Medicaid cuts due to passage of budget resolution contained no
ning in FY 2007 and $14.7 billion in cuts during the next five years, begin-
licans hold a required on most issues. Repub-
votes, instead of the passed in the Senate with only
broad spending decisions can be
the specifies of these and other
further legislation implementing
the budget resolution means that
well-off households. Passage of
cuts targeted primarily at more
way for at least
ing, cuts Medicaid and paves the
agreement for Fiscal Year

Continued on page

An uneasy alliance
Two counselors discuss technology's evolving impact on the mental health profession

With high-speed web connec-
tions, e-mails, Blackberries,
personal digital assistants (PDAs) and camera phones, it's
hard to think of one aspect of
everyday life that computer-
related technology hasn't
altered. And for counselors,
technology's influence has
struck especially close to home.

For the last two decades, counselors have been discover-
ing new ways to improve their
work environments and connect
with clients by using technolo-
y. In the 1990s, when both
computers and their price tags
shrank, counselors used them to
organize files, safeguard notes
and track billing. Next came the
Internet, and by the early
nineties the online population
was growing exponentially. It
didn’t take counselors long to
see the potential of the World
Wide Web. Not only could they
communicate with one another,
exchanging ideas and resources,
but they could also connect in a
new way with those seeking
help. Still, while many coun-
selors have jumped on the tech
wagon, there are others
who find these technological
advances somewhat intimidat-
ing. Then there are those who
say technology’s use in counsel-
ing is actually ethically dicey.

Some people view Russ
Sabella a “gadget guy” —
someone who wants or owns the
latest tech gizmo and isn’t afraid
to use it. Co-author of Using
Technology to Improve Counsel-
ing Practice: A Primer for the
21st Century and owner of
www.SchoolCounselor.com,
Sabella has embraced his inner
computer geek and teaches his
fellow counselors how to over-
come their fear of technology.

An associate professor at Flori-
da Gulf Coast University, Sabel-
la has a foot in two very different
teaching arenas — counselor
education and technology educa-
tion. In fact, he hopes to serve as
a bridge between the two — so
much so that he sees their combi-
nation as a future discipline: counseling technology.

Sabella became fascinated
despite computers in the
eighties, and during his coun-

House Armed Services Committee gives approval of TRICARE independent practice authority for counselors

The counseling profession
took an important step forward
with the recent approval of leg-
islative language removing the
TRICARE program’s physician
referral and supervision re-
quirement for counselors’ ser-
ices. TRICARE is the health
care program for members of the
armed services and their de-
pendants. Since 1990, Licensed
Professional Counselors have
been the only mental health
professionals required to obtain
physician referral and supervision
in seeing beneficiaries.

Enactment of the legislation,
approved as part of the “National
Defense Authorization Act of
2006” by the House Armed Ser-
vice Committee, would estab-
lish coverage of counselors’ ser-
VICES on the same basis as clini-
cal social workers and mar-
riage and family therapists.
Adoption of the legislation by
the House committee follows
years of coordinated work on
the part of the American Coun-
seling Association and the
American Mental Health Coun-
selors Association.

The language adopted by the
House Armed Services Commit-
tee is based on H.R. 1598, the
“TRICARE Mental Health Ser-
dices Enhancement Act,” intro-
duced by Rep. Robin Hayes (R-
N.C.). Hayes is a member of the
House Armed Services subcom-
mittee on Personnel, which has
jurisdiction over the issue.

Hayes and his staff worked
closely with ACA and AMHCA
in the successful push for adop-
tion of the independent reim-
bursement provision.

These joint efforts ultimately
resulted in inclusion of the coun-
selor provision in the underlying
version of the legislation consid-
ered by the committee, even

Continued on page 14

Continued on page 25
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- Social Growth and Development

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

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David R. Tills
Licensed Professional Counselor
National Certified Counselor
Owner, Medlock Bridge Counseling Center, LLC

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

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

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National Certified Counselor
Owner, The Professional Edge

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ACA supports Generation MIX Tour

On May 10, a 26-foot RV carrying five mixed-race 20-somethings pulled back into Seattle, marking the end of an 8,000-mile cross-country journey to raise awareness about a seemingly "invisible" segment of the U.S. population. The Generation MIX National Awareness Tour, a project of the MAVIN Foundation, traveled to 15 cities in 13 states and the District of Columbia to generate a national dialogue about the multiracial experience.

In the 2000 census, the first to ask Americans to check more than one box to indicate their ethnic/racial background, approximately 7.3 million people identified themselves as mixed-race, said Matt Kelley, founder and president of MAVIN Foundation, a national nonprofit advocacy organization for mixed-race people and families. Of that number, which Kelley believes falls far short of the actual number of mixed-race people in the United States, 41 percent were younger than 18.

Despite the nation's multiracial baby-boom, MAVIN says studies show there is little awareness of the unique issues confronting mixed-race youth and families in today's society. Among the challenges are issues of identity, invisibility, self-esteem and acceptance; health concerns; and social justice issues.

MAVIN's founder gave special thanks to Kelly and Mark Kenney, who spearheaded efforts to get the American Counseling Association to help sponsor the tour; and to ACA President Samuel T. Gladding. "We felt that MAVIN could best be a voice for this population because it is doing important grass-roots and community work," said Kelley Kenney, a counselor educator at Kutztown University and co-chair of the ACA Multiracial/Multicultural Counseling Concerns Interest Network. "(Multiracial people) are going to make up a large segment of the U.S. population, and racial and ethnic conflict are still very much issues and concerns in this country. We need to be working toward social change in this area." MAVIN invited Kenney to talk about ACA's work with the multiracial population through its interest network when the Generation MIX Tour made a stop at the Smithsonian Asian Pacific American Program in Washington, D.C.

For information on joining the ACA Multiracial/Multicultural Counseling Concerns Interest Network, e-mail Mary Janickie at ACA at mjanickie@counseling.org. To learn more about the MAVIN Foundation and its Generation MIX National Awareness Tour, visit www.mavinfoundation.org or www.generationmix.org.

The Last Word

"Average, everyday people use online counseling as a way to help them through their life without being embarrassed or stigmatized by going into an office and sitting in a waiting room."

—Carol Agnew, Licensed Mental Health Therapist

(See "Surf into my office" on page 18)

By the Numbers: Cyberbullying

ACa IN ACTION

Fair testing practices code endorsed

Janet Wall, the American Counseling Association's representative (along with Pat Nellor Wickwire) to the Joint Committee on Testing Practices, reported that all JCTP-sponsoring organizations have now endorsed the Code of Fair Testing Practices in Education. The code, developed by a JCTP working group co-chaired by Wall and fellow ACA member John Fenner, is "a guide for professionals in fulfilling their obligation to provide and use tests that are fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background or other personal characteristics."

The code is meant to be applied to testing in education, including admissions, educational assessment, educational diagnosis and student placement, and is considered relevant for paper-and-pencil tests, computer-based tests and performance tests. It is not designed for use in employment testing, licensure or certification testing, or other forms of testing outside the field of education. The revised code, which replaces the original version published in 1988, provides guidance for both test developers and test users in four areas: developing and selecting appropriate tests; administering and scoring tests; reporting and interpreting test results; and informing test takers.

JCTP's mission is to act in the public interest to advance the quality of testing practices. The joint committee is made up of representatives from seven professional organizations: ACA, the American Educational Research Association, the American Psychological Association, the American Speech-Language-Hearing Association, the National Association of School Psychologists, the National Association of Test Directors and the National Council on Measurement in Education.

JCTP is now striving to get other professional groups, including test publishers, the Council for Exceptional Children and the National Education Association, among others, to endorse the Code of Fair Testing Practices in Education.

A copy of the updated code is available in its entirety as a PDF file on ACA's website at www.counseling.org/ftp/testing. Free copies of the code in booklet form are available from APA's Science Directorate by calling 202.336.6000 or e-mailing testing@apa.org.

ACA participates in terrorism drill

ACA was invited to participate in the U.S. Department of Homeland Security's third TOPOFF (Top Official) drill, the most comprehensive terrorism response exercise ever conducted in the United States. Participation in the TOPOFF3 exercise, which took place in early April, was something of a milestone for ACA. "This was the first time that mental health services were incorporated into terrorism simulations," said ACA Chief Professional Officer David Kaplan, "and only a limited number of mental health associations were asked to participate." The American Red Cross requested that ACA be involved in the simulation.

As fate would have it, the simulated terrorist attacks (in New Jersey and Connecticut) were carried out at a very inopportune time — just as ACA was kicking off its annual convention in Atlanta. But as Kaplan noted, "Terrorism isn't going to conveniently schedule itself into our lives."

In response to the simulated attacks, the American Red Cross requested that ACA and other participating mental health organizations mobilize 266 disaster mental health workers to volunteer at two hospital sites in New Jersey and Connecticut. In turn, ACA simulated a blast e-mail to all of its members and a prominent notice on its website asking for licensed volunteers. In addition, ACA "contacted" all of its branches within driving distance of the two states and asked that they post a notice on their websites and contact members by phone or via e-mail if possible.
The pope, M.L. King took very different approaches to addiction. While he did try to inspire people to live better lives and act rationally and lovingly toward their fellow human beings, he did not tell people that they could not use birth control, that women could not be full partners in the clergy, that anyone other than married heterosexuals were grievously sinning, etc.

I have to agree with ACA. It’s a rational choice to decide not to actively commemorate a religious leader at a professional meeting.

Licensing requirements pose looming nightmare

I just finished reading the Counseling Today article “Licensure’s Catch-22” (February 2005) on the American Counseling Association’s website, and I just have to comment. I have been in a licensure nightmare since moving to Virginia from Arizona in August 2003. One thing the article’s author did not mention, but which is my new source of anxiety, is that the educational requirements for supervisors also vary from state to state.

My supervisor in Arizona graduated from the same master’s program that I did, which has 51 credits. But Washington, D.C., requires 60 credits. Now, after having spent an additional $5,000 on three classes, I am worried that D.C. will not accept the credentials of my Arizona supervision. Arizona did not even have license until 2004, when my previous supervisor was grandfathered to a Licensed Professional Counselor. She had been working as a counselor since August 1992, but the D.C. rules state that she must have been working as a counselor since July 1992! I’m hoping that they will waive one month. Actually, I’m hoping they do not even question it.

I was fortunate to have been hired as an employee assistance program/substance abuse counselor for a government job that did not require licensure. Unfortunately, I have only worked here for approximately one year, so I still need my Arizona supervision.

I live in Ashburn, Va., and work in D.C., which is a long commute. However, the Virginia license is such a hassle to get that I am only pursuing my D.C. license. Besides, I have my National Certified Counselor credential and would not want to spend more money to take another test. Also, it sure would be nice if all the states used the same test!

Thank you for letting me vent.

Nina Alme-Martinez
Ashburn, Va.

Your opinions are valuable to Counseling Today.

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The concrete counselor

Aside from family gifts, my son, Ben, received two other "presents" when he turned 18. One was a free razor from Gillette. The other was a letter from the Selective Service Administration reminding him to register for the draft. Both of these boons were tangible reminders that he had reached a milestone in life.

In counseling, the material prompts of passing time and growth are not so apparent. We often do not know if the individuals, groups or families with whom we work have made significant changes. The reason is that transitions are time-sensitive. They take time.

People make them when they are ready and able. Some of our more knowledgeable professionals have written about the importance of development in life and its significance in counseling. I particularly like the writings of Ken West on this subject. The Iveys have incorporated development, especially Jean Piaget's work, into their developmental counseling theory, too.

Development

Since its inception, counseling has embraced development as one of its underpinnings. Development may be discontinuous and sudden, such as when Abraham Maslow switched from being a behaviorist to a humanistic after the birth of his first child. But more often, development is continuous and gradual. That phenomenon struck me one day when my children were young. I was trying to get them to bed. Nate, at age 3, said: "Daddy, it's white dark. Soon it will be blue dark. We go to bed at black dark." He was right. The light at dusk changes slowly but significantly, developing somewhat like the people with whom we work — and in much the same fashion as we ourselves change.

Some of our more knowledgeable professionals have written about the importance of development in life and its significance in counseling. I particularly like the writings of Ken West on this subject. The Iveys have incorporated development, especially Jean Piaget's work, into their developmental counseling theory, too.

Creativity

Likewise, creativity plays a prominent role in what we do as counselors and how we help clients move to new levels. As counselors, we must be in touch with clients in their march toward more maturity, better health and a happier life. Thelma Duffey and the Association for Creativity in Counseling represent the best of this acknowledgment of the powerful role that creativity plays in counseling. We must always be research-based as a profession, but we must also be aware that those who have led us best, longest and strongest have been people whose courage and sense of adventure allowed them to do different things in distinct ways. Whether we are in leadership or "in the trenches," we should never forget that being creative in counseling means to do something novel that is also practical and useful.

Conclusion

So, while concreteness is crucial to the outcome of housing and highways, in counseling we must remember that it may not always be what we attain when working with clients. Therefore, we must think developmentally and creatively if we are not to become discouraged, discontent and dismissive. One other thing to keep in mind is balance. Counseling is multifaceted. It consists of a wide range of topics and populations. Its settings range from educational institutions to clinics. It encompasses wellness, prevention and treatment.

Practitioners come from many cultures and have multiple...
As we neared press time for this issue of Counseling Today, many of us were saddened to learn of the passing of Bob Rencken, a longtime leader and supporter of the American Counseling Association. During his 60+ years here on Earth, Bob was someone who could be counted on to speak his mind, consistently demonstrate his commitment to the counseling profession and make us laugh with one of his many jokes.

As an executive director, I can tell you that Bob was the type of guy you appreciated having on your board. In addition to his role as a representative on the ACA Governing Council, Bob served on committees and the ACA Insurance Trust, was an ACA author and was appointed the association's parliamentary by past president Joyce Burem during her term of office.

Our thoughts are with Bob’s wife Kay, along with their children and grandchildren during this sad time. Next month, Counseling Today will include a story on Bob’s role in ACA.

Passing through
For many of you, the months of May and June represent a significant passage in your role as a professional counselor. I am referring to those of you who are part of the Class of 2005! ACA congratulates those of you who have graduated and are assuming your new role as an "emerging professional.

ACA wants to be here for you. We also know that along with the thrill of starting out in your career, you may have a few student loans that you’re required to pay back. That is one of the main reasons why the ACA Governing Council initiated the “New Professional” membership category a few years back. So that you do not have to choose between your ACA membership and paying the rent, we extend the student dues rates to those of you who have just graduated. Consider it our gift to those of you who have worked so hard to earn your degree!

Passing the baton
June is also the month when ACA sees the transition of leadership. On June 30, Sam Gladding will enjoy his last day in office as ACA president. If you look at everything that has been accomplished during the past 12 months, many of our most significant achievements can be traced to the type of leadership that Sam has demonstrated.

Sam’s tenure as ACA’s 53rd president will be remembered as one that emulated his commitment to doing the right thing for the profession. He conducted his time in office with humor, grace, humility and a willingness to hear all sides of an issue in an effort to find common ground on matters of concern.

The staff and I are deeply appreciative of Sam’s support this year, and we feel that he clearly helped to create a positive environment in which staff, members and leaders felt valued. Thanks, Sam.

For those of you concluding your terms on Governing Council, as division, region or branch leaders, on committees and on task forces, I want to personally thank you for the time you dedicated not only to making this such a positive year for ACA but, more importantly, for the profession of counseling.

While we have 53 hardworking staff people at ACA headquarters, our reach in serving our members is greatly enhanced by the work of the volunteer leadership. To all of you, take a bow and take a breather, but be ready for new assignments as the new year begins for us on July 1.

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Learning about AA and myself

I have succeeded many times in stepping outside of myself, trying something different that might work better for me. I make an effort to be aware of my struggles so that I can understand the difficulties that others may encounter as they strive for a better life. After processing the experience, I am usually pleased with the results. But this time it was not so easy.

Two assignments from my substance abuse class made a big difference in my professional development. The first was to attend four Alcoholics Anonymous meetings as a visitor; the second was to abstain from meeting visits for a week. By the second meeting I was nervous again at a second meeting, but I felt my body shrink walking into the first AA meeting. This was not my world, and the rules were different. The room was small, and 20 people with obvious mutual bonds greeted one another. The 12 Steps were read, starting with the "Serenity Prayer." They spoke of "starting at the beginning" and the need to "keep returning to the steps." One man, sober for five years, said he still needed the steps on a daily basis because "each day presents new things to conquer. God gives us the strength, but we must do the work."

A young woman (five months sober) wished me well and told me it was "hard work but double." It is worth it to be able to say you did things yourself without the substance to help you." She hugged me, telling me to "Hang in there."

I was nervous again at a second meeting with a different group, but five givers made sure they shook my hand. Ed, sober since 1986, spoke of a disc in his brain that lay on the shelf for years. One day he went to the shelf, took the disc out and played it (had his first drink). Then it took over his life. It told him how to think, act, do his job, treat his family and live his life.

He shared a story about a little girl who came to a jewelry store each week to admire a beautiful bracelet made of shiny gems. She covered the bracelet but could never afford it. In the meantime, the jeweler found an old box filled with scraps of metal and cloudy stones. He polished the stones, shined up the metal and made it into a bracelet. This bracelet was not fit for his usual clientele, but when the child came back to the store she thought it was the most beautiful bracelet she had ever seen. So the jeweler gave it to her for $1.

Ed explained that we are the bracelet. Some of us, the shiny stones, are in the forefront, reaching out to others. Others of us are the metal pieces, working in the background to hold the stones together. One part can't work without the other. The child represents our families. Maybe we are not perfect in the eyes of everyone, but when we shine ourselves up, we are wonderful to our families who "love us unconditionally."

