Yalom to keynote ACA Convention

World-renowned psychiatrist to speak on use of literature in teaching of psychotherapy

BY ANGELA KENNEDY
SENIOR STAFF WRITER

Best-selling author and group counseling pioneer Irvin D. Yalom will kick off the opening session at the 2005 American Counseling Association Convention in Atlanta on April 8. In line with this year’s theme, Yalom, a professor emeritus of psychiatry at Stanford University, will address the importance of creativity in counseling and the role it has not only in counselors’ lives, but also in the lives of their clients. Yalom has emphasized the creative force in his existential and group textbooks and in his very successful nonfiction works, which capture the essence of therapy.

In his presentation, Yalom, will discuss clinical material from his practice and address the general topic of using literature as a form of teaching psychotherapy. He will focus particularly on his new teaching novel The Schopenhauer Cure, meant to clarify the following themes for students:

- The strategies and tactics of the group therapist
- The use of process in group psychotherapy
- The meaning of existential psychotherapy
- How clients undergo change in the therapy group
- The relevance of Arthur Schopenhauer’s philosophy for the field of psychotherapy
- Strengths and weaknesses of the field of clinical philosophy
- The impact of death awareness upon the conduct of life

Yalom has been a widely honored expert and teacher of this medium for the past 30 years.

AASCB to present session on licensure portability

Attend and learn more about portability requirements, credential registry

BY ANGELA KENNEDY
SENIOR STAFF WRITER

The American Association of State Counseling Boards is an alliance of state government agencies responsible for the licensure and certification of counselors across the United States. With the help of the American Counseling Association and other affiliate organizational members, AASCB has drafted and approved a portability plan and also established the National Credential Registry.

At the ACA Convention in Atlanta, AASCB leadership will present an Education Session "New Developments in Counselor Licensure Portability" and announce important information.

Continued on page 15

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School counselors face job elimination

In a 4-3 vote on Feb. 15, the Rochester (Minn.) Public School Board voted to eliminate five elementary school counseling positions in the district as part of an effort to reduce the budget for the 2005-2006 school year. Currently, the Rochester School District has 7.8 elementary school counselor positions for 15 buildings—five funded through the school board’s “regular fund” and the remainder through Title IV and compensatory funds.

At press time, the Rochester School Counseling Coalition was attempting to rally support in an effort to get the school board to reconsider its decision. The American Counseling Association is among the organizations that wrote letters in support of RSCC and compiled information demonstrating the essential need for elementary school counselors. Other groups supporting RSCC include the American School Counselor Association, the Minnesota Counseling Association, the Minnesota School Counselors Association, Transforming School Counseling: Education Trust and the National Center for School Counseling Outcome Research.

While five school counselors will lose their jobs if the Rochester school board stands by its decision, the impact of the decision will be much more widespread, said RSCC and its supporters. Most of the services in the district’s elementary schools will be gone, said RSCC representatives, virtually eliminating a connection with at-risk students and community agencies, assistance to students through primary interventions and support for parents with needed services for their children through a referral and follow-up process. “Counseling services are a necessity in schools—not an extra that can be cut,” RSCC said in a letter to area education leaders.

The ramifications of the school board’s decision could also extend well beyond the borders of the Rochester School District. “Statewide, since Minnesota does not have mandated K-12 counseling, we may see the same thing happening in other districts where there is already a low number of elementary counselors,” said Mary Fawcett, who serves on the faculty in the Counselor Education Department at Winona State University in Winona, Minn. “Nationally, there could (also) be a trend with President (George W.) Bush’s budget proposal to cut all K-12 school counselors.”

For more information on the efforts of RSCC, developed and coordinated by the Education Trust faculty at Winona State, visit www.winona.edu/counselor/education/rsccframeset.htm.

Testing debate may move to legislature

Efforts to achieve consensus on the use of psychological tests and assessments by counselors and other master’s level professionals in Indiana have so far been inconclusive. The lack of a compromise may lead the state’s legislators to try to resolve the issue. Indiana law requires the state’s psychology board to develop a list of “restricted tests” that can only be used by psychologists. Last May, then-governor Joseph Kernan rejected the psychology board’s most recent proposal, which would have placed 235 different tests and assessments off limits to counselors.

Indiana psychologists have been trading proposals with a coalition of state and national organizations (including the American Counseling Association) representing counselors, marriage and family therapists, speech-language pathologists, occupational therapists, physical therapists and social workers. The most recent proposals under discussion would eliminate the call for a restricted test list but stipulate that individuals using psychological tests and assessments either have a doctoral degree or complete coursework focusing on testing issues in addition to accumulating specific post-degree experience.

