become commonplace in the nation's schools. The report was developed by a research team at SERAPH.net, a security consulting and training firm that offers problem solving for school and educational institutions in areas such as school safety training, bullying, sexual harassment and teacher safety. In addition to collecting data based on its interviews with 1,200 teachers, 320 school administrators and 925 law enforcement professionals in rural, suburban and urban school districts, the SERAPH.net research team compiled the report using information from previous studies on school safety and child-on-child aggression. "In 2000," said research team leader Dale Yeager, "the United States Human Rights Projects National Campaign to Fight for Children asked SERAPH to create a detailed report on school safety for select members of the U.S. Congress. Because of the misconceptions about school safety by the public and many legislators, we felt that releasing this year's report to the public would assist in educating people about the problem."
The report covers many areas not traditionally discussed in school safety research. These topics include:
- Young children and aggression
- Educational philosophies and student aggression
- Health issues and school safety
- Sexually transmitted diseases
- Piercing and tattoos
- Girl aggression, sexism and school safety
- Youth-on-youth sex aggression and staff abuse of students
- Parenting
- Dress codes
- Hazing

"The issue of school safety affects everyone in society," Yeager said. "Juvenile crime, domestic violence and poverty are all tied to school safety issues. The report will provide factual information to the public so that they can understand the complexity of the problem and provide information to legislators so that they can assist schools in preventing and managing school safety issues."
The complete report is available online at http://seraph.net/school_safe_report.html.

The Last Word

"As I wrote about the things that had happened to me, I was able to feel them and embrace them. I was able to find a way to recover."
—Sandy Riggin, counselor and adult survivor of child abuse
(See "Breaking the silence, breaking the cycle" on page 10)

By the Numbers: Love and Marriage

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A: 43 percent of U.S. residents (age 15 and older) are unmarried; B: An estimated 50 percent of marriages taking place today will end in divorce; C: Percentage of married people who reach their fifth anniversary (82 percent); D: Percentage who reach their 15th anniversary (62 percent); E: Percentage who reach their 35th anniversary (20 percent).

ACA joins school personnel coalition

ACA was among nearly 20 organizations that joined together on May 19 for a second national discussion on personnel qualifications and persistent vacancies in the U.S. school system. Following up on an initial meeting held earlier this year, the participants decided to form the Coalition to Address Personnel Needs in Special Education and Related Services.

ACA believes that the coalition's advocacy efforts will assist in ensuring that persistent vacancies, caused by school counselor shortages in rural and urban areas, are filled by applicants who are well-trained and qualified to serve as school counselors. In addition, the coalition's efforts should raise the perceived value of service provider in schools, encouraging decisionmakers at all levels of government to support funding for school counseling positions at the recommended ratio levels. The coalition's next meeting will take place at ACA headquarters on Aug. 2.
Alternate model for crisis debriefing is appreciated

Thank you very much for the “Before and after,” article in the May 2005 issue of Counseling Today. It is so welcome to hear others talk about the fact that there is no one intervention that fits every situation or every student/staff person (in the aftermath of a school shooting).

I was most interested with the debriefing experience. The National Institute for Trauma and Loss in Children generally suggests that debriefing not be conducted until at least the third or fourth day after the event to give witnesses time to process what they experienced and/or to get some distance from it. We have found that several days later, emotions are more calm a little more. There is less need to dwell on actual details, while at the same time there is more need to feel “connected” with other survivors or other friends/students and to know that others are having similar thoughts and feelings.

We have also said for years that we can't possibly know what students are experiencing following exposure to a traumatic event because it is their experience, not ours. Joan Collins-Muratore's point that "We don't have the right to ... to tell them how they should feel" was well said. It sounds like her team basically relied on crisis intervention by helping students discover what was on their mind. The resources to "get through" the day.

I just wanted to say thanks for the article. It was definitely on track with our experiences and strategies. Should your readers be interested, our website is www.ctlcinst.org.

William Steele
Director
National Institute for Trauma and Loss in Children
Counseling Today Staff

Counseling law enforcement officers have need for services

As a staunch reader of Counseling Today, I have always found the articles informative and worth the read. I particular- ly like the articles that focus on counseling clients with certain needs. Such client populations have included minority clients, persons with disabilities and persons with different spiritual, frameworks, to name a few.

While these populations have special needs of which counselors should be cognizant, there is another population that often gets overlooked.

Speaking both as a law enforcement officer of 14 years and as a professional counselor who provides counseling for officers and their families, the law enforcement population offers unique challenges for counselors. Counselors consider this population to be difficult to attract into counseling, distrustful of any kind of mental health service and very cynical. Despite the challenges this population presents, working with law enforcement personnel can be a rewarding experience for any counselor once trust is established.

Counselors are prepared to handle the challenges of law enforcement personnel and their families. However, like any group of clients that has special considerations, it behooves the practitioner to have an understanding of the needs for this population and how to effectively provide services. As the world of law enforcement is continually changing, more officers are seeking the assistance of professionals to help them with job-related and personal concerns. Counselors interested in working with this population will benefit greatly by earning the trust of the officer as well as the organization. This can be achieved by taking the time to understand how the police organization works and becoming familiar with the special circumstances that officers and their families experience.

For this reason, I strongly support Counseling Today publishing counseling-related articles that address the needs of this population. Law enforcement is becoming more receptive to mental health services, and this represents a new and growing opportunity upon which counselors would be astute to focus.

Sgt. Deborah C. Moore
New York City

debbiecounseling@yahoo.com

Editor's note: We agree. We'll try to publish an article about the counseling-related needs of law enforcement personnel in an upcoming issue.

Reader believes that anti-Christian bias is pervading ACA

"Before and after" article in the May 2005 issue of Counseling Today. The letter focused on what I learned in therapy school is that sometimes it is possible to say too much. It would seem that Terry Abell missed that day in class judging by the Letter to the Editor in the June 2005 issue of Counseling Today. The letter was deleted on ground which angels should fear to tread, and I find I must respond to the thinly veiled religious bigotry committed on the letters page of that issue.

I am a Catholic pastoral counselor who has authored seven books integrating Catholicism and counseling practice. I host a daily radio broadcast heard nationally on Catholic radio and maintain an active behavioral telehealth service that draws Catholic clients from around the world. Frankly, I could not care less whether the American Counseling Association acknowledged Pope John Paul II for anything (the issue to which Abell was responding). Of course, it would have been completely appropriate to honor him not only for his strong moral leadership or his huge contribution to the canon and practice of social justice teaching, but also because he was the de facto head of the largest social welfare agency in the world. (For example, in the United States alone, Catholic Charities USA cared for 10 million people last year without regard for age, race or creed.)

Nevertheless, his greatsaherardly stands or falls by the ACA's corporate recognition of it.

That said, Abell goes on to suggest that the pope was perhaps not worthy of honor by the ACA because, for example, he upheld the church's teaching on artificial contraception and the male priesthood, and insisted that sex be restricted to married heterosexuels. At this point, Abell crossed the line.

This is not the space to attempt to defend those teachings, but the printing of such a letter is indicative of the hostility and ignorance that pervades the membership and administration of the ACA toward religion in general and Catholicism in particular. In a recent issue of the Journal of Counseling & Development, for example, contributors excoriated the Catholic Church by name for being "hypocritical," unchristian and injurious. The article seemed the

Continued on page 41
By Patricia Arredondo

A year dedicated to certain special gente

"De tal palo, tal astillo." In the multicultural counseling literature, there is an expression often heard about "standing on the shoulders of those who came before us," a way to acknowledge that our accomplishments have historical roots. The proverb, or dicho, I am using this month means "the apple never falls too far from the tree." As I prepared to write my first column as president of the largest and greatest counseling association in the world, I automatically had images of my parents and maternal grandmother. These three individuals have had an enormous influence on my respect for multicultural diversity, servant leadership, education and hard work. My personal and professional values are grounded in their examples and dedication to la familia. They are the special gente, or people, I refer to in my title.

I am not a self-made person. Indeed, there were others who guided, supported or otherwise let me do my thing. Some of these special gente are friends, family and American Counseling Association colleagues. My involvement with ACA since my graduate school days in the late 1970s has fostered the special connection of community and familia that I enjoy. Although I cannot speak for those of you reading this column, I imagine there are special gente inside and outside of ACA with whom you connect and who have guided your pathway both personally and professionally. Take a moment to celebrate them.

As we embark on another year of professional activity within ACA, I am reminded of how fast time moves. It seems like not so long ago I was preparing to become president-elect and learn from Sam Gladding as he ably stepped forth to offer his vision and creativity to ACA. And as we all know, Sam did provide leadership throughout ACA as he journeyed to different regions, branches and countries. The role of the ACA president is multidimensional, providing us with a variety of venues to promote and enact the mission of the association (published each month in Counseling Today's masthead on page 4). I am following the example and contributions of my predecessors, and in so doing I hope that another dicho will become a reality: Dime con quien andas y te diré quien eres. (Tell me who your "associates" are and I will tell you who you are).

Engagement with different facets of ACA over the years continues to be a source of both professional identity enrichment and affirmation. My recent participation in the Canadian Counseling Association conference in St. John's, Newfoundland (a four-hour plane ride from Scotland) was another reminder that the spirit of counseling and counselors has no borders.

I have always valued language and bilingualism or multilingualism. Call it serendipity, but the 2006 ACA Convention will be in Montreal, in the province of Quebec, in the country of Canada. Montreal is predominantly French-speaking, although many other Canadian cities and provinces have Francophone citizens. There are many forces creating synergy for ACA's first conference outside the U.S. mainland. Culture, language, form of government and history are just some of the forces that influence Canadian and U.S. worldviews, making us both similar and different as countries that share borders. These facts caused me to identify a bilingual theme for the year and the convention that communicates synergy and hope:

Culture-Centered and Diversity Counseling Empowers All Families.

French: Le counseling axe sur la culture et la diversité facilite le pouvoir d'agir de toute famille.

Spanish: La consejería centrada en la cultura y en la diversidad fortalece a todas las familias.

As a profession, ACA is about families, not just individuals. After all, we all exist in relation to others. The second message in this theme is that of empowerment. Our preparation as counselors provides us with the awareness, knowledge and skills to facilitate the mental well-being and dignity of others. My belief is that empowerment is both an inherent process and outcome in counseling relationships. For example, in our work with immigrant families who speak English as a second language, we will likely focus on presenting issues, but we also have to focus on empowerment. Counselors may need to affirm for the immigrant parents the strengths and resources they possess that enable them to manage a major life transition and acculturative stresses.

The third message in the theme promotes the importance of multicultural diversity in counseling.

Our conference in Canada, the emergence of counseling programs in Mexico and Latin America, the increase in international counseling conferences and the continuation of new immigration into the United States are all indicators that culture and diversity are the fabric of life. Adelante con ACA y la familia de le counseling.

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Another new year

There are a number of days that have special significance for me during any given 12-month period. Each year, I actually celebrate four different new years. Let me explain what I mean.

On Jan. 1, I join with people around the world as we usher in a new calendar year. Some make resolutions, some celebrate in a very "active" manner and others choose to observe the passing of the previous calendar year in a more reserved way. Regardless of how people observe the new calendar year, this is something that impacts everyone.

Usually four to eight weeks after the Jan. 1 "new year," my family and I observe Chinese New Year. This "new year" impacts fewer people, but brings with it interaction with family and an abundance of good food, customs and traditions.

In September, I acknowledge the beginning of a new academic year. For many of the student members in the American Counseling Association, this marks a significant passage in their professional development as they continue their education and training. And for those of you in counselor education, this time period represents a new beginning after summer session or summer vacation. For those of us with children at the K-12 level, this is a time of following a new schedule as the summer ends, possibly returning to carpools and finding the elusive school supplies that our children "just have to have."

You might wonder what my fourth "new year" could possibly be, and I want to tell you that it occurs on July 1. This month is yet another "new year" for ACA, as it marks the beginning of our fiscal year.

June represented the month when we said goodbye to a fine group of dedicated leaders and volunteers who served at all levels of governance and on our committees and task forces. On July 1, we begin our work with a new cadre of people who have agreed to serve ACA and our divisions. On behalf of the staff, I want to officially welcome Patricia Arendt as ACA's 54th president, as well as those who are joining the Governing Council, our committees and our task forces for the first time.

In addition, I would be remiss if I didn't recognize those assuming leadership positions in ACA's 19 divisions, as well as on the boards of those organizations with whom we have professional partnerships, including the ACA Foundation, ACA Insurance Trust, National Board for Certified Counselors, Counselor for Accreditation of Counseling and Related Education Programs, and the American Association of State Counseling Boards.

The hundreds of volunteers assuming leadership roles in this "new year" are to be congratulated for agreeing to serve and for their dedication to the profession. From the staff perspective, we look forward to providing the support and resources necessary for all of you to meet your goals for the year.

As we embark on a new year, I want to ask all of you for your input. What have we planned for this year came as the result of many of you letting the staff and me know what you expect from your membership dollar. Ideally, we will meet (and hopefully exceed) your expectations.

Over the course of the next 12 months, we will be launching a number of new projects designed to help those at the beginning of their careers in counseling, at the midpoint of their careers as well as for those who are looking ahead to "life after" professional counseling.

As you know, we will also hold our first joint ACA Annual Convention with our colleagues from the Canadian Counselling Association in Montreal next April. This event will feature more than 400 education sessions, as well as half-day and full-day preconference learning institutes. We will have interesting speakers, an enhanced career center and a full complement of more than 100 exhibit booths demonstrating the latest products and services for professional counselors.

Our ongoing project to provide more information to you via the Internet will also see a number of completed phases during this calendar year. I hope you will visit us at www.counseling.org during the next several months to see what we have built just for you.

Once again, thank you so much for your membership in ACA, and Happy New Year! As always, contact me via e-mail at ryep@counseling.org or via phone at 800.347.6647 ext. 231 if you would like to share some thoughts. Enjoy and be well.

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Executive Director's Message - BY RICHARD YEP

Another new year

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Spirituality: Teaching and learning with children

Sitting in the back of the quiet conference room with closed eyes, I became aware of my slow breathing and noticed tense shoulders loosen as relaxation took over. A calm smile began and muscles released the tightness of a hectic day. Soft music started to envelop the room and ears soaked up the sound of mighty ocean waters crashing on the sand. I could visualize the mighty ocean waters crashing on the white, sandy beach, wild waves roaring as the wind blew. There are things about such moments. It had been a spiritual experience for a few precious moments. It had been a spiritual experience for a few precious moments.

There are things about such places and experiences that would have been good to learn earlier in life but which later experiences have taught me to use effectively. My day as an elementary school counselor now begins and ends with soft, nurturing background music floating throughout the office. It soothes my soul, prepares me for the craziness of the day ahead and sets me as I regroup and journey home to family. Music is a necessary part of every one of my days. Sometimes body and mind tell me there is a sense of spirituality in this that is centering. Hearing music or envisioning any number of nature background scenarios reconnects and recharges me.

I know the importance and the health benefits of winding down after a long day. My productivity is greatly increased when I take care of myself, but implementing the necessary actions is easier said than done. Living my work, taking it home with me each day, having difficulty letting it go, neglecting to take care of myself—all of these things still occur at times. The result is decreased effectiveness on my part, as well as my feeling overburdened with others' problems. Exhaustion, disconnectedness and loss of focus finally cause me to ask, "Where is the peacefulness, the calming force, the center, the spirituality? Where is the music for my soul?"

The questions jolt me back to reality and propel me to search for what is missing. Eyes close as I envision the white, puffy clouds on an incredibly bright, sunny day when the sky is as blue as the Caribbean waters. I hear the rustling of the autumn leaves skipping across the forest floor and walk in time to the gentle beat of a hollow drum. The cool, crisp wind brings a sense of a larger presence that returns me to the serenity that had escaped me. Ahhh.

In the book Riding the Dragon, author Robert Wicks refers to these moments as "renewal zones." He says we "need to visit them on a regular basis in order to avoid drowning in the stress that comes our way." He talks about how they are essential to our lives if we are to remain vital, compassionate and grateful. Renewal zones can be as simple as walking in the park, exercising, meditating, laughing with friends, planting a garden or listening to music. The more we are in the moment, aware of the incredible gifts every day has to offer and thankful for our lives, the better we deal with the stresses of work and home.

I try to go to my renewal zones a couple of times during the day for refreshment and rejuvenation. My body tells me when it's time for a visit. Shoulders tighten, breathing hastens and my forehead takes on a furrowed look. These signs confirm the need for me to get back on course so I can better help children and myself during their times of stress and difficult moments. Children also need renewal zones because they provide them with opportunities to express themselves in calm, nurturing environments. Children can reconnect through play, relationships with each other or relationships with adults. Observing children on the playground interacting in their natural environment, hearing their contagious guffaws and seeing them running, jumping, swinging, shouting, skipping and singing reminds me of lessons we need to relearn as adults. Children may not be cognizant of the spirituality of these actions, but they definitely feel better, sense connectedness and have more energy after such renewal activities. It's not unlike the energy experienced after a good workout, an invigorating run, an action-packed soccer game or a fully involved conversation concerning an issue of vital personal importance.

My personal experiences with children have taught me many ways to help both them and myself find creative and spiritual connections to our world. These techniques go beyond relaxation and meditation to

Continued on page 17
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edited by Craig S. Cashwell and J. Scott Young
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List Price: $42.95
ACA Member Price: $27.95

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To Order Call 800-422-2648 x222
Reader Viewpoint  by Carolyn Brastow Pledger

Checkerboard squares: Making order out of chaos

Do you ever feel as if you are smothering under a multitude of problems to be solved, chores to be done, people demanding attention? Are you inundated by paperwork and a cacophony of obligations? Inundated with friends, and social and household obligations? Immerged in complex webs of work, family, friends, and social and household obligations? Immerged in yourself? Are you overwhelmed by events, worries and fears. Indeed, the momentum of life’s complications seems to gather strength.