A third meeting took place in my hometown, where I watched people gather in front of the church only to realize we had been locked out. The group decided to head to Panera's for coffee, and I tagged along. The people in this group were different than I thought very "put together." It was becoming clear to me that alcoholics have many faces and come from every walk of life. This group was a very different community, yet the open, loving attitude was the same. They spoke about the accessibility of each member and how they were only a phone call away. One woman put her phone number in my pocket. "If you ever need anything, just call," she said. One man told us he had started drinking when he was 12. He said he had no life for much of his life. He thought that if just one person had reached out to him he may have "pulled it together" much sooner. The reaching out would have needed to be nonconfrontational, he said, with no mention of stopping, just an indication of caring about how he was getting along.

In the room nodded as he spoke. All seemed to agree that Continued on page 22
LOOK BEYOND Make an impact on the future of others. You can change the world. Even when it’s just one person at a time. Extend a hand and see what a difference you can make.
A few considerations for supervisors: Think before taking digital leap

In recent years, more and more counselor education programs have begun to implement digital technology into their supervisory work. Where counselors-in-training previously turned in handwritten notes back from their professors, digital options are now being explored.

At Radford University, for example, projects are under way to investigate the possibility of using OneNote software and Windows Movie Maker to give feedback to practicum students. With this new process, either a live feed or a recording of the counseling session is imported into a OneNote Document or Windows Movie Maker. The supervisor then types notes or leaves voice comments at certain points of the session to provide feedback. If the feedback provided by the supervisor is in real time, it is known as synchronous. If it is based on a recording turned in by the student at a later time, it is asynchronous.

The possibilities with online supervision — either synchronous or asynchronous, recorded on DVD, accessed from a secure server or e-mailed — are endless. For example, with the use of a web camera, a supervisor can watch — in real time — a supervisee conducting a session miles away. There is also the possibility for a supervisor to conduct an online supervision session with a supervisee who is physically far away. This might be especially useful for those who live in rural areas, or it could allow a counselor to get supervision in a fairly rare specialty.

All of these digital leaps, however, beg the question: How does the increased use of technology affect the supervision relationship? Does "going digital" facilitate or impede the supervision relationship — or does it make no difference at all? Will CD-ROMS and DVDs be used as supplements for supervisor/therapist conversation or as replacements for it? Does implementing complex technology further strain already overworked counselor educators?

To answer these questions, let's begin by referring back to the literature on the supervisory role and relationship. A review of this body of knowledge reveals that the focus is on the relationship between supervisor and counselor rather than on the data collected in the therapist's sessions. The relationship between supervisor and counselor is a model for the counselor/client relationship. While not performing actual therapy with their supervisees, supervisors are still expected to demonstrate the core conditions of counseling. Thus the counselor will gain something from that relationship that he or she can then take back to the therapeutic relationship with the client. There is little, if any, mention made in the literature of the data collection from sessions or the method of feedback used by supervisors.

Continued on page 20
Students fall victim to high-tech harassment

Bullies discovering new playground in cyberspace

BY ANGELA KENNEDY

A bully’s wrath — humiliation, threats, rumors and hazing — is nothing new to students or school administrators. However, today’s youth — Generation Wired — have taken teens teasing technologically. Wedgies, stolen lunch money and mean-spirited notes have gone high-tech as bullies infiltrate cyberspace. E-mails, web journals andInstant Messaging are replacing bathroom stall graffiti and study hall gossip.

Loosely defined, cyberbullying is the utilization of the Internet or other digital communication devices to send or post cruel messages or images. Nancy Willard, director of the Center for Safe and Responsible Internet Use, described seven ways that cyberbullying can occur.

Cyberstalking: Harassment that is highly intimidating or includes threats of harm.

Denigration (put-downs): Sending or posting harmful, untrue or cruel statements about a person to others.

Masquerading: Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger.

Outing and trickery: Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images. Engaging in tricks to solicit embarrassing information that is then made public.

Exclusion: Actions that specifically and intentionally exclude a person from an online group, such as exclusion from an Instant Messaging “buddies” list.

While its effects are comparable to old-fashioned schoolyard bullying, new technology has allowed cyberbullies to follow victims into their homes and ridicule them behind a mask of anonymity. The Internet allows for embarrassing photos or degrading e-mails to be shared with the entire school, if not the world, with just a few keystrokes.

One in 17 children ages 10 to 17 had been threatened or harassed online, and about one-third of those found the incidents extremely distressing, according to a 2000 study by the University of New Hampshire’s Crimes Against Children Research Center. A study in Great Britain last year by a British children’s charity found that one in four students had been bullied online. Jessica Medley, a middle school counselor in New Jersey, said that since she started three years ago, there has been at least one conflict a month at the school involving off-campus Internet use.

Choose your weapon

“Cyberbullying material may be posted on personal websites, blogs and on third-party websites,” Willard said. “The messages may be transmitted through e-mail, discussion groups, chat, Instant Messaging, newsgroups, and text or digital image messaging via mobile devices.” The most common messages are private or embarrassing information that is then made public. These real-time electronic chats have their own shorthand lexicon and are a constant presence on many kids’ computers. Cyberbullies can take the offensive by sending messages and identifying themselves only with a personally selected screen name. If that name gets blocked, they can quickly choose another.

Cell phones and camera phones are the latest weapons ‘cyberbullies use in their assaults. Text messages, which in most cases charge a fee to the receiver, are used to berate victims. Teens can receive dozens if not hundreds of messages and consequently get reprimanded at home for a skyrocketing phone bill. Bullying via text messaging and cell phone photos has been a concern for several years now in countries such as Britain and Japan, where the technology is common. Camera phones are used to take pictures of unsuspecting victims in locker rooms and restrooms. The photos are then posted online or circulated in e-mails.

In other instances, websites are created to poll teen-agers on the “ugliest” student or to openly debate the sexuality of a student. More recently, web logs (blogs) or online journals have been gaining popularity, allowing the owner to post gossip or observations and giving peers the opportunity to comment.

Types of bullies

Bullies in this group are usually quiet types who use their technology skills to frighten or embarrass their victims. They use the Internet to settle scores. “They are empowered by the anonymity of the Internet and digital communications, and the fact that they never have to confront their victim,” Aftab said. “They may act tough online but are not tough in real life.”

Mean Girls

“The last type occurs when the cyberbully is bored or looking for entertainment,” Aftab said. “They are) largely ego-based and the most immature of all cyberbullying types.” These cyberbullies are typically female and bully other girls, though in some cases they may target male victims. The bullying is usually done, or at least planned, in a
group, either virtually or together in one room. "Mean Girls" want everyone to know what they are doing and that because of their social status, they can get away with it.

"Because the motives differ for each type of cyberbully," Aftab said, "the solutions need to address their special issues. There is no 'one-size-fits-all' when cyberbullying is concerned. But understanding more about why they cyberbully others will help. You have to address the motives. That's why awareness campaigns need several different messages to address the problem."

What should schools do?

Despite the legal difficulties involved in forcing a website to shut down, or even discovering the identity of someone spreading the reputation of a peer online, there are ways to combat cyberbullying. Aftab suggested several methods that schools can teach to students to help decrease or de-escalate cases of cyberbullying:

- **"Take five."** Teach students to take five minutes to walk away from the computer and calm down. Aftab asks students what they like to do in their free time. "Whatever the kids come up with, we get them to promise that's what they will do if a situation arises."

- **"Think before you click."** Have students ask themselves if they would do this to their friend in real life. "This is the time to reflect and set self-boundaries," she said. "We tell the kids to control the technology and not let the technology control them."

Aftab recommended that schools develop comprehensive plans and policies to address cyberbullying. If possible, she said, schools should set up an anonymous reporting system.

**Jurisdiction debate**

Among the challenges in stopping cyberbullying are that free-speech rights make it difficult to take down a website, bailsies are often anonymous and most of the harassment takes place outside of school. Because the offensive material is usually written on personal computers and transmitted after school hours, many schools do not have the authority to punish cyberbullying.

Some schools have worked around this by instituting zero-bullying policies that include cyberbullying. Other schools have made it clear that cyberbullying is an offense that can be punished.

One counselor, though, said these steps don't go far enough. Tammy Small, a counselor at a private Catholic school in Rent, Wash., believes cyberbullying education and prevention need to take place throughout the year.

"We have the responsibility to talk about this on an ongoing basis," she said. "There need to be presentations on prevention, and bullying situations need to be discussed. Kids (who are victims) won't talk about it. It's usually the bystanders who come forward, so we need to empower our kids, just like with regular bullying."

**Advice for parents**

Aftab strongly encourages parents to "Google" their child's name, nicknames, friends' names and school name. This may alert them to unreported cyberbullying. In addition, software programs can monitor and keep records of every website their child has visited and every correspondence sent and received. However, Aftab warned, these programs may bring up trust issues between the parents and the children.

But if a child is being cyberbullied, parents must take action immediately. Willard said. Among her suggestions:

- Save all evidence of the cyberbullying.
- Try to identify the cyberbully.
- Contact authorities. This could include school officials and counselors if cyberbullying policies are in place. In extreme cases of death threats, bodily harm, excessive intimidation, extortion or sexual exploitation, contact the police and an attorney.
- Contact the parents of the cyberbully.
- Take measures to have the material removed from the Internet.

**Extensive guidelines for parents and school administrators can be found on Willard's website at www.cyberbully.org.**

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

**Web directory on school bullying, violence resources**

**BY ANGELA KENNEDY**

For the last year, Juneau Mahon Gary, a counselor educator at Kean University in Union, N.J., has been compiling an online resource directory to help school-age children cope with violence. The directory currently lists more than 100 websites pertaining to subjects such as prevention, teen sexuality issues, diversity and cyberbullying. Gary was awarded funds from the university’s Preparing Tomorrow’s Teachers to Use Technology grant to support the project.

“This directory identifies websites that offer resources for counselors and teachers in schools throughout the United States and in overseas schools to immediately retrieve relevant information on services, interventions, programs, educational literature and curriculum guides in times of trauma and crisis," Gary said. Additional site links are also available for parents and guardians.

"It’s a work in progress, a living document," Gary said, noting that she reviews all sites extensively before adding them to the directory. She is reluctant to include strictly commercial sites and usually looks for research-based material.

Among her cyberbullying entries:

- **Wired Kids** ([www.wiredkids.org](http://www.wiredkids.org)) is designed for children and teens and also has resources for librarians, who are at the forefront of the information age because they design and supervise access from school computers. The website’s online guide for parents is helpful.
- **Cyber Law Enforcement** ([www.wiredcops.org](http://www.wiredcops.org)) maintains an anonymous child pornography report form.
- **Internet Super Heroes** ([www.internetsuperheroes.com](http://www.internetsuperheroes.com)) uses four Marvel comic superheroes (Incredible Hulk, Spider-Man, etc.) to educate young children about Internet safety.
- **Teen Angels** ([www.teenangels.org](http://www.teenangels.org)) is a group of 13- to 18-year-old volunteers who spread the word about safe surfing on the Internet.
- **Wired Patrol** ([www.wiredpatrol.org](http://www.wiredpatrol.org)) is a resource for cyberstalking/harassment self-help and encourages reporting incidents.

The complete directory can be attained by e-mailing a request to Gary at jegary@kean.edu. She said Kean University plans to add the directory to its website, where it will be updated regularly and can be downloaded free by the public. She also welcomes e-mailed recommendations of websites that should be added to the directory.
an amendment offered by Sens. Gordon Smith (R-Ore.) and Jeff Bingaman (D-N.M.). The House passed a motion instructing its budget conference to adopt the Senate's "no Medicaid cuts" position. Prior to consideration of the conference agreement, 43 Republican House members signed a letter supporting the Senate's Medicaid provisions. Ultimately, though, this instruction was ignored.

Sen. Smith proposed creating an independent commission to study Medicaid before making any cuts. The only voting members of the commission, however, will be appointed by Health and Human Services Secretary Michael Leavitt, reducing the chances the commission will adopt any recommendations besides those favored by the White House.

The Department of Education will see a cut in federal spending relative to last year, but before taking inflation and population size into account. The budget saves the Perkins maximum and provides significant increases for secondary performance measures and the Perkins reauthorization legislation as quickly as possible. The U.S. Capitol Switchboard can connect you to your lawmakers. (Call either 202-224-3121 or 202-225-3121.)

House passes vocational, technical education bill

The House has passed "The Vocational and Technical Education for the Future Act" (H.R. 366), legislation to reauthorize the $1.3 billion vocational and technical education program, rejecting President George W. Bush's proposal to eliminate the program. The Senate passed its version of the legislation, S. 250, in March by a vote of 99-0. H.R. 366 would establish separate secondary and postsecondary performance measures and modify the Perkins Act's local accountability provisions. Of concern, the bill would combine Tech-Prep funding and the Perkins Basic State Grant into a single grant and cut state administration funding from 5 percent of the state allocation to 2 percent. The Senate legislation maintains Tech-Prep as a separate program and does not reduce the administrative funding set aside. The next step in the process will be appointment of House and Senate conferees who will form a conference committee to work out differences between the two bills. Timing for the conference is unclear, especially given the Senate's larger procedural debates. We encourage American Counseling Association members to request that their representatives and senators go to conference on the Perkins reauthorization legislation as quickly as possible. The U.S. Capitol Switchboard can connect you to your lawmakers. (Call either 202-224-3121 or 202-225-3121.)

Counselor licensure bill introduced in California

Legislation has been introduced in the California State Assembly to establish licensure of professional counselors. Assembly Bill 894 would require applicants to obtain a counseling or related degree consisting of a minimum of 30 semester hours, a minimum of 48 semester hours, or related degree consisting of at least 48 semester hours, including coursework in nine specific areas. Applicants would also need to accumulate a minimum of 3,000 hours of supervised experience and pass the National Counselor Examination, the Certified Rehabilitation Counselor Examination or the National Clinical Mental Health Counseling Examination. For more information, contact the California Coalition for Counselor-Licensure at www.cacoal.org.

New York makes counselor licensure applications available

The New York State Education Department Office of the Professions has posted a list of applications and forms—including those for counselor licensure, certification of professionals, education, certification of alternative training and verification of licensure/certification in another jurisdiction or by a national certification body—on its webpage at www.op.nysed.gov/professionalLaw/licensure/licensure.htm. For more information, contact Chris Campbell with ACA at 800.347.6647 ext. 241 or via e-mail at ccampbell@aca.org.

The one-day workshop preparing counselors for the Counselor Exam (and similar exams) conducted over 200 times by Dr. Helwig, is now available on videotape and DVD. This is an actual workshop conducted in 2004 preparing counselors students for the National Counselor Examination.

The workshop is six hours and consists of 3 videotapes or 3 DVDs. The Study Guide for the National Counselor Exam (4th ed., 2000) is included and provides organization and coherence with specific references to page numbers throughout the workshop.

The workshop covers four areas thoroughly: Appraisal, Research, Professional Orientation (Ethics), and Career.

The areas reviewed briefly, with suggestions about specific content as to importance, likelihood of being on the exam, and strategies for studying that content: Human Growth & Development, Social & Cultural Foundations, Helping Relationships (theories/techniques) & Groups.

The workshop begins with a discussion and review of the National Counselor Exam, the content areas, the work domain contexts, scoring procedures, and cutoff score determination. Test taking strategies are also reviewed thoroughly.

A set of VHS tapes or DVDs with the Study Guide for the National Counselor Exam costs $150. If you already have the Study Guide (4th ed.) which is $60, the cost is $90. You can also buy the Study Guide.

Order your set (specify videos or DVDs) by sending a check for $150 to: Andrew Helwig, 1154 Loch Ness Ave, Broomfield, CO 80020. Credit cards are accepted. E-mail number (Visa or MC) with expiration date to: ahelwig@sprintmail.com or call 303-466-3191 (after 10 AM Eastern).

For other resources, visit: www.counselor-exam-prep.com.
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An uneasy alliance Continued from page 1

Sabella said, "And now it's
Point presentation, riot because
is it effective? How can I do
Can I do more with less? Or
Does it work because of the
dividual's unique situation, or
is it effective?" She said, "Of
course, now it seems like every
year, there have been new answers
to that question."

Early on, Sabella said, there
were so few counseling websites
on the Internet that he kept track
and became familiar with all of
them. Today, a Google search of
"counseling" returns approximately 50.8 million sites.

"The Internet is only as good
as the people who contribute to it,
"as Richard Ford put it in his first website
1996," said Sabella, noting that
he tried to develop a one-stop
resource for counselor educators.

"It became apparent to me that
technological literacy among
ounselors was a major issue. I
remember when it was just fun,
but I would say that in the late
nineties and into the millennium,
it has become more of an issue
of competency. Out of all the things
regarding technology, my main
focus for the past few years has
been how well counselors can
understand and be proficient in
using these tools. That includes
not only assisting counselors
with managing their practice
and professional development but
also giving guidance on how to
approach counseling online.

"When I think about tech
literacy, I think of computers and
how they work, but it's more than
that," he said. "It's being a good judge of what
kind of tools are most helpful and
how to use them in an ethi-
cal and legal manner: It's about
which technologies are appro-
priate for which task — is it a
time-saver or a time-waster?"

To evaluate products, programs,
technology or software, Sabella asks himself these questions:

- Does it make me more effective?
- Can I do things more accu-
ately?
- Does it make me more efficient?
- Can I do more with less?
- Can I have more fun working
with it?

"Sometimes I'll do a PowerPoint
presentation, but not because
it's more effective or efficient
but just because it's more fun," Sabella said, noting that it's
important to find tech tools that
are both helpful and enjoyable.

- On his website, www.School
    Counseling.com, counselors can
    sign up for a free, bimonthly
    electronic newsletter that fea-
tures tips, tricks, FAQs and
resources concerning technology
as it relates to school counseling.