The coalition is attempting to ensure that any resolution to the testing issue does not create other restrictions on the scopes of practice of counselors and other providers, such as prohibiting the use of the Diagnostic and Statistical Manual of Mental Disorders. State Sen. Patricia Miller, chair of the Senate committee with jurisdiction over health care professional issues, introduced a “placeholder” bill (S. 591) this year that includes such a provision. The coalition intends to work with Miller and Indiana psychologists in an attempt to reach an acceptable compromise.

Committee considers Dx/Tx authority

The Nebraska Licensed Mental Health Practitioners’ Technical Review Committee is considering a proposal by the Nebraska Counseling Association and others to allow the state’s Licensed Professional Counselors, marriage and family therapists, and clinical social workers to diagnose and treat individuals with major mental disorders. The NLMPH Technical Review Committee held a public hearing on the proposal Feb. 4.

Supporters point out that large areas of Nebraska suffer from a shortage of mental health professionals and contend that current regulations requiring physician or psychologist referral and supervision significantly exacerbate the problem. Supporters also stress that their professions’ ethical codes prohibit them from practicing outside their areas of expertise.

ACA is working in support of NCA’s effort. In a memo sent to NCA Executive Director Kevin Kaminiski and shared with the Technical Review Committee’s chief of staff, ACA Director of Public Policy and Legislation Scott Barstow compared the proposal to the framework governing other professionals: “Many physicians are unfamiliar with the DSM-IV and are hence arguably unqualified to see patients presenting with symptoms of a mental disorder. State laws, however, do not prevent physicians from doing so. It is instead physicians’ code of ethics and standards of practice which require them to decline to treat, and to instead refer to a colleague, those patients with a mental disorder, should they not be qualified through education, training and experience to diagnose and treat in this area. This same reliance on practitioners’ codes of ethics, standards of practice and on licensing boards—not on state laws—to prevent inappropriate diagnosis and treatment should be adopted for Licensed Professional Counselors.”

The NLMPH Technical Review Committee is expected to issue a recommendation on the proposal later this year.
Focus on terrorism misses significant area of trauma

January’s article in *Counseling Today* on terrorism and trauma ("Trauma: Anguing lives affected by terrorism"), while interesting and informative, was disappoiting to me as a professional who has worked in the field of trauma prevention and treatment for the past 20 years. I was dismayed that an article on trauma focused solely on terrorism, when interpersonal violence effects a greater number of people in our country and throughout the world.

Over the years I have experienced the many challenges, changes and epiphanies that have occurred within the field of trauma diagnosis and treatment. In my practice I specialize in working with individuals who have experienced the trauma of sexual abuse and related interpersonal post-traumatic stress disorder and physical and emotional abuse. I have also worked with individuals who have experienced workplace accidents that resulted in dramatic changes to their lives, natural disasters where family died and homes were destroyed, automobile accidents resulting in injury or death, and trauma related to crimes such as robbery and murder.

But the most frequent and long-lasting of traumas that people experience are those that occur within their family relationships and the homes, where they are supposed to be safe.

From my perspective, I find that what our country may not realize is that before the Oklahoma City bombing, the Columbine shootings, the Sept. 11 terrorist attacks and international terrorist events such as the siege of the school in Russia, interpersonal violence was already affecting the lives of people—women, children and men—and had been for a number of years and at a much more significant level for a much longer period of time. To bring this reality home let me give an example of the childhood trauma of sexual abuse.

The U.S. Department of Health and Human Services estimates that 12 percent of our children are sexually abused in the United States each year. This figure indicates that more than 500,000 children are sexually abused each year—when we use current population trends (Census Bureau, 2000). This esti-
From before graduation to maturation: Stay with ACA

I can still remember being so excited that my hands trembled. It was March 1971 and, as a graduate student in a master's program in counseling, I had just received my first copy of The Personnel and Guidance Journal (now the Journal of Counseling & Development). The periodical was compact in size but packed a wealth of information for thought, unique. After all, who gets emotionally charged from receiving a professional journal? Yet the feeling of exhilaration I had that brisk spring day was genuine. I fell in love with the profession of counseling long before I fell in love with my wife. In reflecting on that time 34 years ago, I realize the value of becoming a member of the American Counseling Association and how it has impacted my life.

First, membership in ACA has brought me a deeper awareness of the people who have shaped the counseling profession. The authors, editors and creators of books, journal articles and theories frequent ACA conventions. Most are friendly, open and willing to share their insights. For instance, in 1982, my first year as a counselor educator, I met with Gerald Corey at the ACA Convention. He did not know me, but he was approachable and engaging. Since then, I have had discussions with other well-known and interesting professionals such as Sunny Hansen and Courtland Lee. These encounters have left a lasting mark in my memory that transcends time and place.