This situation is further aggravated by thinking about the what ifs, what might happen, what we ought to have done or what someone else should have done. We assume and exaggerate so that we can’t see realistically or admit what we can’t see. We become addicted to the situations for ourselves and others. We become accustomed to the expectation of disaster, thus ferreters. We become governed by anticipation of disaster, thus ferreters. We become governed by the negatives in perceiving fears of catastrophe.

I frequently hear comments such as: “Nothing ever works out for me — my whole life is a catastrophe.” “People aggravate me.” “I can’t stop being anxious; I can’t settle down.” “I had to have an affair because I was so lonely and bored.” “I took drugs to dull the emotional or psychic pain.”

The following practical, relatively simple method can aid in keeping the negatives in perspective and containing the feelings of panic. This technique can help you (and your clients) to take charge of the situation, possibly even turning around the reality with more constructive results. It can enable you to regain your life. How?

Picture a checkerboard with traditional black and white or black and red squares resting on a game table. It is as if the empty squares are waiting to be filled by your moves. Imagine the squares representing blocks of time, defined by boundaries. These blocks of time can be one hour, two or three hours, or a half-hour. As you visualize the square spaces on the board, decide which event or problem must be dealt with first. What is most important and urgent? Estimate an amount of time to be blocked off for each purpose. Place a checker piece that represents this task on the square or squares closest to you at the edge of the table. Perhaps writing in the square or using chess pieces to prioritize would be helpful. One could even color-code priorities and use colored dots.

This is your first move. You’ve already made a decision, assigning a priority to an issue, and taken some control. You are on a roll. In this specific space and time, your most major problem will be addressed and possibly resolved. During the time that you have designated, you will focus your energy, effort and

Continued on page 21
Breaking the silence, breaking the cycle

In sharing her life story, a counselor and adult survivor of child abuse develops a new therapy model to help other victims

BY JONATHAN ROLLINS

Sandy Riggin graduated cum laude with a bachelor's degree in psychology from Armstrong State College in Savannah, Ga., in 1988. She followed that up by earning her master's of education in rehabilitation counseling with a 4.0 grade point average from the University of Georgia in 1992, completing the program with a 4.0 grade point average. But she didn't become a Licensed Professional Counselor or begin her practice until 1999. "I knew I didn't have anything to offer," Riggin said about the years-long gap, "because I was drowning in the emotional toxic waste of my own past."

In fact, in June 1997, at the age of 32, it appeared that Riggin was about to lose the battle to keep her head above water. After ingesting 180 muscle relaxants in a suicide attempt, she spent five days in a coma, on the very precipice of death. A veteran of previous suicide attempts, Riggin emerged from the minkness of her coma with a newfound determination to finally escape, once and for all, the haunting darkness of her childhood — a past filled with physical, sexual and emotional abuse and neglect.

Eight years later, it can no longer be said that Riggin has nothing to offer to clients or to the counseling profession. She has developed a new treatment model she calls Cognitive Emotional Restructuring Therapy (CERT) and maintains two private practices in Georgia where she specializes in helping other adult survivors of childhood abuse.

After surviving her final suicide attempt, Riggin sought help and entered into a three-and-a-half-year counseling relationship with a therapist. Eventually, however, she found that even her therapist "could only take me halfway down that path to healing." While the therapist assisted her with the cognitive aspects of the abuse she had suffered as a child, Riggin said, the emotional issues — going back to deal with her wounded child — went largely unaddressed. "So I went on this quest myself to heal little Sandy who was still stuck inside of me," Riggin said.

Riggin described that quest in Chapter 1 of Breaking the Cycle: "When I couldn't obtain the healing, I was looking for through traditional counseling, I started writing my life story. I began looking for a way to help the little girl who still lived inside of me to heal from the hurt and pain she was still carrying around. As I wrote about the things that had happened to me, I was able to feel them and embrace them. I was able to find a way to recover." Channelling the traumatic events in her life proved extremely therapeutic for Riggin. "For the first time in my life," she said, "I was able to get my words and my feelings to match." Most adult survivors of child abuse can talk about what happened to them but are numb to "feeling it," she explained, or are so overwhelmed by their feelings that they can't put those feelings into words. Before true healing can begin, Riggin said, she believes each abuse victim must break his or her silence about what happened to them. But the process of opening up is challenging, she acknowledged, because childhood abuse and domestic violence are still somewhat taboo subjects in our society, and victims of abuse can be made to feel shameful for sharing their "secrets."

That taboo was doubly daunting for Riggin, given the profession she had chosen to pursue. In training to become a counselor, she had been warned against self-disclosure, and now she was thinking of laying her life wide open for all to see in a book. "One of the biggest fears was that people were going to think I was still the person described in the book," she said. But she took the chance, not only to complete her own healing process but to encourage other adult survivors of childhood abuse to break their silence and start down the road to recovery.

Finding a voice

After surviving her final suicide attempt, Riggin sought help and entered into a three-and-a-half-year counseling relationship with a therapist. Eventually, however, she found that even her therapist "could only take me halfway down that path to healing." While the therapist assisted her with the cognitive aspects of the abuse she had suffered as a child, Riggin said, the emotional issues — going back to deal with her wounded child — went largely unaddressed. "So I went on this quest myself to heal little Sandy who was still stuck inside of me," Riggin said.

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Personal history

Riggin, who spent five years writing a memoir of her struggle to heal from the emotional scars of child abuse, now she encourages other survivors to tell their stories as part of the journey to recovery.
the aftermath of child abuse, only a single penny is dispensed on prevention.

Riggin is a firm believer in prevention as a cure for child abuse. People who have never been victims of it themselves don't understand that abuse is a mindset, she said, or that childhood abuse is very often multigenerational. For instance, Riggin said her mother was abused as a child and never resolved her own issues concerning her upbringing. Those issues carried over and never resolved—her own abuse is very often multigenerational, she said, or that childhood trauma is not an isolated event.

Believing that helping adult survivors of child abuse could drastically reduce the number of children who will be abused in the next generation, Riggin set out to help those affected. She began treating the aftermath of child abuse, only a single penny is dispensed on prevention. Those issues carried over and never resolved—her own abuse is very often multigenerational, she said, or that childhood trauma is not an isolated event.

According to Riggin, there are "wounded children" who are having children, and then they wound those children. Riggin believes that helping adult survivors of child abuse could drastically reduce the number of children who will be abused in the next generation.

To effectively reach and treat this segment of the population, Riggin draws on her personal experience. Even when she was old enough to leave home, she found her past sabotaging her efforts to live a normal life. This process essentially became the framework for a new way of thinking and living, said Riggin. "I realized that God didn't do such horrible things to her. Then I realized that God didn't do them but allowed them to happen to her— and not without reason.

She believes God used those experiences to make her a stronger person, to give her more empathy for others and to present her with a keen insight on how to help other survivors of abuse.

Likewise, she tries to help other adult survivors of abuse find a deeper purpose and meaning to their experiences and explore with them how they can use those experiences to benefit others—especially their own children. "When they have faced the demons in their closet, I find that most people are able to resume normal lives," Riggin said. "But I do express my opinion," Riggin said. "And wherever I can put God into the equation, I do it."

"Recovery, to me, isn't possible without the spiritual component," said Riggin. She refers to the "missing link" in the first part of the therapeutic process essentially becomes the framework for a new way of thinking and living, said Riggin. "When they have faced the demons in their closet, I find that most people are able to resume normal lives," Riggin said. "But I do express my opinion," Riggin said. "And wherever I can put God into the equation, I do it."

To order either Forbidden Memories or Breaking the Cycle, visit www.sandyriggin.com. To contact Riggin, e-mail sandy@sandyriggin.com or call 770...315.3862.
process. The Senate continues to refine its version of the bill in preparation for expected floor consideration within the next month. The Senate’s bill does not yet include language to remove the physician-referral and supervision requirement for counselors.

Near the end of May, Senate offices received the long-awaited DOD study concerning its demonstration project on removing the referral and supervision requirement. Although the study’s findings in many ways support granting independent practice authority for counselors, the DOD still opposes this step. The American Counseling Association and the American Mental Health Counselors Association joined in writing Senate Armed Services Committee Chair John Warner (R-Va.) to urge Congress to base its decision on the study’s findings and to remove the referral and supervision requirement.

ACA members are strongly encouraged to call their senators in support of independent practice authority for Licensed Professional Counselors under TRICARE. See the “ACA Call to Action” on page 46 of this issue, go to ACA’s Legislative Action Center at http://capwiz.com/counseling or visit www.counseling.org/public for the latest news.

First hurdle cleared on counseling appropriations

ACA is pleased to report that the House Appropriations subcommittee on Labor, Health and Human Services, and Education included $34.7 million for the Elementary and Secondary School Counseling Program (ESEPP) in the Fiscal Year 2006 spending bill it adopted June 9. Although this is the same amount as was allocated for the program in FY 2005, it represents a significant achievement given that monetary support was decreased or eliminated for many education programs in the bill. The legislation also restored funding for the TRIO, GEAR UP and Perkins career and technical education programs. (See the accompanying chart for funding levels of selected Education and Health and Human Services programs.) At press time, the Senate Appropriations Committee was set to announce its allocations for the various appropriations subcommittees.

WIA consideration facing likely delay

Senate consideration of the Workforce Investment Act (WIA) may not occur until as late as September, following the August recess of Congress. WIA, which establishes the system of One-Stop employment centers and the state vocational rehabilitation system, is overdue for reauthorization. The Senate Health, Education, Labor and Pensions Committee approved its version of WIA legislation (S. 1021) on May 18, and Senate staff had considered attempting to quickly adopt the legislation. Continuing uncertainty over the possible introduction of amendments to make major structural changes to the legislation—such as turning several current programs into a single block grant—forced abandonment of the effort. ACA will continue to work on this issue alongside other organizations.

Campbell elected co-chair of pupil services coalition

ACA lobbyist Chris Campbell was elected in June to serve as one of three co-chairs of the National Alliance of Pupil Services Organizations for 2005-2006. NAAPSO is a coalition of national professional organizations, representing more than 1 million members, that provide and support a variety of school-based prevention and intervention services to assist students in becoming effective learners and productive citizens.

ACA, others meet with Education Dept.’s Hager

ACA lobbyist Chris Campbell, along with colleagues from the School Social Workers Association of America, the American Music Therapy Association, the Council for Children With Behavioral Disorders, the National Association of School Psychologists and the National Mental Health Association, met with Assistant Secretary of Education for Special Education Robert Hager on June 8. The purpose was to discuss the Department of Education’s new guidelines for measuring adequate yearly progress under No Child Left Behind (NCLB) for students with disabilities (also known as the “2 percent guideline”).

The group emphasized the importance of addressing the assessment of students with emotional and behavioral challenges in the new regulations and of ongoing training and professional development for related services personnel, including school counselors. The group reiterated its interest in helping the Education Department in further work on NCLB policies. For more information on recent Education Department guidelines on this issue, go to www.ed.gov/news/pressreleases/200505/05162005.html.

WASHINGTON UPDATE

Continued from page 1
### Funding for Select Education Programs (in millions of $)

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 05 Appropriation</th>
<th>FY 06 President's Request</th>
<th>House Labor-HHS-ED Subcommittee</th>
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### Funding for Select Mental Health, Substance Abuse, Juvenile Justice and Other Programs (in millions of $)

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<th>FY 06 President’s Request</th>
<th>Labor-HHS-ED Subcommittee</th>
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</table>

**President’s initiatives in bold**
and maintain meaningful relationships, Van Epp created a seminar presentation that blended humor, psychology and commonsense strategies for determining whether a courtship has the potential to turn into a healthy, long-term relationship. "I developed a program, basically, that would help people have the tools to know what to look for in a relationship and prospective partner before they become too involved and infected with the "love-is-blind syndrome," he said.

The seminar, "How to Avoid Marrying a Jerk: The Way to Follow Your Heart Without Losing Your Mind," was a hit and eventually grew to include a video program with a workbook, curriculum and instructor certification. With amusing lesson titles such as "You can't marry Jethro without getting the Clampingett" and "Putting the horse before the cart," the program's popularity grew quickly. Van Epp's seminar has been taught in 45 states, seven countries, more than 250 military bases and thousands of churches, singles organizations, educational settings and agencies. A book is currently under preparation for possible publication as well.

"It's very concise and focused because it's centered on a plan and builds around a model — the Relationship Attachment Model (RAM)," Van Epp said. "Because this has been around the RAM, it's very user-friendly and easy to remember and apply. It informs the person on the major areas that predict what a person will be like in a marriage and the bonding forces that must be in place for a long-term relationship to grow."

The five-hour video program presents Van Epp's five seminar sessions that comprehensively and concretely describe the five dynamics that create attachment and the five key areas that must be in place in a premarital relationship. A 42-page video series discussion workbook is available to assist viewers with the outlined lessons. In addition, numerous reflective questions help to personalize the material. The end of the workbook has questions that couples should answer during the premarital period of the relationship. An instructor certification packet is also available for those interested in leading discussion groups with the video series/workbooks or those who want to be certified to actually teach the program, now referred to by its more politically correct title, the "Premarital Interpersonal Choices and Knowledge Program" or PICK. The certification packet includes a display board of the Relationship Attachment Model, a PowerPoint presentation of the program and a seven-hour DVD home instruction course.

"The program is about a lot more than avoiding a certain type of person," Van Epp said. "It's how to price your relationship and know what exactly to look for in a healthy commitment." The course focuses on what he calls the undeveloped education of the mind and the unattachment of the heart. "Too many people simply do not know what to look for when dating, and too many people, simply do not know how to keep a dating relationship in balance," he said. "It was these two needs which led me to develop a program to follow in the premarital relationship and decisionmaking process."

Van Epp concedes that tons of self-help books for singles are already on the market but contends that none of them really provide a road map or plan for effectively choosing a partner. "Often, people are completely lost when it comes to what kind of person they should be looking for in a healthy relationship and what they should look for in another person," he said. "That's the 'head knowledge.' From there you can get to know all the right stuff about someone else, if your heart has become so involved, so attached and so overwhelmed with a person, it will not even pay attention to who you are getting to know."

The most common mistake in new relationships, he said, is assuming that how a person acts now is how they will act later on the course of a long-term commitment.

"They draw the conclusion that the way the person is treating them first months of the relationship is how they will be treated throughout their marriage of a long-term relationship, especially into marriage," he said. "It's one of the main problems that make singles buy into. The reality is there are some very subtle but powerful predictors of what a person will be like in a marriage."

To address the head knowledge, he said, it is important to explore five areas — or PACES — when forming a relationship. Examples of other relationships

Van Epp suggests looking at a person's past intimate relationships for clues. "Find out their history from friends or family," he said. "When we listen more carefully and we ask about some key areas in terms of the past relationships, you can start to see patterns in the subtle areas. Patterns become very important — patterns from their family, other relationships — patterns that help to reveal or expose the way their relationship conscience was formed."

"A good example is a man who has major conflicts with his mother," Van Epp pointed out. "He may be wonderful in a dating relationship because he is very conscious of the woman he is dating, but when it comes to forming a long-term relationship, he may become extremely focused on the other person because he is extremely high or low, the relationship is how they will be in the first months of the relationship. It's very high or low in the premarital relationship. When any one component is extremely high or low, the relationship will wear off. "These are the skills of winning a person," Van Epp said. "They are extremely focused on the other person in the beginning. When that intense connection, one cannot see how the person will act when the relationship has worn off."

"He may say things that are true but extremely misleading and could be very misleading and very painful to face later on down the road."

In today's impatient society that embraces instant gratification, accelerated attachment appears to be a precursor to failed relationships. "Singles have to know what to look for and slow down their attachment so they can see clearly from the beginning," Van Epp said.

Heart knowledge

"Heart knowledge" uses the RAM model, which examines bonding processes and how to properly pace a growing relationship. The model, which borrows from other areas of research, illustrates the components of attachment and closeness. Five key bonding components are present in almost every type of relationship. Healthy relationships keep all the components in balance. In contrast, when any one component is extremely high or low, the relationship becomes unsafe. The model offers both clients and counselors an easy way to measure the areas and see how they relate to each other. The bonding components are:

- **Getting to know someone.** This process of getting to know someone and having them like you or not get to know you can form a very strong bond, Van Epp said.

- **Trust.** "The trust that we feel pulls from what attachment theory has found in terms of mental representation," he said. "As you are getting to know someone, you are forming a picture or representation of him or her in your mind. The more persona..."
took every course she could in industrial psychology and organizational behavior, and worked on a minor in business administration. She said she wanted to bridge the gap between business management and counseling.

Her efforts landed her a job in human resources, then with an organizational development and leadership consulting firm, but she still felt unsettled. She hoped to hone in on a job where she could use counseling in the workplace and combine it with a thorough understanding of the workplace environment.

"The organizational counseling program is a wonderful combination of clinical theory and business application," Chase said. After graduating last spring, she landed the job she wanted as a consultant for the corporate offices of a large health care firm where she had interned.

**New program takes root**

Mary Guindon, chair of the Johns Hopkins University Department of Counseling and Human Services and founder of the organizational counseling program, litters conversation about the program's history with similar stories of students finding just what they want and employers finding just what they need. When she took over as chair of the department, Guindon said, a certificate program was in place that prepared students for careers in employee assistance. It was so basic that the program could be expanded and was encouraged by her dean to offer a full degree. After extensive research and input from several focus groups, Guindon determined a direction for the program, confident that it would succeed.