So far, Sabella has more than
18,000 subscribers. Currently, he
is in the process of transforming
his popular technology work-
shops onto CD-ROMs for coun-
selors to purchase through his
website. The first CD in the
series, World Wide Web Boot
Camp for School Counselors,
is already available. Other topics
to follow will include tutorials on
data processing, spreadsheets
and multimedia usage.

"All these bells, whistles and
high-tech stuff aren't any good
if you don't know how to use
them," he said. "Technological
literacy is important." He sug-
gests that counselors choose
one particular technology tool
or program each year and then
learn it inside out. "It's similar
to composing a theme and the
idea that it doesn't really matter
what theory it is, as long as you
know it well," Sabella said. "It
doesn't matter what word pro-
cessing program you use as
long as you know it well."

Former 'technophobe'

Unlike Sabella, Donna Ford
wasn't keen on the idea of com-
puters being used in counseling.
As a self-proclaimed tech-
ophobe, she didn't have much
use for them besides some light
word processing. In 1997, how-
ever, while working at Clacka-
mas Community College, she
was asked to put a career-
planning course online.

At that time, she said, higher
education classes and services
were becoming available online,
and several other areas pertain-
ing to counseling were making
their debuts on the web. The
American Counseling Asso-
ciation had just produced its ethical
standards about web usage, as
had the National Board of Certi-
fied Counselors.

"I knew this was definitely an
area that was going to emerge
and needed to be looked at," she
said. "We needed to really think
about the potential impact of using
the Internet and providing
counseling services online." In
fact, Ford chose that very topic,
as the theme-and platform for
her campaign for ACA presi-
dent. She won it, and, in 1999,
established a task force to exam-
ine best practices in online
counseling, ethics, supervision,
research, training and ongoing
training for counselors. "We
needed to know what was
already available and working.
Having to train your own coun-
selors," she said.

The findings of the task force
eventually resulted in the publi-
cation of Cybercounseling and
Cybercounseling: Strategies and
Resources for the Millennium,
in 2001, the year after Ford's
term as ACA president ended,
the task force evolved into the
Cyber Technology Committee, a
permanent standing commit-
tee within the association. Ford
chaired the committee for three
years before turning it over to
co-chairs Helda Montero and
Marty Jenkins.

Counseling on demand

One of the more controversial
subjects the committee exam-
nined was the challenge of pro-
viding counseling online. Could
counselors "establish" rapport
with a client through an elec-
tronic medium such as e-mail or
chat rooms?

"If you think about how coun-
selors are trained, we are trained
in face-to-face counseling," Ford
said. "We are trained to meet
with our clients. We are trained
to learn and understand body
language. So the idea of provid-
sing services online was very
difficult for a majority of coun-
selors because they couldn't
imagine being able to communi-
cate effectively without seeing
their client. And today, it is still
one of the biggest barriers in
terms of people moving in that
direction.

Ford said her experience
teaching a class online made her
more responsive to the possibil-
ity of also counseling online. "I
found that I received more
information about my students
online than when I had them in
a classroom," she said. "Without
seeing them, I was learning
more about them. That said to
me that maybe more people
were willing to share their
thoughts and ideas if they had
the anonymity of the Internet."
She was right. More people
took advantage of the Internet's
"anonymity" factor, reaching out for help
while remaining safely tucked
in the shadows of the Web. As
the number of people who
wanted help grew, so did the number of peo-
ple wanting to help — both lay-
men and professionals. Message
boards spawned online peer-
support groups, and soon pro-
fessionals began offering help
via e-mail, chat and Instant
Messaging services. With the
Internet's accessibility, it is be-
lieved more people are receiving
the help they need through dis-
tance counseling. Clients in
rural areas can access "big-city"
services with the click of a
mouse, and specialists can con-
nect with people most in need of
help. Because of its accessibility
and anonymity, e-mail corre-
sponse is the most popular
medium of online therapy today.

Other advantages to e-mail
therapy:

- There are no time or place
  constraints, so e-mails can be
  written at the client's conve-
  nience.
- The complete text of the
  correspondence is available to
  both the client and the coun-
selor for review, reflection or
  reorganization.
- A counselor can e-mail his or
  her response to a supervisor
  before sending it to the client.
- Writing can be a therapeutic
  process.

All is not perfect in cyber-
land, however. There are just as
many pitfalls and challenges
with e-mail therapy and other
forms of online therapy as there
are rewards.

Disadvantages of e-mail therapy:

- Confidentiality is compromised
  in written correspondence.
- Counselors may be unable to
  verify the client.
- Clients may be unable to
  express their ideas clearly in
  written form.

Overall disadvantages to online
therapy:

- Maintaining confidentiality
  and security in a virtual environ-
  ment can be a challenge.
- Technology fails, so a back-
  up plan must be in place to
  reconnect.
- Counselors and clients may
  have to overcome technological
  literacy problems (i.e., the
  "digital divide").
- Online counseling may be
  unfamiliar with local referrals
  in a client's area.
- Licensure varies from state
to state, and there currently is no
clear guidance as to where online
therapy is taking place
(i.e., the counselor's state or
the client's state).
- Liability insurance compa-
  nies may not cover online
    therapy.

"I think people have come up
with some creative ways to work
with the advantages and disad-
vantages," Ford said. Indeed,
creativity may be the key ele-
ment in online counseling's suc-
cess — namely creativity with
the written word, especially in
utilizing e-mail or chat rooms.

"One of the biggest things a
counselor needs to learn how to
do is develop his or her writing
skills in a way that will elicit the
same kind of responses that they
would if they were meeting face-
to-face with the client," Ford
said. "For many of us, we
were never trained that way, but
for people now and in the future,
they need training in that area."

Because a growing number of
counselors are exploring this
evolving specialty, ReadyMinds,
a company based in Lyndhurst,
N.J., created a distance counsel-
ing course that takes the best
practices of traditional counsel-
ing and adapts them for delivery
to clients via electronic means.
The technology-assisted meth-
ods of delivery can include tele-
counseling (telephone), secure
e-mail communication, video-
conferencing or stand-alone
software programs. For more information on Distance Cred-
cial Counselor certification
(ReadyMinds provides the DCC
training program), contact the
Center for Credentialing & Edu-
cation at 800-645-0520 or via e-
mail at cc@ccce-global.org.

High-tech versus
high-touch

Although Sabella has re-
searched and published a signifi-
cant amount of literature on
cybertherapy, he is careful not
to oversell its benefits. "I'm
really careful about using the term
"online therapy,"" he said. "I'm not
so sure that really exists. I
doubt there is cybercounseling
or advising, but I'm not
comfortable with calling it
"therapy. That's a bit of a leap
for me." He noted that today's
counseling theories and
processes have yet to be transferred
into cyberspace with proven
effectiveness.

"I do believe in technology-
enhanced or supplemented ther-
apy," he said, "but to conduct ther-
apy online, without ever meeting
the client, I'm still unsure that we
have enough evidence that it's
conducted in a manner that is
consistent with how we do live
therapy. I'm not so sure we have
effective data that says it's
helpful, and more important-
ly, that it's not harmful. We can
be helpful to others online in a
certain way, but I'm not comfort-
able in calling it "online therapy." I'm
not a skeptic but a realist. I'm
very intrigued by the
The Future is NOW

Using Technology to Improve Counseling Practice:
A Primer for the 21st Century
J. Michael Tyler and Russell A. Sabella

"ACA is once again meeting the needs of counselors through their continuing series of important books for our profession. This book provides welcome information for those of us who are 'technophobes' and need the basics for our technological future."
—Allen E. Ivey, EdD
Distinguished University Professor Emeritus
University of Massachusetts, Amherst
President Microtraining Associates, Inc.

This book provides an overview of current technology as it relates to practice and training and offers easy-to-understand, jargon-free applications of technology. Drs. Tyler and Sabella include tips on how to save time and increase efficiency, automate record keeping, learn computerized statistical packages and testing and diagnostic programs, master recording technologies, and search for reliable information on the Internet. Ethical and legal issues are explored in detail as well, as are electronic counseling services. 2004 308 pages.

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Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium
edited by John W. Bloom and Garty R. Walz

This text illustrates the possibilities and pitfalls of cybercounseling and cyberlearning, the benefits counselors can reap through the use of the Internet, developing electronic portfolios, gaining technological expertise, and accessing virtual libraries. Copublished by ACA and CAPS, Inc., in Association with ERIC/CASS. 2000 514 pages.

Order #72693
ACA Member Price: $31.95
List Price: $44.95
SALE PRICE: $26.95

SchoolCounselor.com 2.0: A Friendly and Practical Guide to the World Wide Web
Russell A. Sabella

Following a counselor-friendly introduction to computers and the World Wide Web, Sabella presents more than 1,200 Web sites and gives practical guidelines for gaining access to, navigating, and searching for relevant materials on the Internet. Related issues of interest to both novice and experienced Web users are discussed. Published by Educational Media Corporation. 2002 240 pages.

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High Tech/High Touch: Distance Learning in Counselor Preparation
Annette C. Albrecht and Dennis G. Jones

High Tech/High Touch helps counselor educators develop skills to create interactive online courses and television courses, use software to support distance learning, and understand the ethical issues related to teaching counseling at a distance. Features access to a companion Web site that provides links to counselor preparation related Web sites. Published by ACES. 2001 192 pages.

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American Counseling Association
idea — I would love for us to be able to do cybertherapy. It has great potential, but to say we are there and it's working and the outcomes are positive, I haven't seen any conclusive evidence that's true."

Sabella does embrace the middle-of-the-road approach, where practitioners use the Internet as a supplement to face-to-face counseling after establishing a relationship with the client. For example, the Internet could be used as a form of ongoing therapy after the client has been diagnosed with a mental health disorder. The client might be instructed to “check in” with the therapist via e-mail between scheduled office visits. This approach to online therapy is often used in substance abuse counseling as well as employee assistance counseling.

Some counseling approaches may lend themselves better to an online medium than others. Sabella said, specifically solution-focused, brief counseling. "There is a direct focus on present and future progress; there's not a lot of history," he said. "It's solution-focused, and out of all the models and approaches, I see it as being the most adaptable."

Some of the cognitive-behavioral approaches would also be effective because they are more knowledge-based and they have a significant re-education component." He doesn't believe, however, that all live counseling theories and approaches can or should be adopted for electronic mediums.

"It may be that as we develop the potential of online therapy, we find new ways of interacting that are more appropriate and lend themselves better to the kind of technology available," he said. For example, he considers virtual reality simulators a potentially better, future alternative to online mediums. "Not only could a client show us their history but also show us what they want his or her life to be," Sabella said. "But the best technology that we have right now is probably web conferencing — using a webcam, microphone and white board."

More is yet to come

"It's one of those slow growth areas, but it's not going away," Ford said. "What I have seen emerge in the last few years is that more and more counselors are willing to provide some services online. They may have boundaries of what they feel comfortable with doing online, but as that comfort level grows, the services will expand also. As the younger generation starts to look for services, they are going to look online. They aren't necessarily going to be inclined to see a counselor face-to-face, and we need to be ready for that. They are more prone to communicate this way."

Unlike Sabella, Ford believes counselors can form deep, successful and therapeutic relationships with online clients. "You do create a connection with a person online," she said. "You can create more of a connection with people if you are willing to work at mind." Still, she advised that it's important for those new to online counseling to explore all the mediums and find what works best not only for the counselor but also the client. "It's important for us as an association," Ford said, "to continue to enlighten our members and the public at large about the best practices online — what they should look for, what they should expect, how to safeguard our clients and guidance. This is the future."

Additional research and resources

- Cybercounseling & Cyberlearning: An Encore edited by John W. Bloom and Garry R. Walz (ACA publication, 800.347.6647 ext. 222)
- The Internet: A Tool for Career Planning by Joann Harris-Bowlsby et al. (ACA publication, 800.347.6647 ext. 222)
- Online Counseling: A Handbook for Mental Health Professionals (Practical Resources for the Mental Health Professional) by Ron Kraus et al.
- E-THERAPY: Case Studies, Guiding Principles and the Clinical Potential of the Internet by Robert C. Hsiung
- ReadyMinds Distance Credential Counseling, www.readyminds.com
- International Society for Mental Health Online, www.ismho.org

Angela Kennedy is a senior staff writer at Counseling Today. E-mail comments about this article to akennedy@counseling.org.
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  - Mark S. Glick, AFB
  - 0020-0049-1 - $19.99

Using Workbooks in Mental Health: Resources in Prevention, Psychotherapy, and Rehabilitation for Children and Adolescents
  - Kenneth E. Elkin, Ph.D.
  - 1026-0049-1 - $49.95

Cognitive Therapy with Children and Adolescents
  - A Cookbook for Clinical Practice
  - edited by Mark S. Glick, AFB
  - 0105-0049-1 - $19.99

Principles, Techniques, and Applications of Body-Mind Psychotherapy
  - edited by Nancy Boyd Morley, M.A.
  - 0836-0049-1 - $19.99

Overcoming Compulsive Checking
  - Overcoming Compulsive Checking/Workbook
  - edited by Robert L. Leahy, Ph.D
  - 1895-0049-1 - $19.99
Surf into my office

ACA member provides online holistic care center

*By Angela Kennedy*

Using the slogan "Better health begins with better mental health," Jef Gazley has set out to establish a one-stop shop for health care and education on the World Wide Web. Owner of AskTheInternetTherapist.com, Gazley and his staff of mental health professionals, doctors, nurses, chiropractors and alternative healers provide counseling, advice and guidance to individuals via the Internet.

Gazley is a licensed counselor and hypnotherapist with more than 30 years of experience as a psychotherapist. He holds a certification for distance counseling from ReadyMinds and is a trainer for that company's Distance Credentialed Counselor program. In addition to his work on the website, he also is a private practitioner in Scottsdale, Ariz.

Gazley's initial website, launched eight years ago with his partner in private practice, was limited strictly to online counseling. In 2000, however, he added the general health component, creating a virtual clinic atmosphere complete with web-based, self-help discussion groups; a library of "suggested" movies, music and books; and an online media store selling audiobooks, e-books, books and videos.

 "We thought it was really important to look at holistic care and be able to have the possibility of clients accessing two or three clinicians all at once to talk about health problems," he said. "Our goal is to treat the whole person. We can provide economical online therapy sessions with several specialists simultaneously, or individually, to help with both mental health and physical health concerns."

Including Gazley, nine licensed counselors and seven health professionals make up the AskTheInternetTherapist.com medical team. Based on their computer skills and equipment, clients can contact the online counseling team through audio-visual technology such as a webcam or microphone using MSN Instant Messenger or Yahoo Instant Messenger, through closed chat rooms, via e-mail or by phone. Payments are made directly to the counselor with a credit card or through a secure server such as PayPal.

"E-mail is the most popular form with the clients," he said. "We get about 20 e-mails a day from individuals seeking free services (and) five to eight paying, new clients a day. That's a whole lot more than we have seen in the past couple of years. It's been a very slow build." On average, he said, for every new client session, the site sells about three mental health videos. The hourlong videos cover a range of topics from post-traumatic stress disorder to parenting to drug addiction to family dysfunction. The videos show Gazley discussing the origins of the problems as well as symptoms, dynamics and treatments. Originally designed with clients in mind, Gazley said today that more than half the tapes and DVDs are sold to hospitals, clinics and libraries.

**The move to cyberspace**

Gazley was initially reluctant to consider using technology to practice counseling. "I thought it would be dehumanizing," he said. "I came kicking and screaming into the computer age." In fact, he said, he didn't touch a computer until his billing accountant left and he needed to oversee the billing for his private practice.

"At that time," he said, "there were ideas for programs where clients could seek an automated form of therapy, and that idea sounded horrible to me. But I could see using those as tutoring programs that would act as an addendum or homework for face-to-face counseling. I don't think it's an either-or proposition. For the most part, we're doing triage and education (through the website). Almost everyone that I see online, I also refer them to a local counselor." Gazley added that he usually gives clients his initial assessment of their problems, then encourages them to seek a professional or specialist in their area for an in-person session.

Gazley also finds that he has to adapt, depending on the communication method being utilized. "Each particular medium, whether it's e-mail, phone or webcam, brings something that you can't get from the other and also has some limitations as well," he said. "With audio-visual, I'm able to see the clients' emotions and body language, but on the phone you tend to pick up some things in the voice that you wouldn't normally pick up face-to-face. (And) one thing that surprised me, because initially I thought that e-mail would be very, very limiting, is that I tend to pick up a whole lot of things through writing. I find myself working about three hours harder online. You have to really strain your self to pick up those nuances, I focus much more on how I say things in print and how it could be misinterpreted." Although acknowledging that counselors must have good written communication skills to
Counseling in the Internet Age

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With audio-visual, I'm able to see the clients' emotions and body language, but on the phone you sometimes pick up some things in the voice that you wouldn't normally pick up face-to-face. (And) one thing that surprised me, because initially I thought that e-mail would be very, very limiting, is that I tend to pick up a whole lot of things through writing.

successfully provide therapy via e-mail, Gazley noted that counselors can be taught to perform distance counseling proficiently. "There are some clients and some clinicians who will work in one medium better than another," he said. "You have to find what works best for you and the client."

Addressing questions of licensure, online therapy

Referring clients can be difficult for online counselors because, for the most part, they are not familiar with the area in which the client is located. Gazley hopes to establish a network of resources and referrals in the future. He is currently recruiting counselors from across the country to join his cyberspace. His goal is to have a representative from every state in the nation on his team of mental health professionals, not only to provide a broad range of referrals but to prepare for possible state laws regulating online therapy and restricting online counselors from "crossing" state lines.

Licensure is one of the biggest controversies surrounding online therapy. Many states have only recently begun to regulate "live" counseling practices and have yet to address the area of technology and cyber-counseling. Gazley and his team practice according to the laws of their own state, Arizona, instead of the laws where each of their online clients resides. (For more on the licensure controversy, see Counseling Career Corner on p. 26.)