Another motivation for joining and continuing to be an ACA member is an increased depth in the knowledge of counseling. Becoming a counselor is developmental. It takes time to master skills, and trying to do so alone is like attempting to have a party without guests. Individuals who are most satisfied in their careers are those who grow from year to year through a variety of experiences. Maturity as a profession does not come with years of living; it requires effort — specifically, lots and lots of reading, writing, viewing, reflecting and experience! I have found that ACA events and products offer me the opportunity to learn how to work with a variety of clients. I am challenged in my thinking by reading ACA books and viewing our association's videotapes and CDs on subjects ranging from theories to ethics. I find my membership has brought me increased understanding of counseling in general as well as specialized skills and enabling abilities.

Finally, there is the matter of being able to give to others and to receive services. Explore the ACA website (www.counseling.org). There you will find a wealth of information, including opportunities to provide and obtain services. For instance, the website can help you assist others in times of crisis by providing you information on how to volunteer for or donate to reputable relief organizations such as the American Red Cross, an organization with which ACA has a strong relationship. Likewise, there are periodic calls for volunteers to join ACA committees or to serve on ACA offices on the website. There are continuing education courses offered on the site. Ways to order stimulating new products in counseling are there as well. Call for more information. I hope the thrill I felt when my first ACA publication arrived never fades. It is a sensation that counters temptations to see life from a jaded perspective. The people, conversations, publications, conventions, continuing education experiences and other opportunities that are part of counseling and the ACA experience have value that goes way beyond the moments in which they occur. For me, they have been well worth my time and money. Through my continued investment, I have learned much and grown as a result. However, it has been a gradual and sometimes uneven process akin to the following lyrics by Ringo Starr: "Got to pay your dues if you want to sing the blues, and you know it don't come easy."

Easy? "No!"

Exciting? "Yes!"

Well worth it? "Definitely!"

It is why, in maturity, I look back to a March of many years ago with gratitude and thanksgiving.
An opportunity not to be missed in Atlanta

The staff and I were very pleased when, just before Valentine's Day, we received our 2,500th registrant for next month's American Counseling Association Annual Convention in Atlanta. Having this many registrants so many weeks out certainly lets us know that this will be one of the best attended conventions in several years. In fact, compared with the last several years this many weeks out, the Atlanta convention has eclipsed all those other events in terms of pre-convention registrations!

Why would so many people be interested in this year's convention? There are many reasons. For example, this year's event is being held in a good location that is incredibly easy to fly into directly from hundreds of cities both inside and outside the United States. Couple that with what seems like the ongoing airfare wars and reasonable hotel rates, and all of a sudden, this has become an affordable, content-filled convention full of all sorts of networking and career enhancement opportunities!

The other major reason for the spike in attendance has to do with ACA's attempts to meet your needs as professionals, counselors, counselor educators, emerging professionals or graduate students. Let's face it, the reason we exist is to serve you!

If you have been toying with the idea of attending an ACA Convention, let me encourage you to seriously consider our gathering in Atlanta early next month. With the accessibility to Atlanta, the more than 400 Education Sessions and a new and enhanced career services center, why let this opportunity pass you up for yet another year? Visit the convention area of the ACA website at www.counseling.org/convention to read all about what has been planned with you in mind. You'll find great amounts of information about the upcoming convention throughout this issue of Counseling Today as well.

Over the years, I have gone from never asking for directions when I am driving in a new area to often asking for directions (even when I have been in the area before!). ACA has a long and proud tradition of serving the profession. However, at times it may have appeared that we were not asking for directions. We were not responding as quickly to the needs of members because of other issues, such as being too focused on organizational or structural issues of the organization.

At the end of the day, when it is time to renew your membership in ACA, does the structure of our governance really outweigh the need for you to have the resources, materials or networking opportunities to be the best possible counselor? I don't think so, and I want to openly congratulate the leadership of ACA for realizing this important fact. The ACA leadership, along with the staff, knows that our responsibility includes how best to represent and meet the needs of the profession, and to install public confidence and trust in the profession. Your representatives on the ACA Governing Council, as well as division leaders and branch officials, have been doing a great job of listening — and responding — to your needs.

In this column, I have often asked you to share with me your thoughts, comments and suggestions. In fact, I will do so again as I close. For those of you who have communicated with me, thank you. For those who have not but have something to say, I encourage you to share that information. While we as an association of nearly 45,000 members, may not be able to say "Yes" to every request, we can at least look at how best to meet the many needs of our members. This is our commitment, and it makes our job to hear from you that much more important!