"What I heard over and over again, and continue to hear today, is that there is a real need for this," she said. "These students receive targeted training in organizational psychology, organizational behavior and development, and they are taught how to apply their counseling skills to this coursework. No other counseling program does this to my knowledge."

There are three phases to the course work, beginning with an eight-course regimen of counseling courses similar to those one might find in other counseling degree programs. Included are such standbys as "Theory and practice of counseling," "Group counseling" and "Diagnostic." Phase two is described as a workplace orientation and includes four courses concentrating organizational culture and behavior and consultation. This phase utilizes a cohort format that features distance education and monthly class meetings.

"The third phase, a 600-hour internship, requires students to spend two-thirds of their time in a clinical setting and the remainder in an organizational counseling role."

"They are not just learning the basic skills," Guindon said. "They learn the organization is the client, although they do service to the employee or the organization." Also offered is a post-master's certificate, which requires a prerequisite exposure to various courses related to organizational counseling. The certificate program offers the corporate credits and courses similar to those taken in phase two of the master's program relating to the workplace culture and organizational behavior and counseling.

**A different beginning**

As a 25-year veteran of human resources work with the federal government, John Rogers approached the organizational counseling program at Johns Hopkins with a very different background than Chase. He graduated from the post-master's certificate program. "This program appealed to me because it involves working in an organization (and) using mental health training to help them deal with the inner aspects of the organization and the people in it," Rogers said. He found the program prepared him to work on issues within an organization by using his "analytical eyes to examine the organization's structure and tendencies."

Rogers now works for a federal agency where he routinely puts his training to use in everything from traditional employee assistance and dispute resolution to innovative preventative measures. He said his day-to-day work might involve helping a supervisor with "loisy communications skills," developing a group to tackle an ongoing employee issue or counseling an employee when personal problems begin to interfere with their work.

Sara Sundstrom, an instructor with the organizational counseling program, said graduates can use the skills acquired to meet a wide range of needs, including: 

- Serving as a "sounding board" for individuals facing home issues, battles with a boss or co-worker, problems with drugs or alcohol, stress, burnout or mental illness. Essentially, organizational counselor serves as a link between employees and the organization.
- Offering career counseling for employees.
- Serving at the forefront of an organization undergoing change by reassuring those who are most affected and mitigating detrimental changes in relationships that might occur. In addition, counselors would report to managers about the psychosocial effects of the change.
- Settling up training and coaching programs to deal with issues such as alcohol abuse or sexual harassment, and working with management to improve supervisors' "soft skills" for managing people. Counselors might organize office retreats and meetings to address interpersonal relations or workplace behavior.
- "Taking the pulse" or mood of an organization, then reporting to management and making adjustments to suit.
- Helping supervisors manage an employee with psycho-pathology or assisting employees who are experiencing a mental health crisis and need to be "de-escalated" as part of the organizational counseling program.
- Sitting on committees involved in issues related to their field, such as inappropriate behavior, substance abuse or conflict resolution. In the absence of these committees, organizational counselors might take charge of establishing groups on these topics.
- Offering staff information about key topics in their realm of expertise.

"They are really experts in community building at a time when the world of work has increasingly replaced family and neighborhood as the place where many people seek a sense of community and their lives," Guindon said. "This (field) targets worker wellness. Our graduates are a personal counselor and coach, a career developer and mentor, a mental health counselor, an organizational consultant in the workplace. They are trained as counselors who have the workplace knowledge they need to be credible and talk the talk."

Guindon said the Johns Hopkins program offers something different than the traditional training for organizational psychology, career counseling or employee assistance and often fills a gap between the responsibilities of these specialists and those of human resource professionals.

**9/11 solidifies urge to help**

Danielle Desimone knew she wanted to work with specific people, but after receiving her degree in sociology she was still uncertain how her career would develop. "I wanted to do counseling," she said, "but I wasn't sure what age groups or programs or work." She decided to try counseling for employees.

"I wanted to help people change," she said. "It's more than just doing counseling." She said the program helped her develop her ability to build relationships and hear ideas, and make connections with people.

Noll has since taken an account executive position with the workplace wellness department of a large health care organization, and she finds that her training in organizational counseling often pays off. She conducts wellness seminars, handles child and elder care referrals, and offers employee assistance and coaching.

"I get to help our business understand the value in providing these services to cultivate a productive, happy, creative and committed workforce," she said. "It's more than just doing the right thing. It really does make a difference in the energy of a working more to have assistance in selecting high-quality child care carriers. I also use the counseling skills every day to shape the programs and the decisions made to benefit the employees."

All the graduates of the organizational counseling program interviewed for this article believe that the field will change and that more opportunities will arise. "Workplace leaders have increasingly acknowledged that career development increases retention and that psychosocial issues affect worker productivity," Guindon said. "Consequently, interventions targeted at enhancing optimal worker wellness will become more relevant.

"This program trains people to make those interventions."
An internship beyond all expectations

BY JIM PATERSON

A group of students in the Johns Hopkins University organizational counseling program had an opportunity last spring to be involved in a consulting project that thrilled their employer and taught them a lot about their blossoming new field of study.

In the process, they got a firsthand look at how counseling can sometimes involve more than a single individual.

According to Sara Sundstrom, an instructor in the organizational counseling program, the students were given a chance to conduct an organizational analysis with a directorate in a large federal agency. Such studies generally involve gathering data through surveys and interviews, organizing the data into themes, drawing conclusions and making recommendations, she explained. The students used detailed employee survey data and interviews with managers.

"The beauty of our work was that, just as it is counseling individuals, we helped this part of the organization listen to itself better and thereby improve its organizational self-awareness," said Jason Murillo, one of the students involved.

Such a distinction is a key part of the new Hopkins program, which strives to fill a gap in the "therapy" provided to organizations and their members.

According to Delois Johnson, another participant in the consulting project, the students were trying to develop out-of-the-box thinking.

Among the students' recommended actions were mediating before decisions and statements were made, forming online discussion groups and making management more transparent.

Murillo said the students worked to develop "sound, needs-based recommendations... Instead of focusing on the challenges, we helped the organization develop a balanced, concrete perspective on their current reality which leaned on their strengths. We were able to help them craft a vision of what could be from evidence of what already was."

The result? The recipient of the students' work asked them to present their findings and recommendations to 20 members of a leadership team, with others tuning in offsite.

For Murillo, the proof of what the students had accomplished came after the presentation. "When the presentation was complete, people actually stayed in the room, engaging one another and us on a variety of the issues we discussed," he said. "They expressed interest in working more with us in the future (or) even taking that part of the organization on in some capacity. Essentially, they connected us to helping children let go of their negative feelings and worries. They are powerful tools in reconnecting children to their world and refocusing them on the things they can control versus the things they cannot. Journaling in particular provides a valuable connection between the children, therapeutic sharing and myself. Both the children and I gain a greater sense of each other, our concerns and our thoughts on how to deal with life situations. It's also服务ful to me in helping children let go of their negative feelings and worries."

Expression notebooks: Notebooks for writing and drawing have also been used to help children explore feelings and thoughts through artistic means. Color, images, shapes and objects are used to create worlds of art that are meaningful to life events, emotions, conceptualizations and self-exploration. Just being able to express the things they cannot. Journaling in particular provides a valuable connection between the children, therapeutic sharing and myself. Both the children and I gain a greater sense of each other, our concerns and our thoughts on how to deal with life situations. It's also helpful to me in helping children let go of their negative feelings and worries."

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Whatever the model for teaching these traits, students receive strong reinforcement from song lyrics and musical rhythms that match the concepts being taught. Music-guided imagery also connects me to the children and to my own tasks in a way that preparation and experience alone cannot provide.

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the representation, the stronger the trust is toward that person.

Relevance. Depending on a person for your needs. “What is found in social exchange theory — whereas I go about meeting a person’s needs and they go about meeting my needs — (is that) the better our needs are met, the stronger the dependence and reliance is on each other and, therefore, the stronger the bond.”

Commitment. The degree to which two people belong to one another. “It’s a kind of healthy ownership in a relationship.” Van Epp said. “In terms of a strong bond in a relationship, the more I feel that this person really belongs to me and I belong to them, the stronger the commitment.”

Sexual chemistry and touch. “Even in friendships there may be sexual chemistry, but we set boundaries,” he said. “This is certainly a very bonding force in romantic relationships.”

“If you think of all these areas, they are very bonding, but they also relate to each other,” Van Epp said. His theory is that if the components are kept in a safe zone, where one level does not greatly exceed a previous level, then the relationship is positive. For example, don’t let your sexual involvement greatly exceed your commitment; don’t become more committed than the level of reliance you have formed; don’t try to meet each other’s needs beyond the level of trust; don’t trust a person you don’t know well.

“Married couples also need to keep those five areas of the RAM vital and vibrant in their relationship,” Van Epp said. “Couples, over time, can feel like they don’t know each other anymore. Their trust picture of each other can begin to be infected with small, negative attitudes. They may stop meeting each other’s needs, causing the reliance to drop.” Teaching this model to married couples and showing them how to evaluate their relationship can help keep each bonding component strong, he said. Van Epp often uses the RAM chart in his practice to conduct assessments of couples seeking marriage counseling. Having the couple rate each of the five components in their relationship, he holds in his hands a “life list” that they are working on the agenda, he said. “It’s become a very utilitarian model,” he said, “not just to help them rebuild their relationship but to continue to build it throughout the years.”

Military involvement
According to Van Epp, his program’s versatility allows it to be presented in a variety of settings, be it churches, organizations for singles, divorce recovery groups, women’s shelters or high schools. Even the military has embraced his simplified design for successful courtships.

The U.S. Army started implementing the PICK program five years ago, Van Epp said. “Before, they didn’t have any type of program geared toward choosing a partner and building a relationship,” he said. Now, several chaplains and family advocacy officers are certified to teach the program.

“How about three years ago the Army took a more serious interest,” he said, “and the Chief of Chaplains Office orchestrated a funding of a research project that would look at how useful this program would be for single soldiers in both Army bases and academic settings.” The research project was recently completed, and the findings will be submitted for publication this summer. “The findings were extremely positive in terms of altering attitudes and intentions of single soldiers toward dating and relationships,” Van Epp said.

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concentration on that most urgent situation. The "pieces" or "checkers" or colored dots are specific situations requiring your attention. Nothing else will be allowed to invade that area or areas. Because there are many competing demands, you continue planning your strategy by placing your checkers on your board based on your priorities.

As an example, imagine you are the mother of teen-agers, but you are now in graduate school learning a profession after having been a stay-at-home mom. You are part of the "squeezed generation." Your teen-age children still need guidance, supervision and patience, while the elderly members of your family may have failing health and are often in need of your continued planning your strategy and time. Because there are many family room floor, having just been set aside to concentrate on that most important problem, while another square of squares have checkers on them, covering non-negotiable time slots in the next couple of days. Another empty space a few blocks away awaits the piece representing the meeting with your husband about your son. Filling this square pacifies you both because you know time has been set aside to concentrate on that important problem, while another square of space and time in the row beyond awaits a piece for the dialogue with your son. There will be time to work on your paper the following morning. That afternoon you will study, and the square for that evening already has a piece on it for class attendance. Several spaces will be occupied the next weekend and the next if a sick parent, taking care of her needs and studying in the car while your husband drives. But what on earth to do about giving your nephew time?

Standing in the middle of the family room floor, having just returned from a night class with new assignments, your husband insists that decisions must be made about your son at once. You feel overwhelmed and panicky. In order to calm down, you can develop a mental game plan of priorities. It feels like a survival tactic but can also be an interesting mental challenge.

As events move on or change and other pressures materialize, your goal is to move to the next row of squares or priorities that have presented themselves and that may be less crucial. You need to be flexible enough to utilize many of the squares, one at a time, or to change and rearrange the pieces as needed. This can be a fun challenge in itself. The number of squares for any given situation can vary depending on the urgency and time needed. The "game plan" must be flexible. You are to be in control of it; it is not to be in control of you.

Back-to-the dilemma of the mother/student. First, it is imperative that you spend that very evening studying and organizing notes for your paper, as there are immediate deadlines to be met. The nearest couple of squares have checkers on them, covering non-negotiable time slots in the next couple of days. Another empty space a few blocks away awaits the piece representing the meeting with your husband about your son. Filling this square pacifies you both because you know time has been set aside to concentrate on that important problem, while another square of space and time in the row beyond awaits a piece for the dialogue with your son. There will be time to work on your paper the following morning. That afternoon you will study, and the square for that evening already has a piece on it for class attendance. Several spaces will be occupied the next weekend and the next if a sick parent, taking care of her needs and studying in the car while your husband drives. But what on earth to do about giving your nephew time?

Here's where you have to become really creative. Since the nephew works all day, you visualize "checker hopping" and using spaces in between those already filled to visit with him and your family during leisurely meals. You would save blocks here and there to cook new recipes, which gives you a creative outlet and which your nephew especially appreciates, and save blocks of time for those family dinners. You would also allow time for yourself to lie in the hammock gazing at the leaves and listening to the birds. And you and your husband would fill a blank space next weekend with dinner and a movie, also leaving time to talk to a friend in need. You may have to shorten some blocks of time, but something is better than nothing. And where do those hours come from? You decide!

As you see, the "pieces" or "checkers" and use of the empty squares are what you choose them to be. They could be projects to complete, appointments to keep, creative work or study to focus on, relaxation or fun, errands to do, conversations to have, support to give to another, etc. They could be items on your "to-do" list.

But a list or full schedule can be as overwhelming and daunting as the vague confusion of wondering where to begin. A list can help you in the face like a formidable wall, causing despair. What, then, is the difference between lists or schedules and placing "pieces" on the squares of your checkerboard?

By separating items from the list (which could be made in writing first), you have the opportunity to analyze each one in terms of time and attention needed, importance and effect on others, urgency in regard to timing and so on. The process of doing this empowers you to make decisions, to prioritize, and to place activities in a kind of sacred time and space according to needs and desires — both yours and others’ — as represented on the checkerboard.

For a person who is visual, this task might be fairly easy to complete. For those who have more trouble, a therapist can help with exercises in visualization, imagery, the discipline of attack irrational beliefs, developing pro and con lists in order to prioritize, etc. Assertiveness training and the examination of one's interests, strengths and values can aid in preparing a client to make decisions and to take control by placing his or her "pieces" on the checkerboard.

Probably the most effective way to utilize the checkerboard squares is to mentally create or to create a board on paper representing one week of time. Simply drawing the game board can help you see that there is a time and space for a chore, relationship or project that needs to be gotten done.

Seeing the board mentally or on paper can relieve worry, anxiety and fear that important aspects of life will not be given attention or completed as needed. By knowing you have made both time and space to accomplish the tasks you feel are important, you are using your power and taking control of your situation instead of allowing it to control you. This knowledge can bring relief from chaos, freeing you from feelings of helplessness and the ensuing dangers of depression and despair. The process contributes to the peace of mind, to physical and emotional health, and to efficiency.

The value here is that you have taken charge of yourself, your time and your space. In this way you know that the problem, decision, activity or crisis will be taken care of in a timely fashion because you have planned and prepared for it.

What are some steps you can take to get from confusion to clarity on your checkerboard?

- Identify and separate your feelings.
- Flash a spotlight on the thoughts causing the feelings. Focus with rational thought on the irrational ideas and assumptions that create or complicate problems. For example, identify exaggerations based on your own unsupported ideas: "I can't possibly do all of this! There is no time. I am too tired. I don't know what to do first!" Change the irrational to rational: "I am wasting time stewing about what I can't do. Instead I need to separate what I feel to be crucial and discipline myself to do what I can."

- Recognize what you can and cannot do.

- Distinguish the things that are your problems and responsibilities from those that do not belong to you.

- Organize your thoughts, energy and time by creating and isolating spaces defined by boundaries such as checkerboard squares and decide what takes precedence.

- Now move your pieces according to your designed strategy.

- Play the game of life, have fun and embrace satisfaction.

"For every thing there is a season, and a time for every matter under heaven."

— Ecclesiastes 3:1

Carolyn Brastow Pledger, a Licensed Professional Counselor and Family Therapist, recently retired after 17 years in private practice and 25 years in the counseling field. She now writes, acts in amateur theater, and partici- pates in discussion groups and leads a liberal interfaith fellowship.
Facing the bully, facing myself

"Finding my way" has been an underlying theme throughout the course of my life. When I was 7 years old I moved to the United States from the Philippines, and I can remember how hard the struggle was to feel comfortable in a new culture. Even at my present age, I remember my experiences in the U.S. public school system as if they had occurred yesterday.

I reached the airport in the evening. An early spring rain was falling. I waited in the lobby with my mother. I ran toward the gate after seeing my grandmother fight through a crowd of Filipino faces, I felt as though this would be the last time I would see her. She handed me a handkerchief after tears had run down my face. I knew at once that I would not be able to leave.

Before departing to the new land, I remember clinging desperately to my grandmother, who had escorted me to the airport. I have probably never felt more emotional pain in my life than the moment when my mother pulled me by the arm and dragged me across the airport lobby. Crying and screaming, I could not bear the painful agony of having to leave. Leaving the Philippines, and especially my grandmother, was similar to leaving my parents because my "Lola" (Filipino for grandmother) had raised me my whole life.

On the evening of my arrival in America, I felt completely lost. I had wished that my moving was only a big dream. I had been welcomed with a great big hug from my father, whom I had not seen in five years, and with a plastic bag full of mixed fruits. I remember feeling exhilarated, thinking how everything would be a happy ending now that my family was reunited. I soon realized, however, that I could not escape mourning over the loss of my friends and relatives back in the Philippines. The euphoric feelings of anticipation were quickly replaced with heartache and deep pain.