"There is still the question of where the therapy is really coming from," Gazley said. "Is it being done in my office — which is what I think — where people come visit me by phone or e-mail, or is it happening in the client's state or somewhere in between? I tend to come from the old school of private practice, which is the idea of opening a private practice and people coming to you and taking responsibility for their health. The Internet has really leveled the playing field. It has given us back more sense of freedom (that we had) before managed health care, and I think that is huge. I like the idea of clients being responsible for their own health care."

With online therapy, he pointed out, clients control how long they want to stay and what kind of medium they want to work with. In general, he said, online clients are more committed to changing, progressing and doing homework. "Paying directly is a part of that," Gazley said. "They are more equal partners in the process."

Online colleagues

Carol Agnew and Audrey Jung are cyber staff members of Gazley's team. Agnew, a Licensed Mental Health Counselor, has worked online for the last year. After having a child in the spring of 2004, she wanted to find a way to supplement her income while working from home. After completing a distance counseling course, she joined AskTheInternetTherapist.com. During the week, Agnew is a supervisor for the Home-Based Family Therapy Program in Michigan. She works online in the evenings and on weekends.

"Some months I am very busy," she said. "Other months I only have one or two e-mails. It has been increasing though. Online counseling is great for people who only need one session. They write, get their questions answered and go on with their life. I have gotten a few clients that are outside the range of issues that I usually work with. This has challenged me to stretch myself to find a way to help these people. It inspired me to once again do some research to find the latest ideas on these issues and reacquaint myself with some other modes of therapy."

Jung, a certified counselor with a private practice in Arizona, also wanted to try online counseling because it would allow her to spend more time at home with her young children. "I remember struggling with my decision to stay (at home)," she said. "It was difficult for me. I missed the challenge of using my professional mind." She found it difficult to complete continuing education credits while she wasn't working, she said, but knew that she had to keep her credentials updated because she would eventually return to work.

"I was reading an article in the National Board of Certified Counselors newsletter. It discussed the World Health Organization and their request that American counselors find a way to reach over the great divide to provide services in countries that really needed help, like the Doctors Without Borders program," Jung said. "The NBCC then discussed the ReadyMinds training program for distance counseling, and I thought to myself, 'This is it! I can blend two things that I love to do — surfing the web and helping people — and do these things from home.' I was able to arrange for my husband to care for our children, I took the training, and I solved my CEU problem!"

Jung prefers using e-mail in her online therapy sessions. Before working online, she used e-mail at home as part of her primary communications with others. "I've had deep, personal conversations with others via e-mail, kept in contact with family and friends via e-mail and, therefore, e-mail counseling seemed to be the next extension," she said. "It helps, however, when online clients are comfortable expressing themselves with the written word, she said. "When they struggle to express themselves or do so in too general a manner, the process can be more difficult," Jung said. "But then again, this is true for face-to-face counseling as well."

Jung added that she enjoys having the opportunity to mull over clinical issues in-depth when working with asynchronous clients via e-mail. "I feel creative when I can come up with alternative methods to relay clinical concepts, like poetry, quotes from literature and songs," she said.

All three counselors mentioned two of online counseling's major benefits. First, the Internet provides a cloak of anonymity for clients. Second, it is easily accessible for the masses. Thanks in large part to the built-in convenience and confidentiality, more people are seeking professional help or searching for effective self-help information online.

"Average, everyday people use online counseling as a way to help them through their life without being embarrassed or stigmatized by going into an office and sitting in a waiting room," Agnew said. "I think it offers a lot of new and exciting opportunities for our profession." Jung agreed. "I believe that the Internet will further legitimize the field of mental health and allow more individuals the opportunity to seek services," she said. "Change often makes people nervous. Bringing the field of counseling online is a huge change to the mindset of traditional psychotherapists. There is a lot to be addressed and debated, I am sure. But what I am also very clear on is that relationships are forming online, people are discussing very deep, personally conflicting issues online, and people are seeking support services from others online as well."

For more information or to contact Gazley about becoming part of his cyberspace of health professionals, e-mail jef@asktheinternettherapist.com.
outside of a face-to-face conversation.

By declining to mention this in guidebooks on supervision, it would seem the experts are telling us that the method of data collection is really not important; it should just be as unobtrusive as possible.

Another consideration is the individual who might be excluded by the increased use of technology in supervision. Speaking in very general terms, people who tend to be drawn to the field of counseling may not be the same as those who enjoy learning to use new technological tools. Unlike, for example, engineering students, potential counseling students may have little interest in or access to high-tech software. Many of the students enrolled in counseling courses are nontraditional and, therefore, might be excluded by the increased use of technology in supervision. As supervision enters a technological domain, we may find that the students enrolled in counseling courses may have little interest in or potential counselors resist the increased use of digital technology.

Regardless, no one has ever been able to stop progress throughout the course of history. Slow it down or swim against the current. Yes, perhaps. But if we, as counselors, fight it too long, we may find ourselves in an antiquated profession, out of touch with society and current culture. No, it seems we cannot entirely resist "going digital," so it is important to advance with care.

There is no doubt that the argument in favor of increased use of digital technology is growing stronger. In talking to counseling education faculty who are also clinical supervisors, I have gathered there is a general consensus in favor of switching from VHS to DVDs. For one thing, VHS is simply on its way out. The Resources Center at Radford that supplies students with cameras to use in sessions can no longer order replacement parts for its VHS cameras. A changeover is gradually being made to MiniDV.

I would urge everyone in the field of counseling to replace the person-to-person contact that plays such a vital role in counseling. With that in mind, should counselors resist the increased use of digital technology?
and diverse beliefs and backgrounds. Research and practice go together. Therefore, as professionals and as members of the American Counseling Association, we can never wed ourselves to one agenda or a single way of working lest we turn into a one-trick pony whose act and activity becomes mundane and insignificant.

Concrete is essential in some services and circles. But skills based on research and combined with patience, process, a developmental perspective and creativity will take us much further as counselors in helping our clients change and grow.

And now, I want to move on to a message of a more personal nature.

For all that has been, thanks!

Life is composed of chapters. We write some that seem to never end. Others, like the song lyricist Neil Diamond said, are “done too soon.” This month, I’m closing a chapter in my life by completing my term as ACA president. These 12 short months have passed quickly. They have been filled with people and experiences I will revisit and value the rest of my life. The dominant feeling I have experienced during my time as president is that of gratitude. I am thankful for what has occurred and for those who have helped me along the way. It has been a “we” experience. I have been energized when I expected to be exhausted, and it has been because of those who surrounded and supported me.

In my litany of thanks to those who have helped me, I’m certain to inadvertently leave out some people. I know they will understand and recognize that I had a “junior-senior moment.” First, I want to express my appreciation to my family. My wife, Claire, has been especially understanding and caring. There have been times when I came in from a trip, talked with her for 10 minutes, repacked a suitcase and headed back to the airport. She not only understood but took it in stride by making a game of it called “Where’s Dad tonight?” with my teen-agers — Ben, Nate and Tim. Everyone learned a lot of geography in the process, and to represent me at the dinner table, the boys put a wooden snowman in my chair!

Then there was my assistant, Anita Hughes, who is one of the smartest and most efficient people in the world. Like Radar in the television series M*A*S*H, she anticipated my needs and also proofed my columns and speeches for thought, flow and grammar. Likewise, my graduate assistant, Anne Erickson, has been sterling in her various suggestions, comments and input. My colleagues in the Department of Counseling at Wake Forest University have been wonderful, too! No one works with more well-adjusted and interesting people — Donna Henderson, Debbie Newsome, Laura Veach, John Anderson, Pamela Karr and Becki Fulton — than I do. You guys are fantastic!

On the staff side, I do not have adequate words to convey what a superb executive director ACA has in Rich Hayes. He is unbelievably hardworking and creative! He has helped generate ideas in me, followed through with requests and, in his diplomatic and professional style, helped me see both my strengths and limitations in new and positive ways. Likewise, David Kaplan has been stellar in his efforts and efficiency on my behalf. I would be remiss if I did not also say how much Robin Hayes, Carol Neiman, Holly Chubb, Janice MacIntosh, Carolyn Baker, Scott Barstow, Richard Mozier and Jonathan Rollins have done to keep me on task and on course. Mary Janicki and Theresa Holmes, like the others just mentioned, have kept me from losing my sanity and humanity and have assisted me in sending letters and reserving rooms. At ACA headquarters, I have delighted in Rosemarie Calabro’s warm and friendly greetings, too.

Finally, I have valued the input from ACA Past President Mark Pope, Treasurer Jane Goodman, Parliamentarian Allen Whickman and the leaders on COPARC, the Governing Council, the regions and the branches. Chairs and members of ACA committees and task forces have been outstanding as well. What a great group of people you are — functional and productive! Patricia Arredondo and Marie Wakefield, as you enter the ACA presidency, I wish you the kind of year I have had.

In closing, I am aware that there are more pages to write in my life as a counselor. Being ACA president is not the final chapter. As Dag Hammarskjold once said: “For all that has been, thanks. For all that will be, yes.” Adieu!
any confrontation, at least before they were ready, would have made them shut down and run away.

A man named Jack approached me after the meeting, thanked me for my comments and then started firing questions. "Was I a psychologist?" He thought I "had the look" and was well-spoken. "I thought maybe you were just here to observe," he said. I kept smiling and told him I was there to learn and that he had helped me do that. As he moved toward the door he said, "You know, this group is better than a shrink. It's less money and you get 25 people to give you feedback." I smiled and said, "You know what, Jack? You might have a point."

My own addiction

I started smoking in college more than 30 years ago. No one in my immediate family smoked or drank, but college was a time in my life when I felt stressed. Despite quitting (temporarily) many times before, smoking one or two a day continued to be a habit that I enjoyed. But the class assignment to abstain was the perfect time to try to quit again.

The first two weeks were a breeze! The AA meeting helped me recognize that the bond with classmates gave me strength. Thoughts of smoking were on my mind all the time, but now, I was successfully passing the hardest times — once in the early morning with coffee and again before I went to class. I was replacing my smoking habit by eating or by drinking more coffee until I was faced with two particularly stressful weeks of school. I decided to buy a pack of cigarettes and have just one to make me feel better. I did, and I loved it! Then I remembered AA discussions about people not wanting to quit — people like me.

I knew smoking was harmful to my health, and being married to the most wonderful man in the world, I wanted to live a long life. We look forward to growing old together, so why jeopardize that for a smoke? I justified it by telling myself I was not really a smoker, just a limited amount. I didn't want to face this temptation at all. Just smoke one or two a day made smoking more likely when out with friends. The decision not to smoke at all made the difference.

To accomplish my goal for the long term, I learned that I could not face this temptation alone. I used to hide cigarettes from my husband, but now his support is essential. I told him about my struggle, and he was wonderful when I asked for help.

Lesson two was the need to think about abstaining for one hour and one day at a time. The goal was easier to accomplish if I didn't focus on the big task.

Another important lesson was staying away from the triggers and my few friends who do smoke.

Also essential was reducing the temptation by never having cigarettes in the house.

A helping hand

The following story heard at a meeting sums up the AA experience for me. A man fell into a hole. A preacher came along and asked what he was doing in the hole. The man said, "I've fallen and I can't get out." The preacher responded, "You must pray my son," and walked on.

Next a doctor walked by and saw the man in the hole. He asked what the man was doing there. "I've fallen and I can't get out," he replied.

The doctor said, "I can't help you. You must help yourself." He, too, walked on.

Then an alcoholic walked by and asked why the man was in the hole. The man said, "I've fallen and I can't get out." With that, the alcoholic jumped into the hole with the man and said, "I can help you. I have been in this hole, and I know the way out!"

The experience provided by my class assignments was wonderful. Standing in someone else's shoes has been immensely important for my personal and professional development. Learning about AA and the amazing people there has made me realize how vital support groups are for so many who need help. I will commonly recommend to clients that they seek group support because I have seen it work for others and for myself.

Conquering my own addiction to cigarettes is a process that I believe has changed me forever. I have abstained for the last three months. Now I'll take it one more day at a time."

---

Jill Jovlin is a graduate student at Kent State University.

Richard Hazler is the column coordinator for Student Focus.

Submit columns for consideration to hazler@psu.edu.

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CounselingToday Quiz—June 2005
As you are reading the following articles you should be able to answer the questions below. This is an "open-book" exam. Use this page or a photocopy. Mark your answers by crossing your letter down hard and completely filling in one circle per question. Then mail it with a $15 payment to the address below. Please do not send cash.

*An Uneasy Alliance*
1. Sabella’s main focus in the past few years has been:
   o a. convincing counselors that technology can assist them in their practice
   o b. helping counselors really understand and be proficient in using technological tools
   o c. figuring out and communicating how the Internet can help counselors
   o d. designing a CD-ROM

2. Sabella believes that as the younger generation starts to look for services:
   o a. they will look online
   o b. they won’t necessarily want to see a counselor face-to-face
   o c. they will be prone to communicating via technology
   o d. all of the above

*Surf Into My Office*
3. Gately’s initial response to using technology to practice counseling was:
   o a. “I was excited about the possibilities.”
   o b. “It seemed like science fiction.”
   o c. “I thought it would be dehumanizing.”
   o d. “The change seemed overwhelming.”

4. Jung tried online counseling for all of the following reasons EXCEPT:
   o a. she wanted to help people in other countries
   o b. her hearing was impaired
   o c. it helped her get CE credits
   o d. she was able to stay home with her young children

*From Analog to Digital Supervision*
5. The technology the counselors adopted was originally designed for:
   o a. Julliard
   o b. high school teachers
   o c. pediatrics
   o d. football coaches

6. In supervision, can query the coded responses.
   o a. the supervisor
   o b. the student
   o c. the supervisor and student
   o d. none of the above

*An Insider’s Look at Cyberschool Counseling*
7. To alleviate the technical difficulties in the beginning, the cyber-school had to:
   o a. insist that students provide certain equipment
   o b. buy the same computers and printers for all of the students
   o c. hire some expensive consultants
   o d. interrupt their courses several times

8. The bottom line is that anyone going into this field has to:
   o a. set boundaries on their time and availability
   o b. be willing to work in isolation
   o c. know how to read between the lines
   o d. be a go-getter

*Counseling Career Corner*
9. Walsh points out all of the following drawbacks to online counseling EXCEPT:
   o a. his state license is required to be posted in his office
   o b. possible scams and unqualified people doing the work
   o c. the interference of technical difficulties
   o d. meeting all of the state requirements for long distance, out-of-state counseling

10. According to Schmeisser-Davis, “Technology is going to... counselor in the 21st century.”
    o a. enhance
    o b. transform
    o c. revolutionize
    o d. test the limits of

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With much appreciation

As I close out my year as chair of the American Counseling Association Foundation, I want to tell you that it has been both a pleasure and an honor to have served this organization during such a dynamic time of development.

The opportunity to help craft exciting and meaningful programs that support the counseling profession and those whom we serve is something I have found extremely rewarding. Of course, nothing that the ACA Foundation has accomplished could have been done without the efforts of those leaders who came before us, as well as those of you who have been so generous with your time and monetary resources this year.

I am truly amazed at what we have accomplished this year. Let me recap a few highlights. The ACA Foundation:

- Sponsored 30 graduate students by covering their ACA Convention registration.
- Conducted the 2005 Counseling Graduate Student Essay Contest. Look for the five winning essays in the July issue of Counseling Today.
- Published the second edition of Terrorism, Trauma, and Tragedies: A Counselor's Guide to Preparing and Responding.
- Co-sponsored the February symposium on terror and trauma with Argosy University.
- Launched our signature project, the Growing Happy and Confident Kids campaign, which provides elementary school counselors from across the country with 10 books of their choosing on themes such as self-esteem, self-efficacy, tolerance and appreciation of diversity. Our long-term goal is to provide 1,000 schools with such an award over a five-year period.

It is clear to me that the ACA Foundation could never have achieved these programmatic successes without the efforts of many folks. I worked with talented, dedicated and visionary trustees — Jim Henderson, John Goodman and Don Anderson — and was aided by ex officio trustees Sam Gladding, Patricia Arredondo and Richard Yep.

We also built our successes firmly on the shoulders of those who led the ACA Foundation in the past and who are involved today as members of the Council of Past Chairs — people such as Bill Cox, Jane Webber, Don C. Locke, Quincy Moore, Jane Myers, Garry Walz, Gloria Smith, Lucy McLamb, Norm Gysbers, David Capuzzi, Mike Robinson and Diana Halse-Killacky.

To those professional counselors who stepped forward this year to help with our various activities, we also express our appreciation. For example, we owe our thanks to folks such as Brad Eford and Victoria Sardi, who volunteered to serve on our Washington, D.C., fund-raising organizing committee.

I would be remiss if I did not acknowledge many of you, our donors, who stepped up to the plate and provided the gifts that allowed the foundation to provide such meaningful programs. I thank you again for your generosity.

Last but not least, our staff and consultants always did what was needed to get the job done. We couldn’t have succeeded without this four-part team — trustees, past leaders, donors and staff — and I thank you all very much.

Speaking of donors, we accomplished some firsts this year that I want to celebrate. Thanks to Jane Goodman’s fine efforts, the ACA Foundation received its largest corporate gift in recent memory — $5,000 in support of our Growing Happy and Confident Kids project from Loomis, Sayles & Co. (See more about this company’s gift on page 45.) We also received a very generous individual donation for the same amount from ACA President Sam Gladding.

In addition to Loomis, Sayles and Co., we forged new alliances this year with organizations such as ING, the YMCA of Metropolitan Washington, the District of Columbia Counseling Association and our publishing partner, Counseling Outfitters.

In addition, I am pleased to note that trustee and individual donor support also grew significantly. Their generosity has allowed the ACA Foundation to surpass what was raised last year, which says to me that we...
are on the right path in terms of the support and programming we have provided to graduate students, award recipients and the counseling profession.