Over the next several months, ACA will be featuring more new products, services and resources designed specifically for the counseling profession. And these resources will not be limited to those who are at the midpoint of their careers. We will have opportunities for students, new professionals and those of you heading into retirement as well. Keep checking our website and reading Counseling Today to see what we have in store for you. And please let staff and leaders know what you think about our latest offerings.

As always, please contact me via e-mail at ryep@counselorg or via phone at 303-466-3191. And these resources will not be limited to those who are at the midpoint of their careers. We will have opportunities for students, new professionals and those of you heading into retirement as well. Keep checking our website and reading Counseling Today to see what we have in store for you. And please let staff and leaders know what you think about our latest offerings. As always, please contact me via e-mail at ryep@counselorg or via phone at 303-466-3191.
A journey toward cultural understanding

It was May when three Japanese women happened to become the victims of a robbery committed by a young African-American male. The robber punched one of the women twice and slapped another to the ground while taking their money. There were several African-American men close to the scene, watching the incident. “No, no, please, no!” one of the women repeatedly screamed at the robber and to the men. When she saw the silent eyes of the men, she picked up a handbag on the ground that belonged to one of the women and urged her companions to run. I was one of the women.

After the incident, I began experiencing physical tension whenever I saw an African-American male approaching me. I tried to take my friends’ advice. I started wearing tough-looking sunglasses and became very cautious when walking by myself, yet a generalized fear of African-American males who were strangers was building inside of me. Still trying to resist the fear and negative stereotyping of African-Americans, I received another shock when I learned that one of my best friends, who happened to be an African-American male, had been lying to me for years. I felt rejected and traumatized by African-Americans at large, especially as I was seeking acceptance from their community. Saying I was conflicted would be an understatement.

Before arriving in the United States, I had positive stereotypes of African-Americans based on my love of soul music and the warmth I had felt through limited interactions. Now, the more contact I was having with African-Americans in the United States, the more I was wondering about some of the behaviors and characteristics I had experienced.

There were everyday behaviors in addition to the traumatic ones that perplexed me. For example, people in the city where I lived would smile and greet strangers on the street. It was a new custom for me that I liked and so began practicing. Then I found that the African-American people I encountered were less likely to smile back at the Americans of European descent. One of my African-American friends laughed and explained that it was because many African-American people, “in their minds,” automatically think that those of other races do not like them. I learned later that racial minorities sometimes internalize prejudice and negative stereotypes, which possibly correlates to their reactions to me. Nonetheless, these racial issues were clearly more complex than I had ever expected.

I spent my first year in the United States improving my English proficiency in an English as a second language program. The next year, I was admitted to a counseling program that provided various opportunities to reflect and learn about my own cultural identity, values and assumptions, which were constantly bumping up against American cultural norms. Expectations surrounding classroom behavior (for example, active verbal participation in class discussion) and relationships with my peers and the faculty were very different from those of my own culture. This learning process, coupled with my adjustment to a new culture, fundamentally impacted both my personal and professional identity development.

The program’s emphasis on multiculturalism helped me further my own cultural identity, which in turn brought increasing resolution to my developing cultural mistrust of African-Americans. I learned about African-American culture in general and the diversity within their community by interacting with classmates, reading books and watching movies about slavery and its enduring effects. After reading about pervasive poverty, unbalanced access to resources and the harmful effects of racism, I became enlightened to the historical and social context of the problems that many African-Americans face. I was stunned by the disproportionate poverty and unemployment rates, along with the high incarceration and homicide rates, for young African-American men. Research has indicated that poor children are more likely than their affluent counterparts to...
Developmental theory and communicating effectively with young children

As a counselor of young children, many parents frequently ask me how to communicate effectively with their children. Similarly, as a counselor educator, students often ask me how developmental theory informs and guides counseling practice. These seemingly disparate questions essentially have the same answer: Developmental theory is necessary to understand not only critical stages but, more importantly, what modalities of expression and communication the child is able to use. To effectively communicate with children and permit developmental theory to guide our practice we must understand the "languages" children speak as they mature. The purpose of this article is to share a framework for understanding and using developmental theory to speak to children in the non-verbal world they know best: action-based play and fantasy.