My first night in America felt like my first night in prison. We had to live with my cousins until my father earned enough for our own apartment. That night, I lay between my parents. Restless, I began thinking of my grandmother. I began to let out my sorrows, crying freely as I entertained thoughts of "I wish she was here" or "I wish I was back home." I desperately wanted my mother's embrace as I screamed into the soaked pillow. All I received was silence. I did not know which was more painful — being emotionally ignored by my parents or missing my grandmother.

In the morning I was awakened by the merry noises of my little cousins running across the hallway. I felt so anxious that I was no longer in the Philippines. Unexpectedly, my uncle gleefully picked me up and put me in the middle of the dining table to join everybody else. Still frozen in fear and embarrassment, I couldn't open my mouth. My cousin was making fun of me for crying and for the way I was dressed. They teased me for looking like a "FOD," a derogatory acronym meaning "fresh off the boat."

Three weeks later, I found myself in grade school. Talk about the fusing pan and into the fire. This was an even worse form of torture for a lost little boy. I cried and hid behind a school building each time my mother dropped me off. I ran home from school each day in an attempt to avoid being beaten up by bullies who harassed me because I looked, dressed and talked differently than the other children.

In the beginning, I was young, naive and lost. I figured the key to American life was to imitate pop culture and daytime television. In short, the key to learning the English language was to model myself after characters in TV sitcoms such as Punky Brewster and Love, Lucy. I felt like an extraterrestrial wanting desperately to go unnoticed in this new world. I said to myself, "I definitely am no longer in the Philippines," emulating Dorothy's character in The Wizard of Oz.

Recalling these childhood experiences, I realize I was also similar to the lead character in the movie Forrest Gump. I was unaware of the basic protocols of the American public school system. On the first day of class, I decided to blend in as much as possible. But since I had never heard of recess or lunchtime, I
didn't know what cafeteria tickets were. Therefore, I had no notion of how to obtain them. Instead, I simply ate my packed hot dog, which was the only thing my mother had put in my lunch bag.

On another occasion, I had a squished hot dog in the bottom of my book bag. I felt embarrassed about taking it out to eat for lunch, but it was either the hot dog or having to sit and wait for everyone else to finish their cafeteria lunches... Although I wasn't a bit hungry, I didn't want to draw attention to myself by sitting alone without any food to eat. So I reached in to grab the hot dog that my mother had packed for me. Unbeknownst to me, the hot dog was soggy with grape juice, as was everything else in my book bag. A few kids pointed at me and someone threw a milk cartoon that hit me in the head. Humiliated, I ran to the bathroom.

After the hot dog fiasco, I thought I would never have to go to school again. But apparently, feeling humiliated was not a good enough excuse to hold off on public schooling. To my surprise, after I decided to face the maniac and set my foot back on school soil, it seemed as though the hot dog incident had never occurred. Everyone ignored me as I walked back into the classroom. My fear of being on the receiving end of long stares from my classmates quickly dissipated when a fight broke out between two students in the middle of the classroom. The teacher quickly took matters to hand and sent the two boys to the principal's office. The rest of the class was soon inundated with school stuff so I, too, casually lost myself in the assigned tasks. I felt assured that everybody's attention was on the fight and not my hot dog incident.

I thought I had survived the dreadful day of returning to class after my embarrassing moment until the school bully came to me. He had warned me earlier that he planned to beat me up after school. Evidently, when I had stormed out of the cafeteria after my incident, another milk cartoon had hit him in the back. It seemed logical to him that I was the guilty party since I had been seen running away from the crime after he got hit. I clearly had been set up, but my English was not yet sufficient to explain the circumstances.

I ran home that day as fast as I could, thinking of avoiding the bully. After finally arriving, I let out a sigh of relief, but then my heart began beating fast once again. My key to the house apparently was misplaced, and I had no way of letting myself in. No one was home to open the door. I could either wait outside for hours until someone arrived, or I could go back to school to call my parents. Unwittingly, I decided to return to school. After all, I assumed that the

Continued on page 28
A Akron student's essay takes top honors in ACA Foundation contest

Michelle A. Worden

Worden is working on her master's in counselor education at the University of Wyoming and expects to graduate in December 2005.

Subject: Define "advocacy" and explain if you support requiring "advocacy" as a component of graduate counseling programs.

Advocacy is taking actions to increase awareness and create positive change for individuals, groups, organizations and societies. Counseling does not entail advocacy; it is advocacy. We, counselors, speak for our clients, the counseling profession and our livelihood. Advocacy is not only a role of a counselor, but also a responsibility.

If the premise of the counseling profession is advocacy, then why do we, counselors, take a back seat to psychologists and social workers due to their aggressive advocating skills? I believe that the path to the "front seat" is paved with advocacy training. One way to improve the profession, which in turn accommodates the needs of our clients, is to integrate advocacy training into all graduate courses. Moreover, due to the vast amount of information needing to be learned, I support incorporating an advocacy course into the training requirements.

In order to advocate, counseling students need to be aware of the purpose of advocating, they need to discern what causes them to advocate for and determine how to advocate in a successful manner. Potentially these three aspects could be the focus of an advocacy course curriculum. Moreover, understanding these three components will prepare students to partake in different types of advocacy, whether it is for the clientele or for the profession.

It is essential that students are aware of the history of advocacy. For example, reading the works of Clifford Beers could enlighten students as to why such action is beneficial to the profession and the welfare of humanity. Learning about the rewards of advocating can motivate and encourage the counselor to get involved and take social action. It can reiterate that counseling is more than a 50-minute session in a small, square room. Knowing that there is more to the profession can inspire students to unleash their abilities. Learning advocacy skills will arm counseling students with confidence in their helping ability and increase their awareness of social justice concerns.

Once students understand that the future of their profession and well being of their clients rely on their advocating, it is essential that they learn how to choose their battles. Advocacy training could teach students how to access information about current events and legislative activities that affect the counseling profession and their clientele. Additionally, this course could allow students the opportunity to participate in self-exploration. It could give them the opportunity to discover what issues are important to them and release their passions. Once they engage in self-reflection and identify how to obtain pertinent information, students need to identify what actions to take and how to do so in a productive manner.

There are a multitude of social action skills that counseling students could learn that would enhance their advocating abilities. An advocacy course could teach counselors how to advocate for non-counseling related clients, including modifying client situations, preparing case studies, preparing letters to legislators, start petitions, speak to local organizations, prepare debates, etc. Additionally, I would suggest incorporating an advocacy committee in the department or Chi Sigma Iota branch, which I have done at the University of Akron. Learning advocacy techniques could liberate counseling students to be taking them out of their box (more commonly known as the 12 x 12 room).

In addition to learning functional applications, counseling students should also be aware of the negative aspects of advocacy. Ideally, an advocacy course would teach counselors that advocating could be demanding, emotionally taxing and jeopardizing to their job. Being aware of the drawbacks would prepare students for the struggles and enable them to manage the stress that accompanies their social justice action. Because advocates may be viewed as troublemakers, it is imperative that students learn how to work against the system from within it. In an advocacy class they could learn how to use their personal characteristics and counseling skills as social action tools.

Requiring advocacy as a component of graduate training would benefit the individual counselor, the counseling profession and the clientele. An effective counselor is an advocate, thus counselors need specialized training in advocacy. Counselors who have advanced advocating skills would not only grow personally but also professionally. Thus training programs should unleash a counselor; unleash an advocate.

First-runner-up

Michelle A. Worden

Worden is working on her master's in counselor education at the University of Wyoming and expects to graduate in December 2005.
Subject: Should graduate counseling programs continue to focus on human development and career counseling or shift to emphasize diagnosis and treatment of mental disorders?

I believe that graduate counseling programs should continue educating and training in humanistic development and career counseling with less focus on diagnosis and treatment. With most of our graduate students now obtaining a strong education, the medical model, counselors may be the only "healthy" client advocates left among mental health professionals. For the counseling profession, it is paramount that mental health counselors receive solid humanistic training so they are able to critically evaluate current possible incompatible therapeutic models utilized in the workplace. If programs succumb to the "medicalized" focus, counselors' ability to give voice to healthy developmental views and to influence economic and political powers will continue to diminish, and subsequently we will be consumed by the medical machine. Employment forces will then ask us to forsake our roots, our voice, our soul.

My personal journey into becoming a humanistic/client-centered counselor started in the late 1980s with my acceptance into a CACREP-accredited Counselor Education program. My education helped me form the belief that clients desire their counselors to witness their human dignity and, in turn, their counselors believe that the clients possess the skills to grow in healthy directions. My job as a therapist is to "be" with clients on this part of their journey.

Comfortable and confident with my academic training, I started my internship at a hospital psychiatric ward. I experienced firsthand how the diagnostic world can be. I found the medical model to be "cleaner" and with strong boundaries. It was easier for me in my inexperience to put a label on a person whose life seemed out of control and very complex. The medical model helped me devise treatment plans for people in dire straits. I had a diagnosis, psychotropic prescription and a treatment plan. The patients will get better. If they did not, it was not because of the diagnostic and statistical manual's defined treatment plan but rather an incorrect diagnosis, the need for a drug change or lack of patient motivation. The focus of control and blame was outside me, the therapeutic. I unwittingly found the medical model a comforting place in which to exist.

Next, I decided to intern at Hospice. I had not realized the extent of my internal theoretical change until I was sitting with a dying person. I found I really did not matter what the psychological diagnosis was or what psychotropic drugs were prescribed. What was most poignant was the relationship and human dignity present in the dying process.

I found the counselor from a solid humanistic background; how could I fall into the medical model trap so easily? The changes were so subtle, subversive and frighteningly simple. My experience of adopting the medical model gave me a false sense of authority and expertise which allowed me to distance myself from patients' weakness and disease—they are humanity. In turn, I distanced myself from my own pain, fear and weakness—my own humanity. I discovered that distancing was the last thing dying people and their families need in that moment; they need meaningful relationship, and I want to be in that relationship.

I offered early during their education, I believe that counselors who are struggling with the ambiguity and tension of the "therapeutic relationship" will grab hold of the concrete steps and answers the medical model offers. This model is less messy than having to deal with all the unknown factors of the clients' and counselors' uniqueness, strengths and humanity. Medical model training allows counseling students to distance themselves from their personal struggles with ambiguity, a struggle which I now believe is paramount in achieving the personal growth and compassion needed to become partners in the therapeutic relationship.

Even though many present-day counselors express a desire to come from a humanist background, they and the political and economic authority appear trapped in the medical model. Indeed, my own counselor education program has been some what modified to meet the changing demands of mental health employers to hire those savvy in the medical model. Although I understand the universal language, utility and appeal of the medical model, I believe the subtle shift I experienced in what it means to be a developing human coping with life's difficult circumstances was a product of my exposure to the medical model. This shift resulted in me compromising my clients' dignity and integrity. This is far too great a price to pay for the economic and political future of our counseling programs and future employment. We cannot give up our roots, our voice, our soul.

Second runner-up

Edward Wahnee

Wahnee graduated in May 2005 from the University of Scranton with a master's of science in school counseling and a specialization in secondary school counseling.

Subject: How can counselor training programs better prepare students to address today's broad range of social justice concerns?

The concept behind this essay materialized at around 36,000 feet altitude. I was on a flight returning home from a spring break service trip. During the past week we were at Red Cloud, a school located on the Pine Ridge Indian Reservation in South Dakota. While there, we personally witnessed many of today's most pressing social justice issues. On the plane ride home an undergraduate counseling major who we'll call Jill (to protect her identity) mentioned how counselors could do so much more as advocates for the oppressed if they received adequate education in justice-oriented political, social and economic issues. After I responded with, "Well, um, we do have the social cultural issues class," I realized that something was not right. Social justice concerns influence in every dimension of society. As a result, it would be wrong to confine these issues to one course. Instead, a counselor training program must offer an integrated approach to teaching justice intersectional education, skills training and direct first-hand experience to better prepare students to address these issues in the future.

Since all aspects of a counselor's professional identity are influenced by social, political and economic issues, every training course within a counseling program should be geared to address these concerns in a relevant and appropriate manner. For instance, a course on social and cultural issues can be melded to prepare counselors to identify issues within their community and also provide the skills training necessary to be an advocate for populations who experience these forms of discrimination and oppression. A professional issues course can enhance student's knowledge of the many local, state and national laws and prohibitions (DAPAZOT, Acts, poverty laws, etc.) that may impact their future clients. In order to integrate these issues, counseling departments should establish a curriculum committee composed of faculty, staff and representatives from advocacy organizations, to outline clear education for social justice objectives for the program, review current course offerings and make recommendations to the department chair and dean on what gaps are present.

Beyond education and training, a direct experience working with the marginalized and oppressed is necessary in order to fully prepare future counselors. To facilitate this experience, practicum and internship requirements to receive education on these social, political and economic issues as well as training in advocacy skills, counselors will be more equipped to take on these problems within therapeutic relationships employing an intersectional lens. Drawing from past direct experiences working with the marginalized and oppressed to motivate and reinforce, counselors will also have a realistic understanding of what they can accomplish outside of their offices and on the streets. One of the first things I learned when studying counseling is that positive change does not always occur within a session, it happens outside of it, in the client's life when they are able to put into practice what they have learned in counseling. As a profession, we must realize that if we want to act as change agents within our communities and be a voice for the voiceless, students must be given enough preparation and insight during their learning in counseling. I want to add and hope they will add as counselors to stand up and make a difference.

Continued on page 26
Continued from page 25

Courtney R. McDermott

McDermott will graduate in May 2006 with a master's of science in counseling from Pace University's Dyson College of Arts and Sciences.

Subject: Should graduate counseling programs continue to focus on human development and career counseling or shift to emphasize diagnosis and treatment of mental disorders?

To answer the question of whether graduate counseling programs should continue to focus on human development and career counseling, it is important to understand the fundamental beginnings and focus of counseling as a profession, as well as how these factors make counseling unique in the context of the other helping professions.

When exploring which topic areas to include in the curriculum of a counseling program, it is necessary to determine the goals and focus of the associated profession. Counseling, as a helping profession, has several core components that are similar in scope, yet differ in significant ways, such as psychology, psychiatry and social work. According to the American Counseling Association website, professional counselors "work with people of all ages, races, cultural backgrounds and circumstances to help them maximize their potential, make positive changes in their lives and achieve their goals." (www.counseling.org)

Specific areas concentrated on by professional counselors include education, career development and well being across the life span. Counseling differs from psychiatry in that psychiatry is focused on the medical model (B.F. Okun, 2002). Counseling also differs from psychology in its focus on development and prevention, rather than treatment of pathology (B.F. Okun, 2002). The focus of prevention to occur, it is necessary to understand the nature of pathology (thus its inclusion in most counseling programs), however, it is against the inherent nature of counseling to focus on it.

When examining the relationship between counselor education programs and career counseling as a specialty within the counseling field, it is impossible to ignore the intrinsic history they share. Interestingly, as pointed out by M.L. Savickas (2003), the counseling profession as we see it today was born of what was the field of vocational guidance in the early 20th century. Given the occupational demands most individuals face, it is difficult, if not impossible, to separate well being from one's occupational and career experience. The counseling profession grew from the seeds of occupational guidance not by coincidence, but because many of the issues that one faces in the workplace or in making occupational decisions are issues that are pervasive throughout his or her life. As a result, most graduate counseling programs require at best one course in career and lifestyle theory. (The author's current graduate program only recommends the Career and Lifestyle Development course for those sitting for license; however, it is not required for graduation.) It would be discouraging to witness the elimination of a career counseling component to counselor education programs, as this specialty is fundamental within our field. Therefore, the question should not be whether to maintain the inclusion of career counseling in graduate programs, but how to aid its growth to maintain the integrity of our profession.

As the counseling profession began to evolve into what we see today, a focus began to emerge on development and well being. As such, and as was previously noted, counseling programs emphasize normal human development over pathology, while psychology programs emphasize diagnosis and treatment. As with career counseling, when examining the worth and importance of human development as a part of counselor education curricula, it becomes a question of the identity of a profession. Greater emphasis on human development is one of the key areas that sets the counseling profession apart from the other helping professions. Additionally, for proponents of emphasizing treatment and diagnosis, one additional question must be answered: How do you treat the abnormal until you know what normal development looks like? Human development is described as "the multidisciplinary study of how people change and how they remain the same over time" (R.V. Kail and J.C. Cavanaugh, 2000). The study of human development is unique in that it allows for the exploration of human behavior and growth from a multitude of angles, such as found in longitudinal, cross-sectional and cohort studies. Observing behavior from these perspectives allows for the most comprehensive view of human behavior, allows for recognition of commonalities and a better understanding of the human experience. In addition, many theoretical perspectives such as psychodynamic theory, cognitive theory and learning theory have constructs that are applicable to both psychopathology and the study of human development. As such, it is difficult to truly understand one without the other.

I recommend that career counseling and human development continue to be included in counselor education programs, because these two areas of study
are what make counseling unique and therefore serve as the cornerstones of the profession.'

Sandra L. Pollock
Currently a full-time student with a small private therapy practice, Pollock expects to graduate in May 2007 from the University of Central Florida with a doctorate in counselor education.

Subject: How can counselor training programs better prepare students to address today's broad range of social justice concerns?

"Never believe that a few caring people can't change the world. For, indeed, that's all who ever have." — Margaret Mead

You do not teach social justice. You do not lecture on it. You do not take tests in it. You live it. You observe the treat- ment of others. You question. You challenge others to ques- tion. You imagine what it feels like to be judged based solely on what you look like, what you earn, how you worship, whom you love. You search inside yourself and honestly acknowl- edge how you benefit from the privileges of your gender, color, ethnicity, socioeconomic status, physical stature, religion or sexual orientation. You examine your own prejudices.