To assist those who want to make a donation, we instituted safe and easy online giving at www.counseling.org/foundation. Try it. It works! We are making a difference, and ACA members are leading the way!

Last month, the ACA Foundation held its first Washington, D.C.-based fund-raising event. We gathered to raise funds and friends for Growing Happy and Confident Kids and to thank two special people for their support and service to the foundation.

I had the pleasure of awarding the 2005 Foundation Bridgebuilders award to Johnny’ Barnes, executive director of the American Civil Liberties Union-National Capital Area, and William Cox Sr., past chair of the ACA Foundation and president of Cox, Matthews & Associates in Fairfax, Va. Johnny and Bill were recognized for their efforts to assist the foundation with “building bridges” — in essence, making it easier for those who will follow after them.

As I turn over leadership of the ACA Foundation to Jane Goodman, I am confident that the good work begun many years ago will continue to flourish and that the foundation will make a difference in the lives of counselors and those whom we serve for many years to come.

Thank you for your support and for the great work you are doing as professional counselors.

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

TRICARE Continued from page 1
prior to the consideration of any amendments. During subcommittee markup of the defense bill, subcommittee Chairman John McHugh (R-N.Y.) mentioned the counselor reimbursement provision as one of the highlights of the bill during his opening remarks. The inclusion of mental health counseling in McHugh’s opening statement shows a commitment to the issue by the House committee. The House was expected to pass the defense authorization bill before adjourning for the Memorial Day break at the end of May.

Although adoption by the House is a necessary first step, we cannot afford to rest on our laurels. The Senate Armed Services Committee has yet to agree to the provision, making it likely that either a Senate floor amendment will be necessary or that we will need to convince House and Senate conferees to adopt the House-passed language. Please see the ACA Call to Action on page 46 for information on how you can help advocate for establishing independent practice authority for Licensed Professional Counselors within the TRICARE program. Because conference will likely be ongoing throughout the summer, it is vital that counselors stay active and communicate with their lawmakers on the importance of this provision.

To send an e-mail to your members of Congress about this issue, visit ACA’s Legislative Action Center at http://capwiz.com/counseling. For more information, contact Dara Alpert with ACA at 703.823.9800 ext. 242 or via e-mail at dalpert@counseling.org; visit the ACA webpage at www.counseling.org/public/, or contact Beth Powell in AMHCA’s Office of Public Policy and Professional Issues at 800.326.2642 ext. 103 or via e-mail at bpowell@amhca.org.

VISTAS: Compelling Perspectives on Counseling 2005

Edited by Garry R. Waltz and Richard K. Yip

VISTAS: Compelling Perspectives on Counseling 2005 brings together 71 page-turning articles based on stellar presentations at the 2005 ACA Annual Convention—as well as invited selections by celebrated ACA leaders. This is your opportunity to own a lasting contribution to the literature on new and current issues affecting professional identity, best practices, and trends in the counseling field.

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Should you delve into distance counseling?

Q: I'm considering adding Internet-based counseling to my practice. What do I need to know?

At The temptation to utilize new technologies to expand your practice via distance counseling (n.k.a. "cybercounseling" or "WebCounseling") is attractive. A broader geographical scope and flexibility in scheduling are just two of the benefits that draw counselors to this type of practice. But there are other opportunities also have their own challenges.

Bob Walsh of Walsh & Dassenbrook, the American Counseling Association's partner for the new Private Practice Initiative, indicated concern about possible "nightmares with HIPAA compliance." He also pointed out that "My state license is required to be posted in my office, as is the case with all licensed professionals. Another problem is possible scams and unqualified people doing the work, as well as meeting all of the state requirements for long distance, out-of-state counseling."

Indeed, Walsh's concerns are representative of those of other counselors weighing the pros and cons of online practice. In response to these issues, the Center for Credentialing and Education introduced its Distance Credentialed Counselor (DCC) designation last year. Successful completion of a training program, combined with appropriate education and state licensure or National Certified Counselor recognition qualifies counselors for this credential.

A secondary credential, the Distance Credential Facilitator (DCF), which would be appropriate for career counselors and other related professionals generally unlicensed by their states, is in the final stages of development and is expected for release sometime this summer. Harvey Schmeltzer-Davis is director of training for Ready-Minds, the only organization currently providing training for the DCC designation (approximately 450 counselors have undergone training since January 2004). He offers these recommendations to those considering cybercounseling:

"Start to read about the field. A good place to start: Cybercounseling & Cyberlearning by Gary Walt. Using Technology to Improve Counseling Practice: A Primer for the 21st Century, an ACA publication by J. Michael Tyler and Russell Sobel; and Distance Counseling: Expanding the Reach & Impact of Career Counseling by James Malone, Randy Miller and Gary Walt, a CAPS Press publication due for release this fall." To Schmeltzer-Davis' list, I would add the "ACA Ethical Guidelines for Online Counseling" (see below) and the ERCICASS Digest on ethics and regulations of cybercounseling (www.ericdigests.org/2001-3/ethics.htm). "Counselors need to know the best practices and standards," Schmeltzer-Davis said. "For example, many people don't realize that Instant Messaging with counselors is considered distance counseling, so encryption is important. Make sure you understand your software and that your transmissions are secure. Work with IT professionals, if necessary, to ensure that your communication is confidential."

Another piece of advice: "Be able to say to the public that I follow best practices and standards" through the DCC certification, he said. "(And) understand what your license allows you to do." This may involve a call to your state licensing authority. Some states have disallowed Internet-based counseling entirely, while some restrict it to practice within the state. Still others are just beginning to examine the issue and are expected to institute some changes.

One other helpful tip for those thinking about adding Internet-based counseling to their practice, he said, is to "network with other cybercounselors."

In 1999, the American Counseling Association adopted a code of ethics regarding online counseling. These guidelines, which cover issues ranging from privacy and encryption to client identification and alternate communication issues, are posted on the ACA website. Start at the ACA homepage (www.counseling.org), select "Resources" and then scroll down on the left margin to "Ethics." A link to "Ethical Standards for Internet Online Counseling" can be found on this page.

Schmeltzer-Davis predicts that "Technology is going to enhance counseling in the 21st century." Few counselors would argue that technology hasn't already had some impact on their practice, whether or not they're already engaged in distance counseling. The bottom line is to proceed with caution. It should go without saying that malpractice insurance, secure transmission lines and a system of screening clients are absolutely necessary to protect yourself and your clients. Limiting your scope of practice to clients within your state to protect your license is also wise.

For more information about CCE's new DCC credential, go to www.cce-global.org/dcc/cell.htm. For additional information about training programs for this credential, contact ReadyMinds at http://readyminds.com/training/dcc_cert.asp.

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

The Complete Guide 3rd edition contains over 170 pages of ideas and examples, included are all the private practice forms on CD-ROM. Some of the topics covered:

- Marketing strategies and advertising
- How to bill insurance
- Referral sources
- Dealing with managed care
- Office set up with minimal investment
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PRIVATE PRACTICE: Starting or Expanding?

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

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From analog to digital supervision

A possible paradigm shift in counselor training and supervision

BY CLAIRE J. DANDENEAU and LORRAINE J. GUTH

In 1999, the clinical training facilities in the Department of Counseling at Indiana University of Pennsylvania (IUP) consisted of five small rooms, each equipped with a VHS camcorder on a tripod standing in the corner. We had mainframe capabilities that included one-way mirrors and an archaic audio system. Simply stated, our facilities were outdated and inadequate.

Then our dean, John Butzrow, charged all clinical training programs to assess their facilities and "move them into the 21st century!" Upon assessment, it was abundantly clear that we needed to move from an analog system to a digital system, but we didn't know how to accomplish that goal. With the help of our College of Education technical support personnel, Kevin Painter and Lloyd Goyett, we located IRIS Technologies in Greensburg, Pa., just 45 minutes from our campus. Under the leadership of President and CEO Jerry Salandro, the company had developed a product called the Landro Play Analyzer (LPA), which was designed to help football coaches review and analyze game videos. The technology allows coaches to search for specific games, plays or playbooks, giving them almost instant access to any coded clips at the touch of a button. Supervisors can then be shown the appropriate search criteria and displays all the "clips" that demonstrate this skill. This search process can be done within a session or across numerous sessions. For presentations for group supervision, multiple students can be asked to show clips that illustrate certain skills. For example, they could be asked to show how they discuss confidentiality with their clients, and each student's clip can be shown for class feedback. This search, whether in supervision or in class, is effortless and takes less than five seconds! This tapeless, timeless, nonlinear and developmental access has revolutionized how we conceptualize our instruction and supervision.

Using technology in clinical training and supervision

The student first routes the session for recording to the LPA. Then he/she conducts the session. With the session now recorded, the student is ready to analyze the session using the LPA.

Analysing the session includes clipping and coding the responses. For example, a student would select a response, then code it for type (counselor or client), type (focus: counselor or client), type (as much as relevant: feelings), effectiveness (using a 1-5 rating system) and other relevant categories. After the codes are entered, the student prepares for presentation and/or supervision.

In supervision, the supervisor and student can query the coded responses. For example, the supervisor can say, "Show me the responses that demonstrate your ability to respond to the client's affect." The student then selects the appropriate search criteria and displays all the "clips" that demonstrate this skill. This search process can be done within a session or across numerous sessions. For presentations for group supervision, multiple students can be asked to show clips that illustrate certain skills. For example, they could be asked to show how they discuss confidentiality with their clients, and each student's clip can be shown for class feedback. This search, whether in supervision or in class, is effortless and takes less than five seconds! This tapeless, timeless, nonlinear and developmental access has revolutionized how we conceptualize our instruction and supervision.

We are very excited to use this innovative new technology to enhance our clinical training and supervision processes. Though an initial learning curve was necessary when incorporating this technology into classes, the subsequent advantages have been phenomenal. We have found that the technology radically changes how we think about supervision. We are no longer limited by the inaccessibility of videotape or the whims of video counters to find a segment for supervision. At the touch of a button, we can access a student's responses directly related to specific skills or individual learning goals and needs. Thus, our supervision is more purposeful and targeted. Students have reported that this technology has significant benefits for them. Among the reactions we have received:

- "This was an excellent way to view one's skills, and brought down the skills enhanced the learning."
- "Great technology, very simple to use. Liked how easy setup was, easy to clip and mark, and then search for marked clips for a presentation or supervision."
- "I enjoyed using the Landro system. I thought it was very useful in analyzing sessions and yourself as a counselor. Also, I think it is very useful to go back and see your progress on certain used responses in the sessions that you complete."
- "The Landro helped me to improve my counseling skills."
- "Using the Landro Play Analyzer is an extremely effective and efficient method to record, sessions, review them and add necessary codes."

We believe this digital technology is creating a paradigm shift and a new practice model for more efficient and effective clinical supervision. We will be sharing more information about the use of this new technology in clinical training and supervision at the International Interdisciplinary Clinical Supervision Conference in June and at the Association for Counselor Education and Supervision Conference in October. IRIS Technologies (www.iris technol.com) will also have an exhibit booth to showcase the technology at the ACES Conference.

Claire J. Dandeneau (claire@iristech.com) is a professor and Lorraine J. Guth (lguth@iup.edu) are faculty members in the Department of Counseling at Indiana University of Pennsylvania.
Goodbye card catalog. Hello instant access! In the works for approximately a year and a half, the American Counseling Association is on the verge of making its members-only virtual library a reality. According to Garry Walz of Counseling Outfitters LLC, the online library should be functioning in some form by this fall. A past president of the American Counseling Association and past co-director of the ERIC Counseling and Student Services Clearinghouse (ERIC/CASS), Walz is partnering with ACA on the project and believes it will evolve into a significant member benefit.

Walz and ACA Executive Director Richard Yer explained the rationale behind the project in the foreword to VISTAS: Compelling Perspectives on Counseling 2005. "Struggling to cope with expanding caseloads and diminished resources, counselors often have difficulty finding the time to locate and acquire the information and resources crucial to their ability to relate and be helpful to clients. Even the most resourceful counselors are frequently reduced to a hit-or-miss approach, reaching out for whatever they can find, but having to resort to using what's available—even though it may be outdated or not exactly on target for their needs. ... However effective ACA has been as an information provider in the past, it has been the view of ACA staff and recent ACA presidents that the association should work to move more fully into the information age. The goal is to use new and emerging electronic technology and ACA's enhanced computer capability to move ACA's information delivery from a bricks-and-mortar library to a virtual library that members can access anywhere, anytime." As ACA Chief Professional Officer David Kaplan pointed out, "ACA has 45,000 members in the United States and 50 additional countries. It is important that we meet the informational needs of all our members regardless of their location throughout the country and the world. A virtual library will allow us to accomplish this mission."

Walz has long been a proponent of putting the most up-to-date information and cutting-edge ideas into the hands of counselors. In 1966, he wrote the proposal that led to the establishment of the Department of Education's counseling clearinghouse, known as ERIC/CASS. When ERIC/CASS was abolished in 2003, Walz searched for new ways to give counselors access to compelling ideas and practices in the field. This led to the publication of ACA's VISTAS: Perspectives on Counseling series, which includes articles based on some of the best and most interesting program proposals for ACA conventions.

Walz said his concern was that "lots of people had exciting and interesting ideas," he said. "Sometimes those ideas were presented at conventions, but even then they were often given and then lost again." He was partly motivated, he said, by the fact that many professional counselors were looking to psychology groups or other organizations instead of tapping into the rich vein of ideas available within ACA. "We don't have to go to other fields, other sources," he said. "We can profit from the many things that are already working in our field."

Instead of pursuing only established writers and voices in the counseling field, Walz said, VISTAS opened its pages up to all counselors who thought they had an important idea, practice or intervention to share. "This is front-line information," Walz said. "Others might well use it as a barometer of new trends (in counseling). A sort of 'What is grabbing the attention of the body politic?'"

With the success of previous VISTAS publications and plans already underway for a new volume in 2006, Walz also sees VISTAS as a cornerstone of ACA's virtual library. He hopes to develop a true "database of knowledge" that ACA members can use as a resource, he said. "The goal is to adequately cover this vast array of intelligence that we have in ACA," he said. The other goal is to make that plethora of information easy to find and access instead of making ACA members feel as though they're searching for a needle in an Information Age haystack. "Most people are looking for instantaneous access and retrieval of information because they've grown used to it in other areas," Walz said. "People want the information to be reliable, and they want it quickly. ... The new generation of counselors, in particular, are going to be more tech savvy and are going to expect to be able to access this type of information quickly."

In addition to the VISTAS-related materials, Walz said the ACA virtual library will incorporate many of the ERIC/CASS resources that "were left in cyberspace with no available access to most people" when it was abolished. These resources include ERIC/CASS digests—single-page bulletins packed with information on a wide range of topics pertinent to counselors—as well as annotated bibliographies on certain subjects and many full-text documents that ACA members can download. Topics will be listed in menus, Walz said, and organized in a user-friendly fashion.

Of course, many counselors who enter the portals of ACA's virtual library may be interested in another topic in particular—technology and its impact on the counseling profession. "Members interested in ordering VISTAS: Compelling Perspectives on Counseling 2005 (360 pages; ACA member price: $29.95) may do so by calling 800.422.2648 ext. 222."

Jeanne Bleuer and Garry Walz, co-directors of Counseling Outfitters, welcomed a wide array of VISTAS contributors (bottom right) to a special reception at the ACA Convention in Atlanta.
I became a cybercounselor quite by accident. I am a certified counselor for grades K-12 and had various public and private temporary positions in elementary, middle and high schools as well as at a community college. I also had filled in three times at a state university college when staff members were on sabbatical, maternity leave or emergency leave.

Despite the wonderful experiences, I longed for a permanent position, and one opened at a cyber charter school based near my home in Pennsylvania. I am amazed at the technology I learned during my three years with the cyberschool and how that technology kept evolving. Let me make it perfectly clear that I am no “techie,” but any counselor considering this field must be computer literate and open to almost continuous technology upgrades on various systems and with different providers.

What exactly is a cyberschool anyway?
The majority of these schools had their beginnings as college-level courses that students took online — the term is distance learning. Eventually the idea spread, filtering down to public and private schools that offer high school, middle school and now elementary school-level courses. Most of these schools targeted homebound students, accelerated-studies students and alternative school students. Now several cyberschools start up each year in my state alone.

Files and supplies are kept at a main physical office. Real-time classes are usually taught from the office as well because of the many different types of computers, printers and access systems being used. To eliminate these problems, we finally bought identical computers and printers for all the students.

What speed of the systems used by many of the students remained an issue, however.

What type of counselor could expect to excel at a cyberschool?
One who can work independently. One who is very resourceful. One who is very intuitive and empathetic. A counselor who has a strong work ethic, is energetic and is willing to put in extra time and effort. Most of my counseling was handled online through e-mails or with phone calls. Students who lived nearby (our charter required that we serve anyone in the state) or those willing to make the trip to the school’s physical office would come in for one-time or occasional appointments with me. This was especially true for seniors because I also taught Senior Project.

During the three school years that I worked at the cyberschool, our providers and technology changed, as did our curriculum offerings. On top of serving as the overall counselor for the school, I taught or monitored various classes and rostered students. In addition to Senior Project, I taught and monitored a career class, a business class, internships and independent study. I also provided individual career and job counseling, part-time and summer job sources, social service and medical referrals, and general counselor work.

We were originally encouraged to “be there” for these students. Many of our students did the majority of their work late in the afternoon, in the evening or even through half the night. We had established office hours for phone calls and e-mails, but because of the emotional states of many of the students, I monitored them throughout the day and late into the night just to be “available.” I would advise anyone going into this field to set tough limits on your daily schedule. I certainly learned this the hard way.