We can be a few of the caring people. Our counselor education programs need to encom- pass addressing social justice concerns and effecting change. Counselors are change agents for their clients and students. We can be change agents for our communities. We should read about social justice. But reading is not enough. We should talk about social justice. But talking is not enough. Counselor education programs can do more than lecture on diversity and multi- cultural issues. Reading litera- ture from cultures other than one's own is important. But, it is not enough. Our institutions should intentionally fill their programs with a diverse popula- tion of students.

We can learn from working alongside each other. Our pro- grams need to challenge students to explore and question their own convictions first. Addressing so- cial justice concerns means encouraging people to challenge their own belief systems. It is an ongoing, interactive and experi- mental process. The steps com- prise awareness, open-minded- ness, education, understanding, intention and action.

Examine yourself boldly and honestly. Acknowledge your own prejudiced beliefs bravely. How do they disconnect you from others? What do you want to do about them? In her book, Learning to Be White: Money, Race and God in America (1999), theologian and minister Thandeka explores the price of admission to being "indicted" into whiteness. She writes how white people reserve racial descriptions for those who are not white and learn, as children, that they must uphold and guard the privileged position of white- ness or risk the loss of affection by caretakers and peers. She pur- ports that white children must learn to separate themselves from their own feelings in order to survive. The result is self- alienation, emptiness and shame.

Indeed, being a member of the dominant culture does not pro- tect you. Whether we live as perpetrators or victims of social injustice, we all lose. We do not have to aspire to be Mohandas Gandhi, Martin Luther King Jr. or Mother Teresa to change the world. We can be one of a few curing people.

What can our counselor educa- tional programs do to immerse students in learning social jus- tice? Social justice can be incor- porated into our current curricu- lum. A professor teaching social justice could encourage her stu- dents to experience their educa- tion and stretch their limits. Imagine that you could choose from the following class projects:

- Attend a religious service that is different from your own previous experiences. What did you like and appreciate about it?
- Volunteer with an organization that works for social justice on a grassroots level such as the National Coalition of the Homeless, a home- less shelter, a substance abuse shel- ter or an organization working with AIDS victims. What do you learn from the people you work with?

- Mentor a student at an inner- city school. How is his life dif- ferent from your own?
- Spend one day imagining all the ways your life would be affected, and how you would be treated by others, if you were in a wheelchair, blind or deaf. Journal about this.
- Learn who your local politi- cians are, and contact them on an injustice issue that touches you and relates to the counsel- ing profession.
- Speak up assertively and respectfully when you find a joke or comment socially insen- sitive. How does it feel to take this risk?
- Share a traditional meal with someone you know who is from a different country or culture. Learn about some of their customs. What do you like about them?

How might doing any one of these experiences, writing about it and processing it with your peers affect you? How might it change you?

Our counselor education programs should urge students to be role models of social jus- tice through knowledge, words and actions. Be one of a few car- ing people. Inspire a few more. Our opportunities abound.
bizzy was long gone. As I approached the school, I froze in fear after realizing that my executioner was still waiting for me at the entrance. I could no longer turn back because the bully had seen me. I felt like an inmate walking on death row.

After walking half a block, which seemed more like a long mile due to my high anxiety, I was standing five feet away from the bully. Looking down, I couldn't see what he was about to do. I anticipated a punch, but what I received was an unexpected pat on the back. Apparently, a fellow classmate had stood up for me and had cleared my name prior to this confrontation. The bully had intended to call off the fight that day at school, but since I had exited the classroom so quickly, he didn't have the opportunity. I felt both relieved and a little braver that day. I went on to befriend the notorious school bully, which to me felt like befriendng the president of the United States.

Looking back, I realize now that most of my fears and worries came from within. I felt scared to confront anyone because I was too fearful to face the most significant individual — myself. I also realize that during this transitional phase of my life, I was suicidal and extremely depressed. Perhaps during the moment of approaching the bully, I felt that I had nothing more to lose, so I simply surrendered. I remember entertaining many irrational thoughts, such as "I'm lower than everybody else because I'm different." At times, I came to actually believe those thoughts. At other times, I watched TV rather than face my shortcomings. I followed my instincts, thinking that the immigrant thing to do was to take life's punches, fight to get back up and move forward.

I am still trying to find a consistent feeling of belonging. I am just a beginner as a counselor, and I hope that I don't find myself screaming into my pillow over another new culture. I must say that I feel as lost now as I once did as a newcomer to this country. The main difference now is that now there is no bully chasing me (at least none I'm aware of).

Perhaps it is not surprising that I now feel a strong need to stand up for anyone who is being taken advantage of by a bully. I also feel a need to help those who are ignored. At least now I can say that my English will finally suffice to get directions. I may still be lost at times, but now others can help me to find my way.

In my work as an advocate for minority and immigrant students, I recognize myself in their struggles. I am able to provide emotional support for my clients and to share my own experiences. In addition, I challenge my clients to find their own way and not allow society or their parents to dictate their lives.

Nevertheless, I still struggle to comfort those who have no clear directions in life. I know that nobody can destroy my belief in myself, which sprung from all the hopes and aspirations of my dear grandmother, Lola. Often in my practice, I'm in a position to give clients what I desperately needed but did not receive myself. To me, that is both exhilarating and healing.
Tattoos and piercings: Decoration or distress?

Many people believe tattooing and body piercing among young people represent normal desires for attention and individual style. Others think such body modification is a sign of negative underlying tendencies, and past research has linked tattoos and body piercings with drug and alcohol use, unprotected sex, crime, violence, suicide, eating disorders, low self-esteem and body dissatisfaction. Jonathan Robertson and Eric Storch explored the association between body modifications and psychological symptoms among 198 college undergraduates in the Journal of College Counseling (Spring 2005, pages 14-19).

Having more than one tattoo or piercing (excluding pierced ears) and body modification is a sign of negative self-esteem and body dissatisfaction. Past research has linked tattoos and piercings with drug use, unprotected sex, crime, violence, suicide, eating disorders, low self-esteem and body dissatisfaction. The researchers concluded that college counseling centers should be careful in designing programs for students who otherwise would be reluctant to seek individual counseling to do so when needed. However, many counselors become discouraged by the low turnout for programs they have so carefully designed.

In the Spring 2005 Journal of Counseling (pages 86-96), Lawrence Marks and Richard McLaughlin provide a useful report on their efforts to discover the best ways to improve student attendance at psychoeducational presentations. The authors applied several tactics to an outreach series featuring eight to 10 presentations a semester on topics such as time management, self-esteem and relationships. They investigated students' responses in two focus groups, in written surveys given during classes and in evaluations after each presentation.

The researchers concluded that electronic advertising through the school's daily e-mail announcements, in online calendars of events, on the counseling center's website and on relevant departments' links were useful report on their efforts to improve student attendance at psychoeducational presentations. The authors applied several tactics to an outreach series featuring eight to 10 presentations a semester on topics such as time management, self-esteem and relationships. They investigated students' responses in two focus groups, in written surveys given during classes and in evaluations after each presentation.

The researchers concluded that electronic advertising through the school's daily e-mail announcements, in online calendars of events, on the counseling center's website and on relevant departments' links were effective. However, many counselors become discouraged by the low turnout for programs they have so carefully designed.
Robert H. Rencken’s plan as an undergraduate was to become a professional Air Force officer. Instead, he became a force in the fields of mental health counseling, sex therapy and school psychology, and a vital contributor to the American Counseling Association, the American Mental Health Counselors Association and the Arizona Counselors Association. Rencken died suddenly on May 12 at the age of 60 in Arizona.

In addition to playing a pivotal role in the creation of both AMHCA and a state division of AMHCA in Arizona, Rencken served as ACA Governing Council parliamentarian in 1995-96 and as president of the Arizona Counselors Association in 1982-83. He became the executive director and conference coordinator of the Arizona Counselors Association in 1985 and held the position for 14 years. He was twice named the ACA Member of the Year and was honored by AMHCA as its Counselor of the Year in 1986. In addition, he was the first recipient of ACA’s Kitty Cole Human Rights Award in 1989, given in recognition of his efforts to recognize and affirm the personhood of all individuals regardless of race, gender or sexual preference.

Rencken — a Certified Clinical Mental Health Counselor, a Licensed Professional Counselor, a National Certified Counselor and an American Board of Sexology Certified Sex Therapist and Diplomate — devoted much of his career to advancing counselor credentialing at both the state and national levels. He led the charge to establish the Certified Clinical Mental Health Counselor Credential for AMHCA and served on the Clinical Academy that oversaw administration of the credential. He also was a dedicated advocate for the upgrading of the Certified Professional Counselor credential to the Licensed Professional Counselor credential in Arizona.

In addition, Rencken was a member of the ACA Insurance Trust and had two books published by ACA: Intervention Strategies for Sexual Abuse and Brief and Extended Interventions in Sexual Abuse. He also created an ACA home study program for counselors about intervention strategies for sexual abuse and presented workshops and seminars nationally and internationally, dealing with incest and childhood sexuality. He and his wife Kay Stritzel Rencken also taught an undergraduate and graduate level class on human sexuality and sexism in the Marriage, Family and Child Counseling program at Pacific Oaks College.

Despite his varied accomplishments, Rencken’s peers said he was never interested in drawing the spotlight to himself. “Bob wasn’t like that,” said Joyce M. Stritzel, who served as an ACA president in 1995-96, when Rencken was parliamentarian, and who first met him nearly 30 years ago as AMHCA was organizing to become a division of ACA. “He was internationally recognized ... but if you speak to him, you’d just think that he was a good comedian. He was a brilliant man who was quiet and humble. He was just one of those workers who epitomized a great counselor. He was always there and did more than his fair share.”

Those thoughts were echoed by Howard B. Smith, associate dean of the College of Education and Counseling at South Dakota State University, who first met Rencken in the early eighties at an ACA Convention where AMHCA was holding a pre-conference training session. “Bob made innumerable contributions to the counseling profession,” Smith said. “To his credit, he did not seek office that some might say is little more than the seeking of power, but rather he used his considerable skills and understanding of the profession as a volunteer. If asked, he would tell you immediately whether he would do something or not. If he took on the responsibility, as he most often did, you could count on the job not being done, but being done well and in a timely fashion. He, more than anyone else I can think of, was a quiet leader — the type of individual who people go to when they have a concern or problem and want some assistance in resolving that issue. Bob was there, ready to play the devil’s advocate to challenge your ideas, or to be supportive of you, if not your decision. He was a master at disturbing one’s comfort and confronting one’s discomfort.”

“Bob Rencken was one of the good guys,” said William Krieg, a past president of AMHCA. “A pioneer in the field of mental health counseling, he never lost his sense of perspective. Bob Rencken was my friend, and that would be the thing he most cherished — his friendships. Bob epitomized the people person.”

In fact, it was Rencken’s love of people that eventually threw a wrench into his presidential career as he himself wrote about in a chapter of Robert Dingman and John Weaver’s book, Days in the Lives of Counselors, published in 2003: “When I majored in psychology as an undergraduate at Rutgers University, I never thought I would be working in this area. At the time, my career plan was to become a professional Air Force officer. Instead of a twenty-year career, it became a five-year wonderful growth experience. Rencken was a captain in the 100th Strategic Reconnaissance Wing of the U.S. Air Force and served in Vietnam.” One of those areas of growth was the recognition that his rewards came from dealing with people rather than machines, creating options rather than limiting them.” Rencken began his counseling-related coursework even before exiting the Air Force and went on to earn two master’s degrees from the University of Arizona — one in counseling and the other in child development and family relations.

While working jobs in residential treatment and child guidance, he also obtained training in the area of testing and became certified as a school psychologist, which he liked to say provided AMHCA with a job. He also served as a school psychologist for the Sunnyside School District in Arizona. As his private practice also evolved, his interest in clinical sexology developed, and Rencken took courses at the Institute for Advanced Studies in Human Sexuality in San Francisco. From that point on, one of his specialties became helping clients deal with problems related to sexual abuse.

Many of Rencken’s colleagues remember him most fondly for his pioneering role in promoting the field of mental health counseling and his leadership in helping to start AMHCA. “Bob was an important force behind the early group of mental health counselors,” said Bill Weikel, a past president of AMHCA. “He led training workshops and wrote and edited the training manual The Book of AMHCA. Bob and his wife Kay were present at virtually every AMHCA meeting and held the high point, a yearly tradition of a highly visible and respected speaker.”

Recalled as someone who gave of himself and of his time, Rencken epitomized the leader as he himself wrote about in a chapter of Robert Dingman and John Weaver’s book, Days in the Lives of Counselors, published in 2003: “When I majored in psychology as an undergraduate at Rutgers University, I never thought I would be working in this area. At the time, my career plan was to become a professional Air Force officer. Instead of a twenty-year career, it became a five-year wonderful growth experience.”

“I was a state president and major award winner at the local level,” he said. “The national leader would gather in the AMHCA suite at midnight. Bob was one of those whose advice and reactions were always sought after while I, a relative newcomer, would sit on the outskirts of the circle and watch Bob and Dave Brooks calm a rowdy group of young turks with their thoughtful responses and suggestions. Years later, when I was president of AMHCA, I often called Bob for advice and feedback. ... He was one of us who formed a profession out of a dream, and for many years he gave his life to making that dream a reality.”

“Bob is a very large man with an equally large heart,” recalled Richard Wilmarth, another of AMHCA’s past presidents. “During the beginning days of AMHCA, we had a slogan — ‘Work hard. Party hard!’ Bob did both very well. He was a giant man with exceptional skills.”

Rencken was known for being quick with a joke and for bringing levity to almost every situation. Wilmarth recalled a trip that several of AMHCA’s leaders took to China in 1985 as part of a goodwill exchange program. “Bob and I decided to play foot soldier, and Bill Weikel and I went as a school psychologist for the Sunnyside School District in Arizona. As his private practice also evolved, his interest in clinical sexology developed, and Rencken took courses at the Institute for Advanced Studies in Human Sexuality in San Francisco. From that point on, one of his specialties became helping clients deal with problems related to sexual abuse.

Many of Rencken’s colleagues remember him most fondly for his pioneering role in promoting the field of mental health counseling and his leadership in helping to start AMHCA. "Bob was an important force behind the early group of mental health counselors," said Bill Weikel, a past president of AMHCA. "He led training workshops and wrote and edited the training manual 'The Book of AMHCA.' Bob and his wife Kay were present at virtually every AMHCA meeting and held the high point, a yearly tradition of a highly visible and respected speaker."

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Ten things you can do this summer to enhance your career

It's July. It's hot. Your energy reserves are depleted. Maybe you're bored. Maybe you're burned out. Don't despair. Summer can be a great time to recharge your batteries and enhance your career. Here are 10 ideas for digging out of the dog days doldrums:

- Read. Are you curious about a new development in the field? A new practice area? A new technique, perhaps? Browse the American Counseling Association Publications online bookstore for inspiration. (Start at www.counseling.org, click on "Publications," then find "Browse the online bookstore").
- Write. Who in academe hasn't heard the phrase "Publish or perish?" If the ebbs and flows of the academic year are part of your life, maybe the downtime of summer would be a good time to do some research, write your first draft or shop your manuscript for publication. Why not start an outline of that book you have in your head?
- Take a class. Something career-related, maybe? Why not try continuing education online? Check out some of ACA's exciting new offerings. (Start at the home page, then click on "Continuing Education Online") Or feed the right side of your brain by taking an art class or attending an outdoor concert series. Maybe you could pick up some new (and helpful) computer skills by enrolling in a community education course.
- Teach a class. Granted, it's probably too late to get on the schedule for the local community college's summer offerings, but what about teaching a parenting workshop at a local church or synagogue, or starting a self-help group at the Y? Contact local schools to arrange a workshop for teachers. Develop a series on different counseling topics in conjunction with your public library.
- Get on a speakers bureau list. Check with libraries, newspapers, television and radio stations, the Chamber of Commerce and local professional organizations. An "expert" is anyone who knows more about a topic than you do, right? Why not be the "expert" members of the media call to get a counselor's viewpoint on the latest headlines?
- Network. That would be an active verb! Have lunch with a colleague you haven't talked to for a while. Collaborate on a project with a classmate from graduate school. Meet with the new director of the rehabilitation center. Lots of career-changing information is exchanged in informal settings.
- Attend a professional conference. Lots of great workshops and a change of scenery (or climate!) can nurture your career.
- Volunteer. Could the community center use some help from someone with your expertise? How about the hospital or nursing home? What about your ACA state branch? A volunteer stint can introduce you to contacts that might lead to part-time consulting or full-time employment, depending on your career goals.
- Get an internship. What would two weeks to a month helping to develop an employee assistance plan for the human resources department of your area's largest employer do for your career?
- Update your resume or curriculum vitae. Ideally, you should revise your curriculum vitae any time you publish an article, deliver a presentation, teach a class, join a professional organization, etc. Some experts recommend a semiannual dust-off, but why let it get dusty in the first place? "Vite" is from the Latin for "life." Keep your career alive!

The Challenge of Counseling Teens: Techniques for Engaging and Connecting With Reluctant Youth

presented by John Sommers-Flanagan with Rita Sommers-Flanagan

In skillful sessions with six culturally diverse teenagers, John Sommers-Flanagan demonstrates explicit engagement techniques for managing adolescents' resistance to counseling. As his clients discuss a range of issues commonly seen in therapy such as anger and destructive behavior, John shows how to connect with teenagers in ways that deepen the therapeutic relationship and maximize results. This videotape presents teen-friendly goal-setting procedures and homework assignments, methods for giving direct, authentic feedback and interpretations, and using humor and self-disclosure to enhance therapeutic outcomes. At the end of each session, Rita and John critique John's work with the client and offer helpful suggestions for counselors. Includes Leader's Guide, session transcripts, and additional resources. Produced by Microtraining and Multicultural Development. 2004

60 minutes

Innovations from p. 9

- was the most effective publicity. Integrating a presentation into the curriculum of existing courses for extra credit or homework also served as a good incentive, and many students who attended one presentation for class reasons came back for subsequent presentations. Distributing series brochures to other campus offices informed faculty and administrators about the series and allowed them to refer students to presentations. Late afternoon or early evening scheduling at a consistent and well-known place were other strong components of success.

During the two years of the study, average attendance at each presentation increased from 26 to 34. This article contributes a helpful model for counseling centers developing and evaluating their outreach programs.

Susan X Day is a counselor educator in Houston who writes graduate-level textbooks about counseling.
Governing Council adopts resolution on families, reviews ethics code changes

BY ANGELA KENNEDY

In an effort to keep American Counseling Association members abreast of what is happening in the organization, Counseling Today presents information from the April 2005 ACA Governing Council meeting.

Based on the research supporting same-sex parenting, a resolution regarding sexual orientation, parenting and children was approved by a unanimous vote of the Governing Council. The motion, proposed by the Association for Gay, Lesbian and Bisexual Issues in Counseling, stated that ACA opposes any discrimination based on sexual orientation in matters related to creating and maintaining families, including adoption, child custody and visitation, foster care and reproductive health services.

"AGLBIC continues to work at not only supporting and advocating for sexual minority counseling professionals and our straight allies in our work, but also to continue to identify and discuss important issues that affect the sexual minority community at large, including our biological families and families of choice," said Ned Parley, the division's president. "In that vein, it became clear to us that with the rising tide of anti-gay initiatives around the country, it was time for us to begin using our voices as a professional organization to ensure that the rights of sexual minorities and their families and friends were heard. I am so honored that we have had such strong voices representing AGLBIC on the ACA Governing Council, including our current representative, Colleen Logan, whose leadership has encouraged the introduction of this resolution."

Passage of the resolution corroborated the work of AGLBIC and the ACA leadership in promoting equity and honesty, both within the field of counseling and in society, he said.

Among the items noted in the resolution are ACA:

- Has established policies maintaining that professional counselors do not discriminate on the basis of sexual orientation.
- Acknowledges that discrimination against gay, lesbian, bisexual or transgendered (GLBT) parents deprives their children of the benefits, rights and privileges enjoyed by the children of heterosexual parents.
- Has reviewed the research indicating that the adjustment, development and psychological well-being of children are unrelated to parental sexual orientation.
- Believes that children reared by a same-gender couple benefit from legal ties to each parent.
- Shall take an active leadership role in opposing all discrimination based on sexual orientation in matters related to creating and maintaining families, including adoption, child custody and visitation, foster care and reproductive health services.
- Strongly encourages counselors to actively participate in the elimination of all discrimination based on sexual orientation in matters related to counseling and maintaining families, including adoption, child custody and visitation, foster care and reproductive health services.
- Shall continue to serve as a resource to the general public as well as to its members, divisions and regional groups regarding discrimination based on sexual orientation in matters of creating and maintaining families, including adoption, child custody and visitation, foster care and reproductive health services.

Suzanne S. Gladding, ACA's immediate past president, said, "In passing this resolution, ACA continues to affirm the value of persons in families everywhere regardless of their sexual orientation. We know from the research that families are diverse and that one's sexual orientation has nothing to do with one's ability to parent in a caring, compassionate and effective way. Children, parents and families need to feel safe, supported and secure." He noted that the resolution's passage puts ACA on record as standing up for families of same-sex parents in exercising their basic rights.

Logan, past president of AGLBIC, agreed, adding that being part of a united front on this issue is essential for the association's progress, reputation and authority. "It's important for ACA to take a strong stand with the other mental health professional organizations affirming gay and lesbian families," said Logan, who was a major player in coordinating and developing the proposal. "We, as counselors, are obligated to provide affirmative, effective counseling to our gay and lesbian families and clients. We need to be educated on the research, legal issues and challenges of this population, just as we would with any couple or single person."

"This is critical because it provides the foundation," she said. "We are saying that we believe in gay and lesbian families, we affirm gay and lesbian families, and we will provide the best treatment we can."

"We cannot afford to have our voices silent on these important social issues that have a direct impact on our clients," said Mark Pope, ACA president in 2003-2004. "Same-sex families and parents need our love and support and help to fight the prejudice that they face. Furthermore, they have a moral obligation as professional counselors to take on such prejudice wherever it raises its ugly and hateful head. Some counselors cast this in conservative religious terms, but I think they are very far outside of the mainstream in our profession. I do think it is a values issue. We as a profession have said that we value removing obstacles for individuals to achieve their full potential. Our roots historically are allied with the progress of and positive reform for humanity, not regression. We have a duty to such clients and their families."

Editor's note: Next month, Counseling Today will take a closer look at same-sex families, including the struggles and triumphs of those within this population. Clean also solicit submissions for the "Point/Counterpoint" column. The column is a forum for two counselors to debate current hot-button topics within the field, including "Should the counseling profession support gay marriage?" For complete details on the column, see the Bulletin Board on page 39 of the June issue of CT or contact Angela Kennedy at 800.347.6547 ext. 320.

Appointments for 2005-06

The Governing Council approved the appointment of Timothy Rambo to serve as student representative to the council for the 2005-06 association year. Judy Lewis was appointed to serve as chair of the ACA Insurance Trust, and Denzel Baca was named the newest trustee of the Insurance Trust. Patricia Arredondo, ACA’s 2005-2006 president, also announced the following appointments, which did not require Governing Council approval:

- Rachel Kristiansen — Regional Financial Affairs Committee representative
- Michael Hutchins — National Financial Affairs Committee representative
- Sandra Winborne was selected as the representative to the Executive Committee on behalf of underrepresented groups. This position is subject to approval by the Human Rights Committee.

Caucuses for election of representation

Policy requires that ACA divisions and regions shall caucus at some point during the spring Governing Council meeting to select their representatives to the ACA Executive Committee, Nominations and Elections Committee, and Strategic Planning Subcommittee for the coming year. Consequently, those groups each held a caucus with the following results:

2005-2006 Executive Committee: Division representative — Pam Paisley

Continued on page 40

33

Ethics Committee recommendations

Motions passed

The "ACA Policies and Procedures for Processing Complaints of Ethical Violations" will be revised to allow for educational advice and counsel in closing selected case adjudications. Educational advice and counsel rendered by the committee should in no way be construed as a finding of unethical conduct or a sanction.

Section K and Section O of the "ACA Policies and Procedures for Processing Complaints of Ethical Violations" will be edited to be consistent regarding telephone conference adjudication hearings versus physical in-person conference adjudication hearings.

Policy language in Section N was changed to include new language as submitted, and the title of Section N was also changed. The new language approved by this motion is as follows:

Section N

Sanctions

N.7. The ACA Ethics Committee will receive and review evidence that an Ethics Committee decision has been completed and fulfills the terms and conditions imposed by the Committee. A quorum is needed to take a vote and a majority of votes cast will determine whether that obligation has been satisfied or not. A letter of notification will be sent by the Co-Chair of the Committee to the member stating the Committee's decision within thirty (30) business days from receipt of proof of completion.
Social advocacy and professional identity

An interview with Reese M. House

BY COLIN C. WARD

Reese M. House retired in June. He started his career as a school counselor in rural Indiana, worked as a counselor educator for 30 years and spent the last eight years working on the Transforming School Counseling Initiative at the Education Trust in Washington, D.C. He also worked for several years as an HIV/AIDS activist and educator.

I was the last doctoral candidate of Reese House. Vowing never to read another dissertation, House finished a distinguished career at Oregon State University in 1997 to begin another one with the Education Trust. He left Oregon State to shape the future of school counselor education, while I left to be shaped by the very forces he was initiating with the Transforming School Counseling Initiative. Influenced to become a social advocate, I found embracing this identity daunting and often frightening. Appreciating systemic conflict, enduring personal and professional criticism, and prevailing when the boat you set sail in is left empty and aground have been interesting to say the very least, and more often than not enlightening. I often remembered House’s words: “You are not truly an advocate until you have been fired at least once.” Spoken like a true warrior of social justice.

In preparation for House’s retirement, I contacted him several months ago to arrange an interview. I was curious about his development as a social advocate and his dreams for the field of counseling. I was also hoping, as his last doctoral student and mentee, for guidance on my own continued growth as an advocate and counselor educator—a final advising session, if you will. The following is an overview of that conversation. It demonstrates the honesty and integrity House brought to his work as a school counselor, counselor educator and advocate for justice and human rights. I believe the interview also embodies the hopes of counselors in becoming agents of social change and of intervening in the lives of their clients and within the world around them.

Q: What would you describe as key events in your development as an agent of social change (advocate)?
A: I was taught by Mother to question what was going on. Questioning became a learned way of being in the world in which I interacted. I quickly learned that by questioning, some people tended not to like me. They would rather I accept the status quo rather than challenge it. I found that others who questioned were appealing people to me and discovered allies in looking at what could be different rather than what was. Also, Martin Luther King reaffirmed this questioning stance and that advocacy can take place outside of the traditional counseling role. My early training in counseling emphasized the counselor as an agent of change, and I found the role to be a natural fit. At that time, the counseling profession adopted the organizational ideas of social change from the race and gender equity movement.

As counselor-educators, this task translates to helping trainees understand how an organization can empower people to act on issues of access and equity. Many students are being systematically denied access and equity to services based on color, gender, etc., where organizations (for example, schools) view the individual as more important than the system. This is the primary least of systemic change—to shift from purely an individual intervention model of change to that of a systemic model.

Q: What do counselors need to know when incorporating the role of advocate into their practice and training and when finding his or her voice in promoting social change?
A: Being an advocate is not only an obligation to the profession and the population we serve but needs to be demonstrated in our personal lives as well. My identity as an advocate is grounded in a personal commitment in how best to live the principles of social change in my own life. What am I passionate about and how do I get involved in changing the status quo?

We need to empower the profession and counseling professionals to find a voice that is first and foremost personal. Embracing our identity as an advocate is to view this voice as a priority, to see the value in it and to understand that advocating not only serves the profession and those we serve but also us. It is important that this personal advocacy stems from a place of passion and a genuine belief in a vision. Questioning becomes a learned way of being. Often, the first step is developing a relationship with the idea of being an advocate.

Q: What obstacles were present in seeing yourself and other counselors become a force in promoting social action and change?
A: I discovered at Oregon State that my colleagues and I had our own kind of advocacy—unique versions and outlets for the various passions brought into the group by each of us. The difficulty was to translate this diversity into a common force of energy. Effective advocacy cannot occur in isolation, and counselors need to find pockets of people interested in similar issues. Change happens when a group of committed individuals reflects on what they believe and uses the energy and resources of the group to initiate change.

Q: What is the current climate with regard to advocacy and the present role of school counselors? What gaps and issues still need to be addressed?
A: There still exists a gap between counselor education and what school counselors actually do. Schools are changing, and the battlegrounds for change are schools. Every staff member needs to know how to understand and improve student achievement for all students. This is the new challenge for school counselors. Within the ASCA (American School Counselor Association) Model, advocacy, leadership and outreach are emphasized. If school counselors could take on this mantle, they would be the leaders needed in schools to advocate for all students. However, they are overwhelmed with the personal and social issues presented by students and the demands placed on them by others.

We need to develop models that instruct and guide school counselors. We need to increase a dialogue between school counselors and counselor educators to develop a mutual language on how the practice and training of all counselors needs to change. We also need to use research to inform school counselors and school counselor educators on how to better achieve change for the school, faculty and all students.

Some counselor educators continue to resist this idea and hesitate in shifting the focus away from a purely mental health model. They have not infused the training curriculum with the passion and skills necessary for empowering counselors to become social advocates of change. A message, needs to be sent to counselor educators that what they are doing in the overall training of counselors no longer fits the needs of schools in the 21st century.

Q: What were your discoveries in relation to your own professional growth as well as to the field of counseling?
A: Seeing students get excited about their learning and to become advocates themselves...generalizing into a lifestyle
of interacting with others, both professionally and personally. Also, in being part of shifting counselor education programs to match the purpose of the Education Trust initiative (Transforming School Counseling). This has been a mushrooming movement and can be best viewed in the lives of students and the impact they make in the lives of their students.

When you are out there working on "making a difference," you don't realize all of what you are doing. Understanding the bigger picture often occurs well after change has occurred, and even then it can be difficult to fully appreciate, much like seeing the forest through the trees. What I have discovered from this is to focus only on what I am doing right now and where I am going and not waiver from the vision.

Q: What is your hope for counselors and counselor educators/supervisors in reference to social advocacy?

A: That counselor education programs do better at screening for people disposed toward the field of counseling and his ideas of advocacy from a variety of backgrounds and to take the call for programmatic change seriously ... to reflect on what they are and how they can shift to better train and prepare counselors for the social issues addressing the populations that future counselors will be serving. People can be taught to become and embrace themselves as counselor advocates. Most people have advocated for something in their lives, and we can and must assist them with developing this sense of self, empowering them with the passion, faith and skills to promote systemic change.

We cannot get comfortable with how things are. Learn not only to expect change but also to question "why not?" Be involved in the process of change rather than (only acting) as an observer. It will have a ripple effect. Finally, advocacy is not only what we stand for as counselors but also who we are. If you believe in the future and a better reality, then you can do it!

Conclusion

In 1816, Thomas Jefferson wrote, "If a nation expects to be ignorant and free, in state of civilization, it expects what never was and never will be." The counseling profession lacks a unified definition and a common focus, which undermines any major efforts at advocacy. This interview with Reese House provides a window for professional counselors to glimpse what can be and suggests a unifying voice through an identity of social change. This begins by becoming acquainted with the "idea of being an advocate." It is an idea House has demonstrated in both his personal commitment to AIDS research and international education to professional action for challenging counselor educators to shift their training practices. Embracing this idea also requires having a willingness to question the status quo, identifying a group of committed allies, having faith that systemic change is inevitable and compassionately committing to an identity as social action and economic justice advocates. Translating the diverse nature of the counseling field into a common force of energy needs such an idea. A friend retired last month. The field of counseling and his last advisee will never be the same.

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Colin G. Ward is an associate professor at Winona State University. He has more than 20 years' experience as an educator and counselor with an interest in school counselor training, strength-based approaches to counseling and public policy for promoting the counseling profession and social mental health. He is actively involved in state and national counselor organizations as well as the Education Trust Transforming School Counseling Initiative.

E-mail comments about this article to cf@counseling.org.
A socially responsible approach to counseling, mental health care

In the April Dignity, Development & Diversity column, we presented the first in a series of articles examining the relevance of Martin Luther King Jr.’s philosophy and teachings for the counseling profession. The column directed attention to King’s call to “remain awake during a great revolution.” We noted that this message has particular relevance for multicultural-feminist-social justice counseling advocates who continue to promote new paradigms that are revolutionizing our thinking about the way helping professionals can more effectively, respectfully and ethically operate in our culturally diverse, 21st-century society.

By exploring the relevance of King’s philosophy and teachings for the counseling profession, we hope new and untapped aspects of your own multicultural competence will be stimulated so you gain a greater awareness and knowledge of the vital interconnections that exist between human development, professional counseling and a socially responsible approach to mental health care. This month’s column is designed to:

• Increase your awareness of King’s evolution as a multicultural-social justice advocate.
• Underscore the importance of embracing a broad definition of multiculturalism.
• Highlight some of the important social, moral and political issues counselors need to address to more effectively foster the psychological development, mental health and personal well being of larger numbers of persons who come from diverse backgrounds and groups in our contemporary society.

King’s perspective of the mental health professions

Many people primarily identify King as a champion of civil rights for African-Americans. However, a closer examination of his personal and professional evolution indicates that he became increasingly aware of the unique interconnections, strengths and needs of persons in other marginalized groups as well. This growing understanding is explicitly reflected in King’s later writings and speeches. He frequently referred to the unique strengths and plight of poor white persons, women, Jews, Muslims, farmers in rural America and the large number of youths who experienced a heightened sense of alienation and hopelessness during the 1960s.

As King expanded his understanding of the unique strengths and common challenges that people in these diverse groups experienced, he gained new insights about human development, mental health and psychological distress. These insights led him to articulate a number of things he believed counselors and psychologists had to do to more effectively promote the psychological and spiritual well-being of persons from devalued cultural groups in our nation.

Among the specific recommendations that King stressed for mental health professionals:

• Not remaining silent in the face of social scientific evidence pointing to the various ways that individuals’ mental health is negatively affected by the various forms of social injustice and cultural oppression rooted in our societal institutions.
• Actively working to eradicate the complex problems of racism and classism that continue to be perpetuated in our nation.

Developing and implementing psychological, counseling and advocacy programs intentionally aimed at fostering the empowerment of millions of poor persons living in the United States.

• Eradicating all forms of violence, including such government-sanctioned violence as capital punishment and war.

King described the important roles that mental health professionals can play in addressing all these issues during his keynote address at the American Psychological Association’s annual convention in Washington, D.C., in September 1967. In doing so, he presented his vision of the need for counselors and psychologists to take a more socially responsible and politically active stance in promoting the mental health needs of our entire nation. This vision challenged mental health practitioners to embrace new roles and responsibilities as helping professionals. The new roles and responsibilities King urged mental health practitioners to incorporate into their work would lead them to implement professional services that went beyond helping individuals to learn better ways of adjusting to the existing status quo. The socially responsible vision that King advocated included counselors and psychologists becoming positive social change agents who would intentionally strive to transform the organizations and institutions that constitute our societal infrastructure as they helped to build a more just and sane society.