Like a lot of people today, I was intrigued by the idea of working from home. But the hours involved as a counselor in this setting are challenging and difficult to limit. In fact, there were many days when I didn’t shut my computer down until 2 a.m. Some days, the best part of the job was simply working in my pajamas!

E-mails were a constant. When the movie Bruce Almighty starring comedian Jim Carrey was released, cybereducators could relate. In the movie, Carrey, playing the role of God, finishes up hundreds of e-mails only to find that he has hundreds more that arrived while he was working on the original ones. Our cyber-staff members looked at one another and said, “That’s how it is for us!” Students and parents expected instant gratification and response to their e-mails. The bottom line is that anyone going into this field has to set boundaries on their time and availability. Otherwise, you risk setting up routines that are impossible to keep over the long haul and you can become overwhelmed. You spend a lot of your time with the most demanding or needy parents and students — just as you would in a usual setting for school counseling.

If you are a social person, cybercounseling is not the setting for you. I really missed the one-on-one contact. As you might expect, students are harder to read overall than the phone or via e-mail. I was, however, able to successfully diagnose a manic-depressive student and take action in a few other similar situations by paying careful attention to the tone of voice, what was being said and how it was being said in e-mails and phone calls.

If students had not had a good rapport with counselors in their past, it was more difficult to win them over because you couldn’t see them face-to-face. On a one-on-one basis, students can usually tell that I am sincere and empathetic. This goes for parents as well. Many students do respond to cybercounseling and to you as their counselor, however, perhaps because no one else has ever taken the time to try to relate to them before or because counseling isn’t available in their previous setting. In other instances, the student was simply afraid or too shy to take advantage of face-to-face counseling services. In these cases, the “anonymity” of the computer was a positive thing, giving the student more confidence to open up.
What challenges can cyberschool counselors expect to face?

There are many similarities between cybercounseling and counseling in a brick-and-mortar school. We had parents who didn’t care and who were difficult to reach — certified mail came back, forwarding addresses were not provided and phone calls were not returned. And, of course, there were the parents who cared too much. These parents would go online and try to do the work for the student, even completing papers for them.

Cheating, especially plagiarism, was a serious issue among the students because they didn’t think they would get caught. Another common issue was students using their computers for other things — to chat, to listen to music, to play games, or even to start up their own business! In addition, computer harassment issues were growing steadily. As students shared their private e-mails, home addresses and phone numbers despite our efforts to keep this information confidential. Non-attendance was always a prominent issue, and following up on this legally was even more difficult. Because the students lived in counties all over the state, I had to be aware of referral services in all the counties rather than just the county in which the school is located.

We often were not provided with all the necessary information. Parents didn’t always share that their child was on medication for depression, had attempted suicide or was on probation or sometimes even in jail during school time. I feared that a student would commit suicide on my watch and worried that I would have no inkling beforehand that a problem even existed.

Professional requirements for a cybercounselor are determined by the state and by each school’s charter. Most cyberschools don’t have counselors. In many cases the administration doesn’t want to spend its limited finances or doesn’t view counseling as necessary except for issues related to seniors graduating. In some instances, the counselor is alone with little or no support. Many cyberschool administrators are not traditional principals and have never worked with a school counselor before, so they don’t understand the counselor’s role. The counselor is also likely to be working with inexperienced teachers (they are cheaper to hire). Money was always a big issue. A certain number of students needed to be enrolled to ensure enough income to keep the school running. In my school, monies came from a percentage of the tax dollars that went to the public school.

Evaluating transcripts from other schools was very time consuming. The high turnover rate of students in cyberschool — and in the case of our charter, the fact that students could come from anywhere in the state — made transcript evaluation an ongoing task. Transcripts from homeschooled students or those from other cyberschools proved to be the most difficult. In addition, there were a multitude of required duties unrelated to counseling work. State testing was a nightmare because of securing trained people, locating secure and safe centers, and dealing with mailing problems, but that’s another story.

What types of students “attend” cyberschool?

The spectrum of students attending a cyberschool is wide, but the majority who attended my school were at-risk students.
Like more traditional schools, cyberschools have positives and negatives. Let's discuss the positive first. Intelligent, motivated students who can work at their own pace and finish courses or grades early are attracted to this type of environment for obvious reasons, and they usually do very well. College courses may become available for them or they may graduate early. For those in this category who were getting bored in traditional school, cyberschool can help to keep them involved and to keep their grades tip.

For students involved in other pursuits such as ballet companies or ice hockey teams, a cyberschool offers them an excellent opportunity to keep their studies on target while they're pursuing their potential career path. Classes can be accessed most of the time, day or night and even on weekends.

Cyberschools are also "made for" students who are home-bound because of physical issues, including pregnant teens, those who are wheelchair-bound or bedridden, and those with debilitating diseases.

Homeschooled students who need validation from a "public" school to apply to colleges are also usually good candidates for cyberschool. Charter schools must adhere to state guidelines. For students who have been properly educated and graded, cyberschool is excellent. For those who have been given good marks and simply "passed" to the next grade, cyberschool is a disaster. As a counselor, I have seen home-schooled "seniors" who could not read, write or comprehend at a ninth-grade level. For these students to catch up, a lot of remedial work is involved, and most parents and students balk at this.

In contrast, there are those who are outstanding and take college courses before high school graduation. Now for the negatives. Students with emotional issues often are not getting any help for their socialization problems by attending a cyberschool, and their problems can grow worse. Those who are depressed and on medication often have no one with them during the day. Students who have been kicked out of regular schools are usually the most difficult. Cyberschool is often a last-ditch effort on the part of parents to have their child graduate. However, for parents who can't get their child out of bed or to complete schoolwork in a regular setting, cyberschool is usually not going to make any difference.

Final thoughts
I have concerns regarding the future of cyberschools. I believe there are many ethical and practical issues that need to be resolved before these schools proliferate further. But one thing is clear to me based on my experience: The need for having a qualified counselor in every cyberschool is at least as important as having counselors in traditional schools.

Lynn Sehmitt is a certified K-12 counselor who has worked in public and private schools at all levels, including advising adults at a community college and at a university career center. Her passion is helping people of all ages explore potential careers. Send comments about this article to Guidemeb@hotmail.com.

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Capturing uniqueness in diversity research

In some inquiries, researchers want to know whether individuals or identifiable groups are located on a distribution that represents a whole population. For example, we might desire to know whether an individual is severely depressed. In that case, we could use Beck's Depression Inventory or a similar established scale and compare the client's score with those of the general population. Researchers who want to know whether the elderly as a group are more depressed than the population in general might similarly use the BDI. These are normative measurements.

However, another way of looking at a person's level of depression is to ask them to describe how they feel. These descriptions, though they share some features, would be different for each depressed individual and would reflect the person's unique experience of depression. This is called idiographic inquiry.

In an article in the Journal of Multicultural Counseling and Development (April 2005, pages 66-80), Debi Marcus and Tracey explain how idiographic information can be quantified and analyzed. Basically, operations such as cluster analysis help researchers discover underlying dimensions of an individual's verbal description of some aspect of their experience, such as racial identity. Lee and Tracey provide two examples to show how a person's statements can be transformed into a graphical representation of how he or she is thinking. In capturing the individuality of each person, this process resists stereotypical conceptualizations.

Issuing a challenge to ACA's Code of Ethics

In "A Model of Ethical Decision Making From a Multicultural Perspective" (Counseling and Values, April 2005, pages 165-179), Marsha Wiggins and Carmen Braun Williams challenge the dual relationship guidelines of ACA's Code of Ethics and Standards of Practice. They present various general ethical perspectives on a sample case, summarize the discussion of this case among counselors in a peer-supervision group and arrive at a selected course of action. Their decision will surprise many readers and should create earnest debate among counselor educators and ethics scholars.

Are the 12 Steps partial?

The 12 Steps approach to substance abuse treatment has been widely criticized for its "one-size-fits-all" system and its disease model of addictive behaviors. Because it was originated by white, middle class, alcoholic men and reflects their experiences, questions have been raised about whether the 12 Steps approach is relevant to other demographic groups or types of addiction. Investigating these criticisms, researchers Connie R. Matthews and Peggy Lorah reviewed diverse research uses for the scale. They analyzed records of 541 clients admitted during a 12-month period.

Matthews and Lorah found no significant differences in the numbers of men, women, whites or African-Americans who successfully completed treatment, suggesting that the program was equally effective among all the groups. The researchers point out that only 51.9 percent of the clients had a successful treatment experience, so the treatment was also equally ineffective. The research report appears in the Journal of Addictions and Offender Counseling, April 2005, pages 114-122.

Love: It's better than the alternatives

Felix Neto, a well-known researcher on love and life satisfaction cross-culturally, has developed a Satisfaction With Love Life Scale (SWLLS). Life love satisfaction is often measured by a single-item scale, which means that reliability cannot be established, or by a scale that refers only to marital satisfaction, which means that it cannot be used with other love relationships. Neto reports on the creation of the Satisfaction With Love Life Scale in Measurement and Evaluation in Counseling and Development (April 2005, pages 2-13).

The SWLLS includes five items rated on a seven-point scale and refers to "my love life," opening it to unmarried respondents. Among 230 Portuguese undergraduates, SWLLS scores were significantly associated with many mood and personal measurements (such as happiness and self-esteem on the positive side and loneliness and frustration on the negative end).

No differences in average levels of love satisfaction were found between men and women or between religious believers and nonbelievers. However, participants who identified themselves as "in love now" were more satisfied with their love life than participants "not in love now." The entire SWLLS appears in the article, and Neto suggests many potential clinical and research uses for the scale.

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 drug use 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 transcriptions, and additional resources. Produced by Microtraining and Multicultural Development, 2004 60 minutes
LEGAL & REGULATORY COMPLIANCE
Updates for Counselors, Mental Health Professionals and Counselor Educators

Monthly newsletter delivered right to your e-mail Inbox

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

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

Legal & Regulatory Compliance also will include:

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

Meet the Editor
Attorney Anne Marie "Nancy" Wheeler

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

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ACA announces winning teams for student ethics case study contest

BY HARRIET L. GLOSOFF
MICHAEL GERARD MASON
AND DONALD ANDERSON

One of the charges of the American Counseling Association Ethics Committee is educating association members about the ACA Code of Ethics. As one way of meeting this task, committee members decided to hold the 2005 Student Case Study Competition. The competition represented a decisive initiative by the ACA Ethics Committee to engage aspiring counseling professionals in the process of becoming aware of, studying and engaging in ethical reflection and decision-making. Members of the ACA Ethics Committee include: Harriet L. Glossoff, Michael Gerard Mason, Donald Anderson, Mary Herman, Laura Kelly, Michael Kocet, Sam Sanabria, Vilii Tarvydas and Joy Whitman.

Students were invited to register for the competition in a January announcement in Counseling Today. Teams had to be composed of three to four students who were members of ACA and enrolled in the same graduate program. Only one team of master's students and one team of doctoral students were allowed to apply from each counselor education program. Members of the Ethics Committee created two case scenarios (one for master's students and one for doctoral students) involving ethical dilemmas that may be faced by practicing counselors and counselor educators. Teams that submitted a completed registration form by the deadline and met all criteria listed were then sent instructions regarding how to access the appropriate case study and submit their responses.

A total of 35 master's student teams and 12 doctoral student teams from graduate programs nationwide participated in the competition. Team members critically analyzed the hypothetical cases and developed an ethical decision-making plan to respond to the situations presented. They submitted a paper addressing points delineated in the instructions they received and submitted a PowerPoint presentation summarizing key points made in their papers. Members of the ACA Ethics Committee served as judges in the competition. They did not serve as faculty advisers to teams from their own institutions and did not judge any projects submitted by a team from their own institutions. Committee members evaluated the responses submitted considering the following seven criteria:

- Clearly and concisely presenting the ethical dilemma(s) and variables included in the professional quandary;
- Clearly and concisely presenting the proposed action they would take in this case, the persuasiveness of the justification presented for their proposed action and a clear description of the decision-making model used to arrive at that decision;
- That team members cited appropriate sections of the 1995 ACA Code of Ethics in rendering their arguments;
- That the decision-making model presented was grounded in theory and a rationale was presented as to why team members chose the model for the competition;
- That team members cited appropriate literature in summarizing the ethical dilemma(s), outlining their decision-making process and discussing how they would intervene to solve the ethical dilemma(s);
- That the paper submitted by the team was well-written and used American Psychological Association style guidelines, and that information was presented clearly and concisely; and
- That the team submitted a PowerPoint presentation summarizing the ethical dilemma(s), the team's proposed interventions, how they came to their decision, the rationale for choosing their ethical decision-making model and the justification for their proposed actions, and included appropriate reference citations.

Ethics Committee members found all the responses very interesting. As anticipated, different teams choose to focus on different aspects of the cases and selected a variety of ethical decision-making models to guide them in developing their responses to the case studies.

Ethics Committee members independently rated each team, then ratings were tallied and a mean score was assigned to each team. Committee members then held a conference call to review the ratings and select the three winning teams of master's students and doctoral students. The decision was not easy, and the members of the ACA Ethics Committee would have liked to complement all the participating teams for their hard work. We are pleased to announce the following winners:

**Master's Teams**

- **The First Place team** from the Capella University Counselor Education Program in the School of Human Services: Renee Kurkin, Renee Tucker and Cheryl Wessell.
- **The Second Place team** from South Dakota State University, West River Graduate Center, Counseling and Human Resource Development Department: Kristin Donnan, Jamie Hurich, Ray Ollila and Jackie Schad.
- **The Third Place team** from the College of William and Mary Counselor Education Program: Jennifer Dent, Allison Smith and Lorna Tempst.

**Doctoral Teams**

- **The First Place team** from the Southern Illinois University- Carbondale Counselor Education Program: Cindy Anderton, Cathy Brock, Barbara Gambino and Debra Pender.
- **The Second Place team** from the University of Illinois- Urbana-Champaign Counseling and Rehabilitation Science and Professional Psychology: Danica Hay, Erin Mason, Gina Gray and Joffrey Suprina.
- **The Third Place team** from the University of Iowa Department of Counseling, Rehabilitation and Student Development: Kaseha Williams Cole, Anna Harper, LaKeisha Harris and Michael Hartley.

Members of the first place teams were each awarded $75, while members of the second place teams were each awarded $25. Members of all teams received a certificate, and the programs represented by the winning teams also were given a plaque. The winning responses can be viewed on the ACA website at www.counseling.org. Click on the “Ethics Competition, Results” icon on the left side of the home page.

The Ethics Committee and ACA wish to congratulate the winning teams and their respective graduate programs. The committee also wishes to commend the other 41 participating teams from outstanding graduate programs across the nation. Other participating master's teams included: Appalachian State University, Argo University, California State University-Northridge, Central Michigan University, Chicago School of Professional Psychology, Galway University, Idaho State University, Indiana University, John Carroll University, Louisiana State University, Lynchburg College, Mississippi State University, Missouri State University, New Mexico State University, Nova University, Rollins College, San Francisco State University, Seton Hall University, Shippensburg University, Southeast Missouri State University, Stetson University, SUNY Brockport, University of Cincinnati, University of Hawaii-Manoa, University of Illinois-Springfield, University of Nevada-Las Vegas, University of North Carolina, University of South Dakota, the University of Virginia and George Washington University.

Other participating doctoral teams included: The College of William and Mary, George Washington University, Regent University, Syracuse University, the University of New Orleans, the University of South Dakota, the University of Texas-San Antonio, the University of Virginia and Wayne State University.

Harriet L. Glossoff and Donald Anderson are co-chairs of the ACA Ethics Committee.

Michael Gerard Mason is a member and project manager of the Ethics Committee.
ACCA set to launch its new journal
Submitted by Thelma Duffey
tuffey@satc.rc.com

What an exciting time this is for the Association for Creativity in Counseling! We received our charter as an American Counseling Association division in September 2004 and held a very successful conference last February. We enjoyed seeing many of you there and were delighted to connect with more of you at the ACA Convention in Atlanta. Now we are preparing for our new publication, The Journal of Creativity in Mental Health, which will be published by the Haworth Press Inc. Thank you for your support of ACC! We will keep you posted on our progress.

If you are interested in learning more about creative techniques in counseling, you won't want to miss reading our new journal. It's sure to include informative, innovative and practical sources of information for students and professionals in the areas of counseling and counselor education. We're currently accepting manuscript submissions for upcoming issues of JCMH. Visit our website at www.acca-ac.org for more information. We are especially interested in submissions that describe how creative interventions can be used to facilitate growth, facilitate connections and provide opportunities for growth-oriented, mutually supportive, creative, and meaning-making relationships. In addition, we are seeking movie and book reviews for our cinema and bibliotherapy columns. Our first issue features a review of Eternal Sunshine of the Spotless Mind.

Other ACC developments:

■ Mark Freeman has been a very helpful resource to ACC members needing information on creative ways of working through crises on college campuses. Given that the need for these resources is not only great but also timely, we extend our thanks to Mark!

■ Dena Comstock is organizing the Research/Interest Network committee. E-mail Dena at dcomstock@satc.rc.com for more information and to let her know about your creative interests.

■ Heather Trepal is organizing a graduate student committee within ACC. Contact Heather at heather.trepal@utsa.edu if you would like to participate in this exciting new committee.

■ Shane Haberstroh's media/technology chair. Let Shane know if you have any creativity-related news to share at shane.haberstroh@utsa.edu.

■ Michael Lazarich is our new state branch coordinator. Our many thanks to Michael! Let him know if you are interested in bringing ACC to your state by e-mailing counseling creativity@yahoo.com.

We offer our sincere appreciation to ACA President Sam Gladding for his historical work on the uses of creativity in counseling, his steady and collaborative leadership, and for inspiring all counselors to access their creative potential.