Many mental health professionals, both then and now, resist the wisdom of King’s call for a socially responsible approach to mental health care. They commonly argue that the fields of counseling and psychology should avoid addressing social-political issues and instead maintain a position of “value neutrality” when providing services to clients.

But their position continues to be challenged by numerous other persons in the profession. Many multicultural, social construction and postmodern counseling experts point out that everything we say and do reflects various values that are consciously and unconsciously embodied in our individual and collective constructions of reality. These experts also assert that “value neutrality” is a modern myth that is impossible to
implement in anything we do personally or professionally.

Growing recognition that it is impossible for any of us to operate from a position of "value neutrality" has led an increasing number of counselors to become more cognizant of the values that they implicitly promote in their work. Increasing awareness of the myth of value neutrality not only complements King's vision of a socially responsible approach to mental health care, but it is also implicit in many of the multicultural counseling competencies that the American Counseling Association has formally endorsed.

Acquiring the competencies that enable us to attain awareness of how and when we are imposing our personal and professional values on others is no easy task. The difficulty in doing so becomes even more challenging when we embrace a broad and inclusive definition of multicultural counseling.

**Embracing an expanded, inclusive definition of multiculturalism**

It is interesting to note that King's own evolution in becoming a more inclusive social justice advocate paralleled the development of the multicultural counseling movement. It is well-known that the genesis of the multicultural counseling movement can be traced to certain African-American theorists and researchers. They described the many ways in which traditional counseling and psychotherapeutic interventions were not only ineffective but even harmful when used among Black clients. Even more recent calls have been made for the inclusion of older adults, individuals with disabilities and persons from Jewish, Muslim and other religious/spiritual groups in an expanded definition of multiculturalism.

We have endorsed the importance of embracing a broad definition of multiculturalism on several occasions in the past in this column. In doing so, we have outlined an expansive multicultural framework that we call the RESPECTFUL Counseling Model. RESPECTFUL Counseling is an acronym that highlights ten factors counselors are encouraged to keep in mind as they strive to implement culturally competent helping strategies that reflect an expanded and inclusive definition of multiculturalism. The factors in this theoretical framework emphasize the importance of attending to counselors' and clients':

- Religious/spiritual identity
- Ethnic/racial identity
- Chronological disposition
- Trauma and other threats to personal well-being
- Family history
- Unique physical characteristics
- Language and location of residence
- Social class background
- Religious/spiritual identity
- Economic class background

**Counseling is also grounded in a social justice perspective closely aligned to King's philosophy and teachings. The RESPECTFUL Counseling model emphasizes the important role that counselors can play in addressing those social-political-environmental factors known to adversely impact the psychological development and mental health of millions of people who identify with the model's framework.**

**Promoting intellectual honesty, socially responsible practices**

Multicultural and social justice counseling researchers have been particularly helpful in expanding our understanding of the adverse impact that specific types of toxic social-political-environmental conditions have on people's lives. These researchers have described how racism, sexism, classism, ableism, heterosexism and other types of cultural oppression result in negative physical and psychological outcomes for millions of persons in marginalized and devalued groups in our nation.

A growing body of empirical research has formally endorsed the importance of embracing a broad definition of multiculturalism. The factors in this theoretical framework emphasize the importance of attending to counselors' and clients' mental health care, but it is also implicit in many of the multicultural counseling competencies that the American Counseling Association has formally endorsed.

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evidence in the social sciences suggests that King was indeed accurate when he pointed out that social injustices and cultural oppression represent unique forms of psychological, economic, structural and spiritual violence that undermine people's mental health. Given the abundant evidence of the many ways in which social injustice and violence undermine healthy human development, it is difficult to understand why some persons in the counseling profession continue to argue against the need to implement the sort of socially responsible counseling strategies that King called for during his lifetime.

In light of the growing empirical evidence that supports many of King's claims about the vital interconnections between a just society and the psychological health of its inhabitants, we suggest the time has come for open and honest discussion about the need for counselors to incorporate more socially responsible approaches into their professional practices. We have outlined a number of resolutions we believe are consistent with King's philosophy and teaching about mental health. These resolutions also complement the spirit and principles of the multicultural-feminist-social justice counseling movement — a movement that continues to have a tremendous impact in transforming the counseling profession.

We hope the following resolutions will stimulate open and honest discussion about the need for the counseling profession to become more socially responsible in its practices. We also hope members of the ACA Governing Council will consider the possibility of formally endorsing these resolutions in our professional organization. In doing so, they would not only help to realize King's vision of a socially responsible mental health profession but also stimulate new ways of thinking about the counselor's role in promoting human development and dignity by fostering a greater level of justice, peace and unity in our culturally diverse society.

Resolution #1: Given the substantial body of empirical knowledge that describes the negative effect that religious bigotry, violence and discrimination have on human development, it is resolved that the socially responsible approach to mental health care that Martin Luther King Jr. advocated is necessary to eradicate these toxic social-environmental conditions in our society.

Resolution #2: Given the substantial body of empirical knowledge that describes the negative impact that racism continues to have on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to eradicate this toxic social-environmental condition in our society.

Resolution #3: Given the substantial body of empirical knowledge that describes the negative impact that sexism and sexual violence continue to have on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to eradicate these toxic social-environmental conditions in our society.

Resolution #4: Given the substantial body of empirical knowledge that describes the negative impact that ableism continues to have on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to eradicate this toxic social-environmental condition in our society.

Resolution #5: Given the substantial body of empirical knowledge that describes the negative impact that heterosexism and violence against gay/lesbian/bisexual/transgendered persons continue to have on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to eradicate these toxic social-environmental conditions in our society.

Resolution #6: Given the substantial body of empirical knowledge that describes the negative impact that ageism continues to have on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to eradicate these toxic social-environmental conditions in our society.

Resolution #7: Given the substantial body of empirical knowledge that describes the negative effect that poverty has on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to eradicate these toxic social-environmental conditions in our society.

Resolution #8: Given the substantial body of empirical knowledge that describes the negative effect that war has on human development, it is resolved that the socially responsible approach to mental health care that Dr. King advocated is necessary to promote peace and to end all wars in our world.

We are faculty members in the Department of Counselor Education at the University of Hawaii.

Michael D'Andrea (e-mail: md@hawaii.edu) and Judy Daniels (jdaniels@hawaii.edu)
ACCS to discuss expanded conference format

Submitted by Paige Bentley pbentley@triadrr.com

The heart of counseling is creativity and change in response to changing needs. The 2005 Association for Counselor Education and Supervision National Conference reflects this truth, not only in its theme, "Creativity and Change in Counselor Education and Supervision," but also in its format.

Earlier this year, ACCS leadership recognized a need for expansion of the traditional conference format to include more opportunities for interaction and exchange of ideas. "We are seeing so many great ideas among counselor educators and supervisors, and it is time to take action. We want everyone to be involved," said ACCS President Frances Plant.

With that goal in mind, this year's conference will include roundtable discussions and poster sessions in addition to the traditional 50-minute workshops. In all, almost 600 programs will be offered. "We hope that the addition of the roundtable discussions will spark even more discussion and creative thinking about where the profession is going — and can go," Benshoff said. "Because of the variety of program topics on the schedule, we hope our major participants will come away with a wealth of new ideas, models and techniques to incorporate into their work."

Some of the topics that will be offered include technology in counselor education, experiential approaches to training counselors, counselor development and multicultural issues in counselor education and supervision. Because conferences also are a time to network and enjoy the company of other counselor educators and supervisors, participants can look forward to a number of informal activities throughout the main conference. Two featured events include a reception on Thursday night at the University of Pittsburgh and a President's Reception on Saturday night. In addition to other events, time will be available for exploring Pittsburgh with friends and colleagues.

Additional programs are planned for more intensive learning and growth prior to the main conference. Two half-day workshops will be offered on Wednesday, Oct. 19, from 1-5 p.m. "The Rewards of Mentorship: Keys to Success" will provide students and counselor educators alike insights into how to create and enhance mentorship relationships. "The Pittsburgh Promise Trust: Transforming School Counselor Preparation" will explore changes in the preparation of school counselors.

A Women's Retreat will be held from 4 p.m. on Tuesday, Oct. 18, until 1 p.m. on Thursday, Oct. 20. This will be held offsite at the Gildinary Diocesan Center, a retreat center nestled in the woods three miles west of the Pittsburgh airport. More information on this retreat and the half-day workshops is available online at www.accesonline.net.

The 2005 ACCS conference will be held from Oct. 20-23 in Pittsburgh. "Super Savers" discounts are available through Aug. 30. ACCS members can save as much as $75 off the on-site registration fee. Special hotel rates have been guaranteed throughout the Pittsburgh Marriott City Center and the Ramada Plaza Suites Pittsburgh (to become a Doubletree Hotel after Aug. 1). More information and registration forms are available online at www.accesonline.net.
Members of the Ethics Committee presented the proposed revision to the ACA Code of Ethics and responded to questions from the Governing Council. In turn, a number of minor changes were proposed and considered. As a result of this discussion, the Governing Council voted to refer action on the Code of Ethics to the ACA Executive Committee meeting in May 2005. The Ethics Committee will incorporate any agreed-upon changes from this meeting into the Code of Ethics prior to that Executive Committee meeting.

Task Force on Impaired Counselors
The task force requested that it be continued for an additional year. In addition, it recommended a change in language in the ACA Code of Ethics regarding counselor impairment. It was moved by A. Michael Hutchins and seconded by Colleen Logan that: The report from the Task Force on Impaired Counselors regarding the ACA Code of Ethics be referred to the ACA Ethics Committee for consideration for appropriate language relative to shared community responsibility.

Financial Affairs Committee
The Governing Council approved the adoption of the Fiscal Year 2006 proposed budget reflecting $8,894,539 in revenues, $8,774,071 in expenses and $120,468 as projected revenues over expenses.

‘Duty to Warn, Protect’
The Governing Council discussed the proposal for legislation regarding the establishment of statutory laws on the responsibility of mental health professionals to warn about or protect violent acts threatened by clients.

The Governing Council agreed to direct the Public Policy and Legislation Committee to:
- Advocate for the establishment of statutory laws regulating the responsibility of mental health professionals to warn about or protect violent acts threatened by their clients in states where a counselor’s Tarasoff duty is not defined by statutory law;
- Advocate for the adoption of directives regulating a mental health professional’s Tarasoff duty in jurisdictions (e.g., military bases) outside state control;
- Provide assistance to ACA branch efforts to advocate for the establishment of statutory law regulating a mental health professional’s Tarasoff duty within their branch jurisdictions (through awarding grants, using the Talent Bank formed by the committee, issuing a Briefing Paper regarding the need for Tarasoff statutes, and providing technical assistance from committee and professional staff);
- Submit a report of progress at the autumn ACA Governing Council meeting; and
- Include advocacy for the enactment of ‘Duty to Warn’ legislation in its advocacy agenda for FY 2006. In addition, the Public Policy and Legislation Committee will investigate the feasibility of such advocacy and develop an advocacy plan (including the possibility of partnering with other affected professional groups) to be delivered to the ACA Governing Council by its spring 2006 meeting.

The motion passed, and the task force was granted a continuation.

Angela Kennedy is a senior staff writer at Counseling Today. E-mail comments about this article to: akennedy@counseling.org.
at 858.571.7223, Western Region Representative Diane Taylor at 619.563.2817 or Las Vegas contact Marie Wakefield at 702.271.1126.

ARCA introduces new website, listserv
Submitted by Betty Hedgeman bhedgema@nycap.rr.com
The American Rehabilitation Counseling Association's regional program, co-sponsored with Cornell University, took place June 2-3 in Ithaca, N.Y. The program and presenters were given very positive evaluations. ARCA thanks the presenters and all those who attended. Sessions on ethics, expert testimony, caseload supervision, work incentives, technology and the Americans with Disabilities Act addressed the needs identified by counselors. In addition, the high-tech environment, the Cornell campus and the pleasant weather all contributed to the participants' well-being.

ARCA has developed a new website (www.arcaweb.org) to address members' needs and concerns. It is now ready for member use, so please take a look. It includes a directory of leadership and governance documents such as minutes. The website is also linked to ACA so prospective members can access applications and learn about programs and services, as well as the 2006 ACA Convention in Montreal.

As another member service, ARCA has a new listserv that can be used to contact membership for information and action items. Send us your e-mail address so you can be included. Virginia Thielsen is the contact for this. She can be contacted at thielsen@nau.edu.

Beginning July 1, Jan LaForge becomes president of ARCA and Erno Marinelli becomes the president-elect. Jodi Saunders continues as secretary, and Richard Coelho is the treasurer. Council chairs remain the same except that Virginia Thielsen replaces Mark Stabnicki as chair of public awareness. Betty Hedgeman is the past president as Tim Janikowski completes his term. Thanks to Tim and Mark for all their hard work on behalf of ARCA and rehabilitation counseling. A full roster of leadership is available on the website and will be published in the next newsletter. Anyone interested in serving as newsletter editor should contact Betty Hedgeman.

Also, the responses to the ARCA membership survey are being reviewed. A report is expected in the near future. Thanks to all ARCA members who participated.

Members interested in participating in any of ARCA's councils should contact Jan LaForge.

EB-ACA to hold conference in Germany
Submitted by Rebecca Brickwede bb4965@yahoo.com
The European Branch of the American Counseling Association is pleased to announce its 46th Annual Fall Conference, "The Professional Counselor: Promoting Wellness Throughout the Life Span," featuring Samuel T. Gladding, ACA 2004-2005 president, as the keynote speaker. The conference will take place at the Steigenberger Mannheimer Hof Hotel in Mannheim, Germany. Fall Conference mini-sessions will be held Nov. 3-4, and Learning Institutes will be held Nov. 5-6.

The elegant four-star Steigenberger Mannheimer Hof Hotel is located in the historic city center of Mannheim and is a very short walking distance from the art museum and main pedestrian shopping zone. It is just five minutes from the main train station, with direct train connections to and from Frankfurt Airport. EB-ACA has negotiated special conference prices for this event. More information about the hotel is available at www.mannheim.steigenberger.de.

We continue to welcome proposals for two-hour mini-session presentations. The deadline for proposal submissions is Aug. 1. Proposal forms, as well as continuously updated information about the conference, including the program, prices and registration, are available online at www.online-fotos.de/eb-aca/main.htm.

For more information regarding EB-ACA's 2005 Annual Conference, contact Jan Keller at jkeller@ad.umuc.edu.

We hope to see you in Mannheim, Germany!

NECA issues call for workshop programs
Submitted by Kay Brawley kbrawley@mindspring.com
All counselors and workforce and human service professionals are invited to participate in the National Employment Counseling Association's annual professional development workshop in Montreal, Canada, March 31-April 1, 2006, just prior to the ACA Convention. The international theme is "Facing the Challenges of Workforce Issues in the Global Economy." NECA Professional Development Chair Kay Brawley will be coordinating the programs for the annual workshop.

World-renowned Phil Jarvis of the Life Work Centre, an international firm headquartered in Canada, has agreed to open the workshop with his latest cutting-edge research, "From Vocational Choice to Career Management: Shifting Paradigms."

Put the NECA annual professional workshop date on your calendar now and take advantage of the "early bird" registration rates. Visit www.employmentcounseling.org for details.

You're also invited to submit a 45-minute skill-building content session proposal related to the theme. The call for program format is available on the NECA website at www.employmentcounseling.org. Send your proposal to Workshop Chair Kay Brawley via e-mail at kbrawley@mindspring.com prior to July 31.

Additional questions and concerns regarding the 2006 annual workshop may be addressed to NECA President Cheryl West at CWest@upa.org.

Letters
From page 4

boundaries of professional ethics and gave a platform to views that were completely inappropriate for a professional journal. Currently, my response to that article is under editorial review by the JCD.

Some have argued that anti-Christianity — and in particular, anti-Catholicism — is the last acceptable prejudice. It would appear that in the publications and perhaps even the prevailing culture of the otherwise radically inclusive ACA, this unfortunate sentiment is alive and well. Perhaps counselors of various faith traditions would do well to question whether their membership dollars should continue to support an organization with so little regard for their beliefs.

Gregory K. Popack
Executive Director
Pastoral Solutions Institute
Steubenville, Ohio

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Counseling Today ■ July 2006
Diversity and Development: Critical Contexts That Shape Our Lives and Relationships

This text uses the diverse individual journeys of its contributors to explore human development in the sociocultural context of privilege and oppression, largely through the lens of Relational Cultural Theory (RCT). The editor uses comparisons with traditional theories early on, providing a foundation from which to judge the validity of arguments presented throughout the text. In this way the editor organizes the topics and chapters toward their interactive capacity of the reader.

The text fulfills the promise of personal courage through vulnerability and courageously shared stories of racial/ethnic development and relational growth across the life span. The authors provide compelling arguments and, more importantly, hope that individuals seeking their own personal and professional development as well as a greater voice and alliance with others. Readers are offered multiple opportunities, through introspection, to accept and challenge their own relational and cultural insensitivities. Readers cannot help but be moved from the position of political correctness to the stance of personal compassion, which, in the words of one author, becomes the foundation of social justice and professional advocacy.

The editor has presented a text that is very accessible even if one is not trained in RCT. The text's style and structure are informative, conversational and engaging. As offered by Dana Comstock in her preface, "Our value systems regarding what constitutes mental health and 'normal' development are made up of prejudices, assumptions and ideologies that have been taught to us, both overtly and covertly ... racist and sexist ideologies permeate the social structure to such a degree that they have become hegemonic, namely seen as normal and natural and inevitable." The editor does an exceptional job of developing transitions that centralize the guiding assumptions and ideologies that have been developed the community genogram through the concept of family genograms, adding the contexts of community and culture. The authors develop the community genogram by building on the concept of family genograms, adding the contexts of community and culture to the traditional application of systems theory. Their goal is to help clients recognize positive assets across all contexts and apply these in ways that enhance their lives. By co-creating their community genograms, clients are moved to identify their goals as well as the specific components that contribute to their experiences in the world.

The authors present three applications of the community genogram. First, as an assessment tool, the genogram helps clients and their counselors identify which influences and interactions with family, neighborhood, community agencies and sociopolitical forces are contributing to one's current experience. The objective is to understand the individual or family and clients in relation to wider contexts in terms of past, present and future goals. The community genogram may also be applied as an intervention strategy. By broadening the focus to include contexts of community and culture, clients can uncover blocks to personal goals, reframe their personal stories and find empowerment to explore new avenues for change. Finally, the community genogram can be used to document client progress over time.

The book illustrates several ways of graphically organizing and interpreting community genograms using case examples. Suggestions for graphic organization are presented, but the authors stress the genograms should be designed in ways that are meaningful for each client.

To assist practitioners in developing personal experiences, insight and familiarity in working with this tool, the authors encourage readers to create their own community genograms through a series of practice questions and exercises.

Community Genograms: Using Individual, Family and Cultural Narratives With Clients

This book illustrates how to use the community genogram to help clients and counselors discover ways in which individual and families fit into wider contexts of community and culture. The authors developed the community genogram by building on the concept of family genograms, adding the contexts of community and culture to the traditional application of systems theory. Their goal is to help clients recognize positive assets across all contexts and apply these in ways that enhance their lives. By co-creating their community genograms, clients are moved to identify their goals as well as the specific components that contribute to their experiences in the world.

Chapters outline the different types of information that can be generated by using community genograms. Examples of the different uses discussed in the book include exploring the client-in-relation, identifying strengths and cultural influences, exploring boundaries and power, identifying themes across the life span, and creating interactive assessments and treatment plans.

In summary, this book presents a practical tool for exploring the complex nature of human relationships across the broader spectrum of community and cultural interactions. The authors offer an expanded view of empathy, which encompasses not only a genuine understanding of the individual perspective but also the understanding of the community and cultural perspective as well. This resource would be of interest to individual, family and school counselors who wish to add an effective, culturally responsive tool to their repertoire. Most importantly, this tool can benefit clients' understanding of themselves in relation to wider contexts. It offers clients a way to develop insight, hope and empowerment.

Reviewed by Mary V. Telep, a graduate student in the community counseling program at Adams State College.

Stop Arguing With Your Kids: How to Win the Battle of Wills by Making Your Children Feel Heard

For parents who would say they enjoy arguing with their children, yet they would likely concede it is a far too common occurrence in their households. Michael Nichols walks parents through an easy-to-follow approach to stop those arguments by using responsive listening.

Nichols introduces parents to the concept early in the book and spends examples throughout to show parents how the approach can be used. From ways to stop arguments before they begin to methods to inspire cooperation in children, the author uses plain language to get his point across.

Understanding that what works with a 3-year-old does not pass responsive listening off as something that parents can easily master. Nichols acknowledges that all children are different, and parents must learn that what has worked with one child may not work with another. Encouraging parents to take into account their children's unique personal styles, he reminds them that the parents' job is not to mold their children into what the adults think their children should be but rather to support them on their journey to who they will become.

Being a parent is not easy, and few other responsibilities come without training or a manual to which one can refer. Nichols does not pass responsive listening off as something that parents can easily master. He acknowledges that the process is a change in thinking and actions that takes time and dedication. He explains a systemic perspective of family interactions to that readers can grasp how change in any one part of the system — notably, how they react to their children — encourages change in the total system.

This book is written for parents but would make an excellent resource for counselors who teach parenting courses or who work with parents to enhance their communication and relationships with their children. School counselors might also use the information to assist teachers who struggle with classroom management issues. Finally, all readers can benefit from the reminder that the way we listen to and show respect for the speaker can be the first step in improving our relationships with children, including our children.

Reviewed by Kelly Duncan, a Licensed Professional Counselor and assistant professor at Northern State University.

Resource Reviews

Dana Comstock in her preface, "Our value systems regarding what constitutes mental health and 'normal' development are made up of prejudices, assumptions and ideologies that have been taught to us, both overtly and covertly ... racist and sexist ideologies permeate the social structure to such a degree that they have become hegemonic, namely seen as normal and natural and inevitable." The editor does an exceptional job of developing transitions that centralize the guiding assumptions and ideologies that have been carved out for material presented in substantive contexts. Each chapter that follows delves deeper into the myths, stereotypes and stigmatizes associated with established theories of "normal" development and beckons readers toward critical thought and reason. The text continues with broad and integrative chapters on the critical developmental contexts of both women and men. The book centers not so much on the knowledge gained from the individual chapters and stories of others but rather on the personal integration and development of the reader, who is challenged to better understand her or his own life.

Comstock brings into balance the personal and professional voices of her contributors and creates an impressive instructional tool to help others establish and maintain growth-fostering relationships necessary for psychological well-being and emotional resilience over the life span. Reviewed by Thomas R. Scroggins, associate professor in the Department of Counselor Education at the University of Wisconsin-Oshkosh.

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This book illustrates how to use the community genogram to help clients and counselors discover ways in which individuals and families fit into wider contexts of community and culture. The authors developed the community genogram by building on the concept of family genograms, adding the contexts of community and culture. The authors' goal is to help clients recognize positive assets across all contexts and apply these in ways that enhance their lives. By co-creating their community genograms, clients are moved to identify their goals as well as the specific components that contribute to their experiences in the world.

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For parents who would say they enjoy arguing with their children, yet they would likely concede it is a far too common occurrence in their households. Michael Nichols walks parents through an easy-to-follow approach to stop those arguments by using responsive listening.

Nichols introduces parents to the concept early in the book and spends examples throughout to show parents how the approach can be used. From ways to stop arguments before they begin to methods to inspire cooperation in children, the author uses plain language to get his point across.

Understanding that what works with a 3-year-old does not pass responsive listening off as something that parents can easily master. Nichols acknowledges that all children are different and parents must learn that what has worked with one child may not work with another. Encouraging parents to take into account their children's unique personal styles, he reminds them that the parents' job is not to mold their children into what the adults think their children should be but rather to support them on their journey to who they will become.

Being a parent is not easy, and few other responsibilities come without training or a manual to which one can refer. Nichols does not pass responsive listening off as something that parents can easily master. He acknowledges that the process is a change in thinking and actions that takes time and dedication. He explains a systemic perspective of family interactions to that readers can grasp how change in any one part of the system — notably, how they react to their children — encourages change in the total system.

This book is written for parents but would make an excellent resource for counselors who teach parenting courses or who work with parents to enhance their communication and relationships with their children. School counselors might also use the information to assist teachers who struggle with classroom management issues. Finally, all readers can benefit from the reminder that the way we listen to and show respect for the speaker can be the first step in improving our relationships with children, including our children.

Reviewed by Kelly Duncan, a Licensed Professional Counselor and assistant professor at Northern State University.

James Kozikowski, an assistant professor at the University of South Dakota, is the column coordinator for Resource Reviews. Submit reviews to frosting@usd.edu.
completes 24 pages (typed, double-spaced, non-exist language). Style should conform to the Publication Manual of the American Psychological Association (fifth edition). All articles must be original material and not previously published or soon to be published elsewhere. Manuscripts will be returned when a self-addressed stamped envelope is provided. Submit an original and two copies of your manuscript to: Nicholas Maza, Editor, Journal of Poetry Therapy, Florida State University, College of Social Work, Tallahassee, FL 32306-2570, or e-mail nfmazza@fsu.edu.

Proposals are being sought for the 22nd Annual International Career Development Conference to be held Nov. 7-11 at the Hyatt Regency Orange County (Cali.). ICDC solicits special issues and articles from more than 40 concurrent workshops covering cutting-edge career topics and see the latest in career books, assessments and other tools needed to work with today's client. Speakers chosen will receive an additional $100 discount when registering for ICDC. ICDC is sponsored by the California Career Information System (EUREKA), the California Career Development Association and the Career Planning and Adult Development Network. For more information, go to www.careercrc.com or call 877.716.1794.

The Journal for Specialists in Group Work is publishing a special issue on "Group Work in the K-12 Schools." The special issue editors, Don Nims, Nina Brown, Kevin Fall and Susan Seem, invite proposals for articles on the topic. Proposals are due via e-mail to Don Nims no later than Aug. 1.

Especially welcome are proposals that describe actual group work practice in the schools by practicing school counselors or in collaboration with practicing school counselors that clearly delineate why group work is effective in the context of the group described and/or that describe research on group work effectiveness in schools. All proposals and manuscripts should describe major group processes and dynamics as they relate to the group(s) described, such as member characteristics, leadership theory and techniques, the role of member interaction and patterns of interaction, and group stage development, as appropriate. All proposals and manuscripts should describe implications for group work practice.

If interested, submit a three- to five-page, double-spaced proposal that specifically addresses the chosen topic as a Microsoft Word e-mail attachment or as hard copy. Proposals will be reviewed, subject to an acceptance/rejection decision. Proposals received by Aug. 1 will receive precedence. Faculty interested in submitting manuscripts should identify their areas of expertise in terms of research design and figures should be used only when essential, and illustrations or graphs should be embedded at the appropriate place within the manuscript. It is the author's responsibility to secure permission to use any copyrighted materials in the manuscript. Please indicate all your career books, assessing, tables, figures and overall content of submitted articles.

Submit articles to editor Ned Farley at nfarley@antioch.edu or mail to: Ned Farley, The Center for Programs in Psychology, Antioch University Seattle, 2326 Sixth Ave., Seattle, WA. 98121-1914. Include all appropriate signed copies of the Manuscript Submission and Limited, Copyright Transfer Form required by Haworth Press Inc. The form is available online at www.haworthpress.com/web/gb/cf/cf3.html.

The Journal for the Professional Counselor invites submissions of manuscripts to address the interests of counselors in school, college, agency and private practice settings. Scholarly research on a broad range of counseling-related topics is welcome. Submissions may address problems such as diagnosis, counseling and certification, professional awareness, advocacy, diagnosis and treatment, but practical implications should be explicit. NPC 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, Madonna College, 18 Agassiz Circle, Buffalo, NY 14214-9985. Guidelines for authors are available in your copy of your issue, including the use of the reference style of the Publication Manual of the American Psychological Association, fifth edition. Board members seek A. Scott McGowan, editor of the Journal of Counseling & Development, is seeking applicants for three-year appointments to the JCD Editorial Board. Ad hoc reviewers are needed. 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 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. To apply, send the following materials electronically as attachments to amc020@usa.net or as hard copy (in addition to the letter of application describing qualifications and areas of expertise, a vita and a list of publications.

Incomplete applications will not be considered. In addition, send hard copy, 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.

SUBMISSIONS
Tell your story of Finding Your Way
If you are interested in writing a personal story about your struggle to find your way as a counselor, send your submission to column editor Jeffrey Kottler.

Submissions should be no more than 2,000 words, on double-spaced pages and written in a personal style in which you tell the story of some theme that perplexes you or some challenge you are struggling to understand or overcome. Send submissions electronically to jktottler@fullerton.edu.
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Seeking participants who've graduated with a doctorate degree in counselor education within the last 5 years AND were mentored at doctoral studies. Donations will be made on participants' behalf to the Professional Counseling Fund. Interested? Please contact Becca Farrell at rfi@vt.edu

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Seeking participants who've graduated with a doctorate degree in counselor education within the last 5 years AND were mentored at doctoral studies. Donations will be made on participants' behalf to the Professional Counseling Fund. Interested? Please contact Becca Farrell at rfi@vt.edu

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The Department of Psychology, Counseling and Foundations of Education at Troy University, Troy, Alabama seeks applicants for a Department Chair at the level of associate professor/professor. The Department Chair supervises a department that contains an undergraduate psychology program, CACREP accredited school and community counseling master's level programs, CACREP accredited counseling master's level programs, and a postsecondary master's level program. Super-

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The Counseling Psychology Program in the School of Professional Studies at Regis University invites applications for an Assistant Professor of Counseling Psychology beginning Sept. 1, 2005. The School of Professional Studies is a nontraditional institution that operates a small campus, 12 month faculty term of appointments. The ideal candidate will have a Doctoral degree in Counseling Education or Counseling Psychology and experience both as a licensed counselor/marriage and family therapist and teaching in higher education. Responsibilities include teaching a variety of graduate-level counseling courses in community counseling curricular specialties, supervising practitioners and internship students, providing consultation, participating in program governance, engaging in scholarly activities, and providing service to the university and community. Excellence in teaching an understanding of adult learning would be an asset. More information about the Regis Counseling Psychology program can be found at www.regis.edu. In accordance with its Jesuit Catholic mission, Regis University is committed to maintaining a humane atmosphere in which the civil rights of every individual are recognized and respected. Regis does not unlawfully discriminate in either the provision of educational services or in employment practices on the basis of race, color, religion, national origin, creed, ancestry, gender, age, marital status, sexual orientation, military or veteran status, physical or mental disability, or any other characteristic protected by local, state, or federal law. Within this context, Regis University does not allow workplace bullying. Applicants should submit a letter of application, current curriculum vitae, all transcripts, and the names and telephone numbers of three references to Human Resources, Troy University, Troy, AL 36082. Review of applications will begin on July 1, 2005 and continue until the position is filled. Troy is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Visit our website at www.troy.edu/humanresources/cpsh.htm

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Qualifications: Ph.D. in Counselor Education and strong commitment to counselor identity; 5 years clinical counseling experience in community mental health. FCC- Supervisor eligible in Ohio. Walsh University is a Catholic institution of approximately 2,000 students located in North Canton, Ohio. Founded by the Brothers of Christian Education, Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition. Send vita and letter of application; 3 letters of reference; transcripts to: Linda L. Barclay Ph.D. NCC PCS-S, Program Director, Counseling & Human Development, Walsh University, 2020 East Maple St, North Canton, OH 44720.
We need your help! Letters and phone calls from constituents are the most effective way to persuade members of Congress to take action. Following are a few of the current high-priority federal policy issues on which the American Counseling Association is working, and contacts by counselors can make a big difference in level of success.

If you are unsure who your Representatives and Senators are, then visit the ACA Legislative Action Center on the Internet at http://capwiz.com/counseling, or contact Chris Campbell with ACA’s Office of Public Policy and Legislation at 800.347.6647 ext. 241 or via e-mail at ccampbell@counseling.org. Remember, in any communication with your elected representatives — whether by letter, post card, phone, fax or e-mail — be sure to leave your name and postal address.

Department of Defense Recognition of Licensed Professional Counselors

The number of soldiers returning from Iraq with post-traumatic stress disorder and other mental and emotional health problems is staggering. Yet the Department of Defense (DOD) does not allow Licensed Professional Counselors to practice independently in TRICARE, the military health care system, or in DOD facilities. LPCs are the only mental health professionals required to practice under physician referral and supervision. The House of Representatives has passed language establishing independent practice authority for counselors as part of the Fiscal Year 2006 bill authorizing defense spending.

At press time, the Senate Armed Services Committees had yet to approve this provision. Congress is aiming to put the finishing touches on the FY 2006 “National Defense Authorization Act” by midsummer, so it is vital that counselors contact their senators to urge adoption of the House-passed provision for independent reimbursement of counselors. Although every counselor should weigh in on this issue, it is especially vital for counselors to call if they are constituents of members of the Senate Armed Services Committees. To see if your lawmakers are on the committees, visit http://armed-services.senate.gov.

Who to Contact

Your Senators
Capitol Switchboard
202.224.3121
www.senate.gov

Who to Contact

Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov
www.counseling.org/public

Appropriations for the Elementary and Secondary School Counseling Program

For the fourth year in a row, President George W. Bush has proposed a budget that would eliminate funding for the Elementary and Secondary School Counseling Program. ESSCP is the only federal program focused solely on supporting counseling programs in our nation’s schools, and its elimination would mark the end of counseling and mental health services to thousands of students in the 99 school districts in 32 states and the District of Columbia currently receiving funds.

While in years past Congress has continued to fund ESSCP despite the president’s lack of interest, the Fiscal Year 2006 battle to fund the program may be our hardest yet, given the unprecedented spending cuts in domestic non-defense programs being considered. Therefore, it is imperative that concerned counselors take action now. Call or write your members of Congress to express your concern about President Bush’s proposal to eliminate funding for the Elementary and Secondary School Counseling Program in his FY 2006 budget.

Who to Contact

Your Senators and Representatives
Capitol Switchboard
202.224.3121
www.house.gov
www.counseling.org/public

Medicare Reimbursement of Licensed Professional Counselors

Although it is unclear if or when the 109th Congress will consider Medicare legislation, we need to build momentum and interest within the House of Representatives for establishing coverage for state-licensed professional counselors. Although the Senate passed counselor coverage legislation in 2003, the House has not. We need Representatives to know that Medicare beneficiaries need better access to mental health services and that Licensed Professional Counselors stand ready to help them. Younger counselors deserve the same choice of provider under Medicare as is enjoyed by private-sector beneficiaries. In many communities, LPCs are the only accessible mental health providers. Sadly, older Americans remain the demographic group most at risk of committing suicide.

Who to Contact

Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov

ACA Call to Action — BY SCOTT BARSTOW, CHRISTOPHER CAMPBELL AND DARA ALPERT
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