Finally, we thank you, our membership, for helping make our launch as a division a success. It has been an amazingly rewarding experience to hear from so many of you and to have you join us in realizing ACC's vision. We are committed to creating a collaborative culture within ACC where relationships, diversity and innovative ideas are valued. Please continue to join us as we work together in the spirit of connection, possibility and commitment toward a common goal.

ACCA congratulates award, grant recipients
Submitted by June Williams
jwilliams@selu.edu

During the 2005 ACA Convention in Atlanta, the American College Counseling Association recognized several members for their accomplishments and dedication to the profession. Congratulations to all ACCA professional award recipients.

Joshua Watson of Mississippi State University-Myitjdan and Ruth Caio of the University of Missouri each received the ACCA Research Award. The Outstanding...Contribution - to Professional Knowledge Award was presented to Harrison Davis of North Georgia College and State University and Derek Paladino of the University of North Texas. Melissa Sprigs, a doctoral candidate at George Washington University, Shanm Andreas of Rollins College, Kevin Gw of the University of Nevada-Reno and Harrison Davis were honored with Meritorious Service Awards.

The following individuals received ACCA Emerging Leader Grants: Lisa Flint, University of North Carolina-Greensboro; Pamela Jenius, University of Florida; Sang Min Lee, University of Arkansas; Melanie Purdy, University of Nevada-Reno; and Jennifer Whitney, Ohio State University.

In addition, ACCA announced that it will hold its third ACCA Conference in Reno, Nev., from Oct. 5-6, 2006. The call for programs will be posted on the ACCA website (www.counseling.org) in June, and the deadline will be at the end of 2005. We are particularly interested in programs that emphasize career, counseling, clinical and academic counseling for college students. We will have one session track dedicated entirely to career counseling this time, so please submit career programs.

The conference theme is "Exploring New Frontiers in College Counseling," and the conference will be held at John Ascuaga's Nugget Casino Resort. Our last two conferences have been extremely successful, so reserve these dates for next year. This is an event you will not want to miss! Check our website for more information. If you have any questions, do not hesitate to contact Sylvia Shortt (sshorr@wettsga.edu), Paul Fornell (pfornell@csulb.edu) or Kevin Gw (kgw@unc.edu). We hope to see you there!

ARCA hears from Mark Pope at luncheon
Submitted by Betty Hedgeman
bhedgeman@myosp.rcom

Mark Pope was the luncheon speaker in Atlanta at the American Rehabilitation Counseling Association. The full text of his speech is on ARCA's website at www.counseling.org/arca. Mark received awards from ARCA and the National Council on Rehabilitation Education for his advocacy efforts on behalf of rehabilitation counseling. He said he was "doing the right thing," and ARCA members appreciated it.

Students also received awards for their presentations. Mark Stebnecki and Tim Jankowski were recognized for their service
to ARCA. Betty Hedgeman received a President's Award. Inmo Marini completed his term as treasurer and will begin his term as president-elect on July 1.

Thanks to those ARCA members who stopped by the ARCA booth. Plans are already under way to have a booth again next year.

ARCA Members are encouraged to submit program proposals for next year's ACA Conference in Montreal. Remember to bring your passports!

Anyones interested in working on councils next year should contact Jan LaForge. ARCA is working on a listserv and website development to improve communication with members.

In a process that began in February, new and renewing members of ARCA are now being sent ARCA pins. Anyone interested in working on councils next year should contact Jan LaForge.

There were eight members of ARCA who stopped by the ARCA booth. Plans are already under way to have a booth again next year.

EB-ACA presents Learning Institute
Submitted by Bob Sheely sjpsych@yahoo.com

The European Branch of ACA held a Learning Institute titled "Counseling With Gay, Lesbian, Bisexual and Transgendered Clients" on Feb. 26-27 in Speyer, Germany. The event was a major success. There were eight EB-ACA members in attendance who came from a variety of counseling settings, including drug and alcohol, DoDDS, the University of Maryland and private practice. Brian Dew and Kris Vargas were outstanding in their presentation on this topic, and I believe everyone left with more open minds in dealing with this oppressed population.

According to statistics, 15 million people in the United States — roughly 6 percent of the U.S. population — are homosexual. Out of 25 million youths, it is estimated that one in 20 students is gay or lesbian. The U.S. Census Bureau reported that there were 67,129 gay male couples and 100,624 lesbian couples in 2000 for whom parenting was a part of daily life.

According to the Stages of Sexual Identity Formation Model, GLBT youth pass through the following stages:

- Identity confusion (beginning internal awareness)
- Identity comparison (more contact with GLBT individuals)
- Identity tolerance (limited disclosure)
- Identity acceptance (a more positive self-view)

Even in counseling relationships, GLBT clients face barriers that are not typical of the counseling process. Many counselors still believe that homosexuality is a mental illness. Counselors fail to understand that depression and low self-esteem are due to social pressure. They often assume that clients are heterosexual and use heterosexual language in intake interviews and assessments.

There were many other areas covered during the Learning Institute that are too numerous to discuss in this article. If you were unable to attend but have an interest in gaining more knowledge about this subject, please contact the Board of Governors.

As professional counselors and members of the EB-ACA, we have an ethical responsibility to treat all clients with the same respect and dignity, regardless of sexual orientation. I would encourage everyone to ask themselves if they are capable of providing services to GLBT clients.

The National Employment Counseling Association celebrated the contributions of its past presidents at its annual awards luncheon and professional development workshop, "Facing the Challenges of Work in the Global Economy," in Atlanta. Those honored at the reception included (from left to right) Roger Gantzarow, Margaret Robinson, Rita Freeborough, Andrew Helwig, Kay Brawley, Michael Lazarick, Cheri Butler, Bill Fenson and Cheryl West. Brawley was given the Judy Geoghegan-Doi Distinguished Professional Award for her efforts in the areas of research, professional development and promotions to help improve the job search services available to the public in One-Stop Career Centers.
Contemporary Mental Health Issues Among African Americans


Although the phrase "something old, something new, something borrowed, something blue" is typically associated with something blue, something new, something borrowed, and something old, the paradox of mental health issues among African-Americans is also that which is old and new, or something blue, is both familiar and unfamiliar. This book helps lay the groundwork for thinking and working anew with African-Americans who may still fuel suspicion and mistrust of helping professionals, as well as the industriousness needed to persevere during that tumultuous period in U.S. history.

The paradox of abundance and need within the African-American community weaves together the text. How a community of people has used its abilities and thrived amidst limited resources and negative, systemic, environmental impediments is simply "the old." "Something new" is the hallmark attribute of this text. This treatise is distinguished from others because new authors present new conceptualizations for new clients. African-American elderly, disabled, HIV/AIDS, lesbian-gay-bisexual, married, and bi- and multiracial clients all warrant consideration, along with the mental health status of females and males. Academician and graduate students alike are encouraged and challenged to think creatively to elevate standards of practice, prevention, research, and service. An implicit message threads throughout the text: the combined strength of mental health professionals and African-American people can surmount the historical and present-day failures that have made the two aliens to each other. That is a "new" tenet.

Common Shock: Witnessing Violence Every Day


The premise of this book, in part motivated by the tragedy of 9/11, is that violence and violation are ubiquitous in our society and that all of us witness a great deal of it in our everyday, normal lives. The author suggests that we witness violence not only in extraordinary events such as terrorist attacks, but even more so in the ordinary course of life. Violence intrudes, and when it does, the way we witness it says a lot about whether we will empower ourselves and others or allow ourselves and others to be dehumanized.

The author provides a social construct for how people, including counselors, react to violence. She expands the familiar perpetrator-victim language to include a third perspective: those who witness violence and degradation of another. We can choose to witness violence either from an empowered or disempowered stance. Each of these stances has a further nuance - being aware or unaware of how we actually contribute to violence. An example provided by the author is that staff members who are empowered to help others at a private welfare organization may be unaware that one of their own staff members perceives some of the specific practices as racist.

The book issues a clear challenge to helping professionals, who bear witness to the serious violence narratives of clients on a sometimes-daily basis. Even though this group is empowered to help, the author suggests that we sometimes fail to see the possibility of the violence we witness. An example cited is the extent of violence and discrimination against gay, lesbian, bisexual and transgendered youth in our schools. Professional staff often fail to act effectively and feel helpless.

The author also suggests certain practices helping professionals can take to transform violence and violation. She frames words such as nonviolence, forgiveness, reconciliation, ritual and community in a way that encourages readers to commit to honestly and assertively listening to the stories of endured violence. She also argues for restorative justice as a method for bringing the victim, offender, witness and community to a deeper level of integration. This resource is valuable for anyone involved in helping those who have been affected directly by violence. It takes a comprehensive view of what is needed to deal effectively with the level of violence in our society and should appeal to counselors, educators, social workers and community organizers. In a society plagued by anxiety and preoccupied by the threat of attack, this work gives hope and concrete suggestions concerning how we can bear witness to a new narrative. Reviewed by Anthony J. Garascia, Caritas Consulting, private practice.
**COMING EVENTS**

**Mental Health in Corrections Conference**

**Preliminary Program**

**July 17-18**

**Chicago**

The theme of this National Commission on Correctional Health Care event is "Transforming Care, Transforming Lives." Presented by invited faculty selected for their knowledge and experience in correctional mental health care, the two-track program incorporates the latest findings in research and practice, new approaches to care and treatment, best practices and more.

The program will be held at the Hyatt Regency in the heart of downtown Chicago. A special discounted rate of $144 is available for conference participants who make their hotel reservations by June 24. To receive this rate, call 800.233.1234 and tell the Hyatt reservations agent that you are attending the NCCHC conference. For complete details go to www.ncchc.org.

**ACA European Branch Full Conference**

**Mannheim, Germany**

Nov. 5-6, Full Conference

Nov. 5-6, Learning Institutes

The European Branch of the American Counseling Association will hold its annual full conference at the Steigenberger Mannheim Hof Hotel. The theme will be "the Professional Counselor: Promoting Wellness Throughout the Life Span."

The EBCA sincerely hopes to see all of you at the 2005 Fall Conference to address this topic with vigor and enthusiasm. Please keep your eyes out for future information regarding more details about the upcoming conference.

Since the conference program relies on submissions for presentation, please submit in writing or give the form to someone who has expertise in an area in which the membership would appreciate the information. Deadline for Mini-Sessions is Aug. 1.

Guests who reside in the Steigenberger Hotel Mannheim Hof, located in the centre of the second largest town in Baden-Wuerttemberg, can enjoy the amenities of a first-class hotel and a great sense of well-being. The tranquil and comfortable atmosphere of this traditional establishment is highly esteemed by private and business guests alike. From this noble town residence, guests can set off on your own personal tour of the town or explore the magnificent area of the Kurfurst.

The hotel is just a few steps away from the "Shopping Mile" of Mannheim. The Exhibition and Trade Fair Center and Congress Center are only a few hundred meters away and can be easily reached on foot.

Registration information is available online at: www.online-infos.de/eb-aca/main.htm or by e-mailing sjpsych@yahoo.com.

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**F.Y.I.**

**Call for manuscripts/papers/proposals**

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 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, style 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 you are interested in authoring an article in this special issue, 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 copies. Proposals will be reviewed, subject to an acceptance/rejection decision.

Proposals received by Aug. 1 will receive precedence. First drafts of manuscripts for those proposals accepted will be due no later than Dec. 1. Submit all proposals to: Donald R. Nims, Western Kentucky University, Tate Hall 417C, 1 Big Red Way, Bowling Green, KY 42101-3576. For questions or clarification, call Nims at 270.745.6316 or e-mail donald.nims@wku.edu.


The quarterly journal welcomes submissions that reflect issues pertinent to the health of sexual minority individuals and communities. Articles should focus on one of the following areas: new research in the field of counseling; a review of the literature that critically integrates previous work around a specific topic; introduction of new techniques or innovations in service delivery within the counseling field; or theoretical and philosophical new ideas or new ways of integrating previously held ideas.

Submissions should be prepared according to the guidelines of the most recent Publication Manual of the American Psychological Association, including the use of citations and references, and the inclusion of nondiscriminatory language. Submissions should be no longer than 16-20 pages. Manuscripts may be sent electronically as attachments via the e-mail address below. If submitting in paper form, include four copies. All work should be done in Microsoft Word. Tables 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 in your cover letter which of the journal's four areas (see above) is the most relevant for your article. Authors are expected to follow the most current ACA Code of Ethics and Standards of Practice, and they bear full responsibility for the accuracy of all references, quotations, tables, figures and overall content of submitted articles.

Submit articles to editor Ned Parley at nparley@anatolechea.edu or mail to: Ned Parley, The Center for Programs in Psychology, Antioch University Seattle, 2000 6th Ave., Seattle, WA 98121-1814. 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/OLBTC. Confirmation will be sent via e-mail.

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**SUBMISSIONS**

Tell your story of Finding Your Way

If you are interested in writing a personal story about your struggles to find your way as a counselor, send your submission to editor Jeffrey Kotler. This column, among the most popular in Counseling Today for the last 15 years, has allowed hundreds of first-time authors, as well as experienced writers, to tell their stories. The essays have been published previously in two books, Finding Your Way as a Counselor and Counselors Finding Their Way (both published by ACA).

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. Consult previous issues and the two books to get a sense of topic and style. Feel free to send a rough draft, and feedback will be provided for subsequent drafts. The most important tasks are to be personal, revealing and honest as you can about an issue or theme that might be of interest to readers. Submit submissions electronically to kotlerjeff@fullerton.edu.

**Bulletin Board submission guidelines**

Entries for the Bulletin Board must be submitted via email to cr@counseling.org, with "Bulletin Board" in the subject line. Entries should be in a Word document, single-spaced, justified. Times font in black. Please provide a contact person with an e-mail address or number to call for more information. Do not send submissions with tables, tabs, bullet points, logos/letterhead, colors or uncommon fonts. Submissions are subject to editing. The rolling deadline is the 10th of every month by close of business, ET.

**Point/Counterpoint writers wanted**

Counseling Today is seeking writers for the Point/Counterpoint column (see February 2005 issue for an example). Point/Counterpoint is a forum for two professionals to debate a hot-button issue currently in the counseling field. Proposed topics include:

- Should the counseling profession support gay marriage?
- Are counselor educators giving out too many Kv? Is the grading system too lenient?
- Multiculturalism versus diversity: Which should be embraced by the counseling profession?
- Is a school counselor's primary identity an educator or counselor? Are they a teacher first and then a counselor?
- Contact Angola Kennedy at akanneely@counseling.org if you are interested in writing on one of the suggested topics. Please add "Point/Counterpoint" in the subject line. The e-mail must include the topic you would like to write about and your stance on the issue.
Josephine Hayslip passes away at 75

Counselor remembered for her passion concerning career development and social justice issues

Josephine "Jo" Hayslip, appreciated by colleagues and acquaintances as a lifelong teacher and career development counselor and a devout friend of social justice, died from cancer at the age of 75 at the Concord Regional Visiting Nurse Association's Hospice House in New Hampshire.

In addition to her lifelong membership in the American Counseling Association, she played an active role throughout her lifetime in Counseling for Social Justice, the National Career Development Association, the Association for Multicultural Counseling, and Development, the Association for Counselor Education and Supervision, and the Association for Adult Development and Aging.

"Jo Hayslip was a wise and kind person who championed equity and inclusion of all people," said ACA President-Elect Patricia Arredondo. "She truly valued people and usually gave the benefit of the doubt to those I might have found trying. Jo was my best roommate at ACA conventions for more than 15 years. I consider her a mentor and guide for her willingness to coach and support me through my leadership pathways in ACA. I truly appreciated Jo's feminist worldview — she was a woman's woman. Her legacy was about caring and giving back to your profession. I am blessed to have had her as a close friend and colleague."

Hayslip was born in Burlington, Vt., and graduated from the University of Vermont in 1951. Upon moving to Pennsylvania, she taught English and earned her master's degree in education at Temple University. After moving to New Hampshire, she continued to teach in the public school system while earning an advanced degree in guidance and counseling at Boston University. After serving as a career development consultant in the New Hampshire Department of Education, Hayslip next completed a doctoral program at George Peabody College of Vanderbilt University. She subsequently joined the faculty at Plymouth State College as a counselor educator from 1983-94, earning professor emeritus status after retiring. Even in retirement, she continued to assist various organizations and agencies with career development training seminars and carried on her advocacy efforts for women, children and the disadvantaged.

"I knew Jo for over 20 years," said ACA Immediate Past President Mark Pope, "first through our work together in the National Career Development Association and later through our work together in founding Counselors for Social Justice. I would always see Jo at the 7 a.m. Delegate Assembly meetings every year at the NCDA conference. She was always one of the delegates from her state. What drew us together was our passion for career counseling, for the good that can come about through early and consistent career counseling... I really didn't know that she was such a social justice advocate until I saw her at the founding conference of Counselors for Social Justice, but I was not surprised. She and I and the other 25 people who put together that new organization were so happy to have this home for us within ACA." In addition to being one of the founders of CSJ, Hayslip was also a recipient of the association's 'Ohana Honors Awards, given annually to individuals in counseling who affirm diversity and advocate for social justice.

Hayslip was also a founding member and past chair of the North Atlantic Region of the American Personnel and Guidance Association (now ACA), and had served on the APA Task Force on Women. In addition, she was past president of the New Hampshire Personnel and Guidance Association and the New England Conference for Counseling and Development.

Zack VanZandt, dean of the University of Southern Maine's Lewiston-Auburn campus and professor of human resource and development, described Hayslip as selfless in her desire to help others. "Jo always wanted her leadership positions to promote future leadership opportunities for others," said VanZandt, Hayslip's co-author for the book Developing Your School Counseling Program: A Handbook for Systemic Planning. "Perhaps Jo's most outstanding trait was about caring and giving to those I might have found trying. Jo was such a wise and kind person who championed equity and inclusion of all people, and just a really exceptional human being that would help an organization. She was comfortable as the facilitator, the minute-keeper, the gatekeeper, the peacemaker, the cheerleader, the taskmaster or the historian... Because of Jo's leadership, nurturance and dedication, New Hampshire was recognized as one of the early innovators and national leaders in implementing a comprehensive developmental school counseling model. Her name is synonymous with the model, which is cited in several national publications. Jo was an inspiration for counselors in New Hampshire for over 35 years, even offering her home as a place to meet."

Janet Windwalker Jones, Native American vice president of the Association for Multicultural Counseling and Development, often roomed with Hayslip and attended the ACA Convention. After Hayslip began battling cancer and stopped attending the conventions, she and Jones still kept in touch regularly. "I visited her and her husband Ellwyn on several occasions," Jones said. "A couple of times we took rides to northern New Hampshire, where we enjoyed the foliage and shopped in Native American shops. One time we drove to the border of Vermont, New Hampshire and Canada just to stand in both countries at the same time and take pictures. She was great fun to be with. She was a terrific friend; always ready to support, always with a kind word, always making you feel loved and special."

Pope continued: "She had an infectious smile and laugh that drew people to her... She was simply one of the best human beings that I have had the opportunity to know and love."

VanZandt also echoed those sentiments, remembering Hayslip as "a perfect role model for professional counselors. Her passion for her work, her belief in the potential of individuals to be the best they could be and her 'let's-do-it' attitude created a contagious energy for getting others involved in the counseling profession. The counseling field has lost one of its shining stars, and the world has lost one of its best citizens."

Hayslip's husband of 53 years, Ellwyn F. Hayslip, preceded her in death on March 19, 2004. She is survived by her two sons, Ellwyn "Skip" Hayslip Jr. and Steven M. Hayslip; two grandsons, Ellwyn IV and Graham Hayslip; and a sister, Clara Buck.

A family celebration of Hayslip's life was planned for early June. The family requested that donations in her memory be made to either the ACA Foundation (www.counseling.orgfoundation) or to scholar- ship funds for counselor education students.
Classifieds

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ARGOSY UNIVERSITY/ATLANTA

Program Chair—Professional Counseling Program of the Georgia School of Professional Psychology at Argosy University/Atlanta. The Professional Counseling Program offers an MA in Professional Counseling and a certificate in Marriage and Family Counseling. We are seeking a leader with an earned doctorate in counseling, counselor education and supervision, counseling psychology, or a related field from a regionally accredited university, and who can hold the faculty rank of Associate Professor or Professor. This position also should be licensed or licensed-eligible as a professional counselor (LPC). Price experience in graduate teaching and academic, departmental administration is preferred. The job requires curriculum oversight, faculty hiring and evaluation, strategic planning, budget development and monitoring, program development and evaluation, interfacing with other university departments, and overseeing student recruitment and admissions procedures. The Program Chair also is responsible for coordinating the inclusion of a satellite campus in Nashville, Tennessee. We are seeking a person who enjoys both academic administration (including mentoring faculty) and teaching graduate adult learners. Argosy University/Atlanta is a campus of the Argosy University system, a private multi-campus national university with graduate programs in counseling, clinical psychology, education, and business, and undergraduate completion programs in psychology and business. Argosy University is owned by Education Management Corporation. Administration and faculty are dedicated to maintaining an environment that supports effective teaching and learning. We are also committed to fostering a culturally rich environment that values diversity. GSPP at Argosy University/Atlanta is an equal opportunity employer. Review of applications will continue until the position is filled. Applicants should submit a letter of interest, curriculum vitae, and three letters of recommendation to: Jennifer Stapel, Ph.D., Chair, Search Committee, Georgia School of Professional Psychology at Argosy University/Atlanta, 980 Hammond Drive, Bldg. 2, Ste. 400, Atlanta, GA 30328.

MISSISSIPPI

WILLIAM CAREY COLLEGE
Psychology and Counseling Teaching Position William Carey College School of Psychology and Counseling in Gulfport, MS is searching for an individual with a doctorate in Counseling Psychology or Counselor Education. The preferred candidate will be a Mississippi Licensed School Counselor, a Licensed Psychometrist, a Licensed Professional Counselor, or will be licensure eligible. Programs offered are Master of Science in Counseling Psychology, emphasis School Counseling or Psychometrics and Master of Science in Psychology, emphasis Industrial/Organizational. Applicants for the position should have a curriculum vita, a letter of intent including teaching philosophy, a list of five current references, and official transcripts. Materials should be sent to Psychology and Counseling Search Committee, William Carey College, Coast, 1856 Beach Drive, Gulfport, MS 39507. William Carey College is a private, Christian, four-year liberal arts college affiliated with the Mississippi Baptist Convention and is an affirmative action equal opportunity employer.

MISSOURI

UNIVERSITY OF MISSOURI – ST. LOUIS
Executive Director for Children's Advocacy Services University of Missouri-St. Louis seeks Executive Director for Children's Advocacy Services of Greater St. Louis which provides services to sexually abused children. Additional information on this position and the Center can be found on its website: http://www.udl.edu/missouri/centers/child-advocacy-services. The University of Missouri-St. Louis is an equal opportunity employer. Applications must be submitted by April 15, 2005. For more information, contact the Search Committee at (314) 516-6181. The University of Missouri-St. Louis is a leader in the development of the human services field and is actively recruiting candidates who represent the diversity of the community it serves. The search Committee is committed to ensuring the diversity of the campus community. We strongly encourage candidates from diverse backgrounds to apply.

NEW MEXICO

SOUTHWESTERN COLLEGE
The Board of Trustees at Southwestern College invites applications for the position of President to be filled September 1, 2005. Founded in 1976, SC is an accredited independent and private nonprofit graduate school located in Santa Fe, NM. SC employs 15 full-time faculty and staff and 30 part-time faculty members with a balanced $2 million annual operating budget. SC offers graduate degrees in Counseling, Art Therapy and Grief and Loss Counseling to 170 students. SC also offers professional certificates, community education programs and operates the Southwestern Counseling Center. The academic program at SC emphasizes the spiritual dimension, is non-denominational and uses a transformational approach in preparing mental health professionals. The successful candidate must hold a Ph.D. in a related field, have a systems approach to management, experience as an educator and business administrator as well as experience in fund raising and community leadership. Please send a resume and cover letter with a writing sample and 3 professional references to: Kristina Tune 2978 Fiano Blanca, Santa Fe, NM 87507. www.sc.edu. Southwestern College is an Affirmative Action/Equal Opportunity Employer.

IMMACULATA UNIVERSITY
Assistant Professor, Tenure Track: Graduate Psychology Department faculty position; assistant professor, tenure track. Primary responsibilities include teaching, advisement, and departmental activities. Familiarity with community mental health systems and agency processes desirable; earned doctorate in counseling psychology preferred; Requirements: PA psychology licensure eligibility, national certification as a counselor or licensed as a professional counselor; resume, official transcripts, 3 reference letters. Send material to Psychology Search Committee, Box 500, Immaculata University, Immaculata, PA 15634 (EOE).

IMMACULATA UNIVERSITY
Assistant Professor, Tenure Track: Graduate Psychology Department faculty position; assistant professor, tenure track. Primary responsibilities include teaching, advisement, and departmental activities. Familiarity with community mental health systems and agency processes desirable; earned doctorate in counseling psychology preferred; Requirements: PA psychology licensure eligibility, national certification as a counselor or licensed as a professional counselor; resume, official transcripts, 3 reference letters. Send material to Psychology Search Committee, Box 500, Immaculata University, Immaculata, PA 15634 (EOE).

Director of the Human Services Agency
San Mateo County has an exciting career opportunity for an experienced, mature leader to oversee and administer the network of social services to San Mateo County residents who are in need or at risk. In this highly visible role, the Director will work and collaborate closely with staff, nonprofit organizations and community partners to ensure that all individuals and families become healthy, productive, contributing members of our community. The position calls for a visionary and passionate administrator with a broad understanding of human services and the needs of our clients. This position offers many challenges and opportunities to have a positive impact on our community.

The Human Services Agency has five divisions which includes Children and Family Services, Self Sufficiency, Community Prevention and Early Intervention, Substance Abuse and Related Services, Community Services, Program Support and a Planning and Evaluation Unit. This position oversees a staff of 731 and has a budget of $185 million.

We seek a dynamic Director who will be a strong leader in establishing innovative programs in a collaborative manner with many partners. As a leader, the new Director will create an environment of trust and partnership in building diverse coalitions with all stakeholders. The Director must be a leader and have effective methods of resolving controversial issues with individuals representing diverse viewpoints. A committed, confident and charismatic individual with a high level of integrity represents an ideal blend of attributes for this position.

In the heart of California's San Francisco Peninsula, San Mateo County offers an exciting, challenging position with excellent compensation and benefits. To learn more about this position and how to apply, please visit our website at www.co.sanmateo.ca.us or call Employee & Public Services at (650) 383-4434.

Final filing date: June 30, 2005

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MOUNT MARY COLLEGE
Program Director
Mount Mary College, Wisconsin's oldest Catholic College for women, is seeking an individual to contribute to the realization of our mission through the role of Program Director for Community Counseling. This is a full time tenure-track position in the Behavioral Science Department beginning August 2005. The successful candidate will provide academic and administrative leadership for this Master of Science in Community Counseling degree program. A doctorate in Counselor Education, Counseling Psychology, or equivalent; successful college teaching experience; and ability to work with diverse populations are required. Program development and implementation experience are highly desirable. With current enrollment at 1,600, Mount Mary is devoted to providing a strong education in an environment that reflects high values, blending the liberal arts and professional preparation. The Graduate degree programs of the College are open to men and women. Mount Mary is an equal opportunity employer encouraging minorities, women, veterans, and individuals with disabilities to apply. Review of applications will begin immediately, and continue until the position is filled.

Send a letter of application, current curriculum vitae, transcripts, and three recent letters of recommendation c/o: Madeleine Smith, Human Resources, Mount Mary College, 2900 N. Menomonee River Parkway, Milwaukee WI 53222-4597. Email: brads@mmtmary.edu. Fax: 414-443-3603.

Nova Southeastern University is seeking applicants for assistant professor positions for counselor education programs, including mental health counseling. The successful candidate will have an earned doctorate in Counselor Education, Counseling Psychology, or related field. Review of applicants will begin immediately and continue until positions are filled, with an August 2005 start date. Please apply on-line to Position #995192 at www.nsujobs.com. Visit the school's website at www.nova.edu Nova Southeastern University is an Equal Opportunity/Affirmative Action Employer.

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- September 11th: Lessons Learned - Jane Webber and Barry Mascari
- Personal Reflections From Service Center Six, Staten Island - Tom Query
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- Understanding and Working with Acute Stress Disorder - Michael Dubi, Samuel Sanabria
- Compassion Fatigue: Our Achilles Heel - Eric Gentry
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Loomis, Sayles & Co. steps up to plate for kids

According to Dave Cooke, vice president and portfolio manager in the Detroit office of Loomis, Sayles & Co., his corporation looks for ways to make a difference in children's lives. The 78-year-old investment management firm focuses its philanthropy on the needs of children, particularly disadvantaged children living in communities where Loomis, Sayles has a presence.

So when American Counseling Association Foundation trustee Jane Goodman approached Cooke on behalf of ACAF's Growing Happy and Confident Kids project, Cooke knew he had a winner. Not only was Goodman a longtime customer in the Detroit office of Loomis, Sayles, but the project she proposed also fit Cooke's charitable giving guidelines perfectly.

Before long, the ACA Foundation received a $5,000 grant from Loomis, Sayles. The essential and much-appreciated funds allowed the ACA Foundation to launch the Growing Happy and Confident Kids project earlier this year with confidence. Thanks to Dave Cooke, Loomis, Sayles and others, hundreds of children across the nation will benefit from this exciting project that provides children's literature to counselors for their work with elementary school children.

Other corporations interested in supporting Growing Happy and Confident Kids are encouraged to contact the ACA Foundation at 800.347.6647 ext. 350.

Third quarter ACA fiscal report

BY JANE GOODMAN

In an effort to keep the membership fully informed and simultaneously comply with Governing Council policy, quarterly fiscal reports are issued in Counseling Today. This quarterly report (summarizing Jan. 1-March 31, 2005) represents the third report for the fiscal year ending June 30.

The balance sheet presented with this report is intended to reflect the American Counseling Association's financial position at any given point in time. The balance sheet gives a picture of the association's financial position as of March 31.

At March 31, ACA owned $7,648,457 in assets. Of these assets, $5,620,361 was in cash and investments. In addition, ACA holds a $1 million note from its landlord at an above market rate of 8.25 percent.

At March 31, the association's liabilities included vendor fees of approximately $668,138, staff salaries and benefits of $388,974 and fees collected on behalf of related organizations of $87,622. Member benefits to be fulfilled total $3,578,839 and appear as a liability because ACA receives membership revenues annually while paying member benefits monthly.

As this balance sheet indicates, ACA's net worth at March 31 is $2,924,883. This indicates that the association remains financially positive. However, efforts must continue to be made to ensure the association's long-term stability.

At March 31, the association is reporting $160,782 in excess expenses over revenues. ACA's revenues are $78,729 higher than those reported last year because of the tremendous success of the ACA Convention in Atlanta. Expenses incurred through the third quarter are $476,974 higher. The ACA Financial Affairs Committee will continue to monitor the association's revenues and expenditures on a monthly basis. ACA intends to continue developing more programs as it realizes greater success in its legislative activities, while also providing established programs and benefits to its members.

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

If you have questions about this report or need clarification, please contact ACA Treasurer Jane Goodman via e-mail at goodman@oakland.edu.
We need your help! Letters and phone calls from constituents are the most effective way of getting members of Congress to take action. Following are a few of the current high-priority federal policy issues on which the American Counseling Association is working, and contacts by counselors can make a big difference in our 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 core mental health professionals required to practice under physician referral and supervision. The House is expected to adopt language establishing independent practice authority for counselors, but at press time, the Senate Armed Services Committees has yet to approve this provision. Congress will put the finishing touches on the Fiscal Year 2006 “National Defense Authorization Act” in early June, so it is vital that counselors contact their members of Congress to urge inclusion of these counselor-recognized provisions.

Although every counselor should ensure that their representatives support independent practice authority for mental health counselors, it is especially vital for counselors to call if they are constituents of members of the House or Senate Armed Services Committees. To see if your lawmakers are on the committees, visit http://armedservices.house.gov and http://armed-services.senate.gov.

Advocacy

Who to Contact
Your Senators and Representatives

Capitol Switchboard
202.224.3121
www.house.gov
www.senate.gov

Message
“As a constituent, I am contacting you to urge you to include provisions in the defense authorization bill to allow soldiers increased access to mental health services provided by Licensed Mental Health Counselors. These counselors are the same choice of provider under Medicare as is enjoyed by most private-sector beneficiaries, and in many medically underserved communities, Licensed Professional Counselors are the only accessible mental health providers. Sadly, older Americans remain the demographic group most at risk of committing suicide. Counselors are the only accessible mental health providers. Sadly, older Americans remain the demographic group most at risk of committing suicide. 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 core mental health professionals required to practice under physician referral and supervision. The House is expected to adopt language establishing independent practice authority for counselors, but at press time, the Senate Armed Services Committees has yet to approve this provision. Congress will put the finishing touches on the Fiscal Year 2006 “National Defense Authorization Act” in early June, so it is vital that counselors contact their members of Congress to urge inclusion of these counselor-recognized provisions. Although every counselor should ensure that their representatives support independent practice authority for mental health counselors, it is especially vital for counselors to call if they are constituents of members of the House or Senate Armed Services Committees. To see if your lawmakers are on the committees, visit http://armedservices.house.gov and http://armed-services.senate.gov.

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 nation’s schools. The school counseling program is important to me and to hundreds of thousands of students across the country.”

Who to Contact
Your Senators and Representatives

Capitol Switchboard
202.224.3121
www.house.gov
www.senate.gov

Message
I’d like the Senator/Representative to reject President Bush’s proposal to eliminate funding for the Elementary and Secondary School Counseling Program in Fiscal Year 2006. In addition, I strongly urge the Senator/Representative to support sufficient funding to allow middle and high schools, as well as elementary schools, to benefit from this program. ESSCP is the only federal program devoted to supporting counseling programs in our nation’s schools. The school counseling program is important to me and to hundreds of thousands of students across the country.”

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 now for establishing coverage of state-licensed professional counselors. Although the Senate has passed counselor coverage legislation, 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. Seniors deserve the same choice of provider under Medicare as is enjoyed by most private-sector beneficiaries, and in many medically underserved communities, Licensed Professional Counselors are the only accessible mental health providers. Sadly, older Americans remain the demographic group most at risk of committing suicide.

Who to Contact
Your Representatives

Capitol Switchboard
202.224.3121
www.house.gov
www.senate.gov

Message
“As a constituent, I am calling to urge the Representative to sponsor and support legislation to establish Medicare coverage of medically necessary outpatient mental health services provided by state-licensed mental health counselors. Legislation accomplishing this — the "Seniors Mental Health Access Improvement Act," introduced by Senator Craig Thomas — passed the Senate in 2003 and has been reintroduced this year as S. 784. There is not yet a House bill to establish coverage of Licensed Professional Counselors, and I urge you to consider sponsoring such a bill. Establishing coverage of Licensed Professional Counselors — who meet the same level of education and training standards as other mental health professionals long covered by Medicare — is a cost-effective way to address the devastating problem of mental illness among the elderly, which contributes to older Americans being the demographic group most at risk of committing suicide.”

ACA Call to Action — BY SCOTT BARSTOW, CHRISTOPHER CAMPBELL AND DARA ALPERT
A Malpractice Lawsuit Could Derail Your Career

With Professional Liability Coverage for Counselors

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