To simplify the multidimensional complexity of human psychological and physical development, theorists have attempted to describe maturational processes in one domain at a time. Students routinely study developmental theorists that have examined cognitive, psychosocial, moral, psychosocial, and interpersonal development, to name but a few. The problem students have with developmental theory is that they tend to view only a single domain of the child's development at a time. As good counselors we seek to view a child from a holistic lens and understand a child's thoughts, emotions, personality and world-view concurrently. If we ask ourselves what commonalities most or all developmental theorists share in their view of children, we begin to understand and conceptualize a mega-developmental model to guide our work with children as parents and therapists.

If we look at the world of the very young child between birth and 2 years of age we see a variety of maturational progressions that theorists have described using stages and issues. Where theorists share common ground is that the child experiences all of these developmental issues in the same modality of body-based action. During this early developmental level a child does not have access to language or to play, therefore he or she experiences and constructs meaning of the world through rituals of physical action. Regardless of the developmental issue being negotiated, the child at this age has only one venue from which to engage the world. To effectively communicate with a child of this age we don't need language or even pretend play. We need to physically interact in a nonverbal manner to communicate with the child.

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ACA Keynote Panel to discuss the many connections between effective counseling and the creative process at Atlanta convention

BY JONATHAN ROLLINS
EDITOR-IN-CHIEF

Jeffrey Kottler was slightly annoyed when the phone rang. Contemplatively consumed by his latest book project, he had gotten up at 6 a.m. to create and was now in a groove. The phone call threatened to interrupt his creative flow. And besides, he thought, who could be calling this early in the morning?

Only after he answered the phone did he realize that it wasn’t as early as he had thought. It was 8 a.m., the time Kottler himself had instructed the interviewee to call. Without realizing it, he had been writing for nearly four hours straight, totally absorbed by his subject matter — the sometimes fine line between creative genius and madness.

Kottler, professor and chair of the Counseling Department at California State University-Fullerton, is also the author of 65 books. "Each has arisen from an intensely personal issue or question that I have," he said. "Each book starts as a personal search to find answers in my life."

The book he is currently working on (working title, The Art of Madness) is no different. Kottler admits that, as a counseling professional, one of his deepest fears is going crazy. That fear has led him to explore the stories of numerous creative geniuses who struggled with mental illness, including Ernest Hemingway, Sylvia Plath, Charles Parker, Judy Garland, Lenny Bruce, Brian Wilson and others. But what also engrosses Kottler is the potential for healing and growth that creative outlets provide, both to counselors and their clients. As moderator of the American Counseling Association Keynote Panel at the ACA Convention in Atlanta, Kottler will join panelists Janice L. DeLuccia-Waack, Courtland C. Lee, Daya Singh Sandhu and Ann Vernon to discuss "Giving Creative Form and Substance" (April 9, 9:30-10:30 a.m. in the Omni Hotel Grand Ballroom).

Creativity is an often overlooked aspect of counseling that deserves more focus, said ACA President Samuel T. Gladding. "That's why he chose "Counseling: A Creative Force in the Fabric of Life" as the theme of this year's convention. "We, as counselors, have the ability and opportunity to not only help clients but society at large in regard to thinking in more diverse ways and generating realities that will make society better," he said. "In counseling, we look at the transition from choice to change. People don't change unless they have choices, and the more choices they have, the more opportunity they have."

The idea behind this year's ACA Keynote Panel, Gladding said, is that counselors can benefit both professionally and personally, from learning more about the creative process and its therapeutic benefits. He also hopes that, through hearing the personal stories of the five panelists, more counselors will be encouraged to find their voice and pursue their own creative endeavors. "I believe that there are a lot of ACA members who want to share their insights with others," Gladding said, "but they do not know how or they are intimidated by what a person must go through to come out with a text or manuscript that is substantial and publishable."

The panelists explored that notion and encouraged their clients to become more creative problem-solvers that are holding them back from making positive changes in their lives. Would-be writers in the counseling field have to challenge their own negative thinking, Kottler said, just as they challenge their clients' needs to make excuses. "Everyone has a lot of good ideas," Kottler said, "but what does it take to turn those ideas into reality?"

Kottler also noted another parallel. "Being creative is about taking risks, investing time and energy and, sometimes, operating without a net," he said. "That's what creative counseling means, too."

DeLuccia-Waack, an associate professor in the Department of Counseling, School and Educational Psychology at the University at Buffalo-SUNY, cited two reasons why she thinks it is important for counselors to give their creativity form and substance. "One is that creativity, and creative interventions, are very useful in counseling," she said. "People can sing, dance, draw and write down thoughts, ideas and feelings about how they want to be that they can't verbalize. It's important for counselors to understand their own creative processes in order to help our clients and our students. Second, counseling is an art form, and people can learn from each other new and creative ways to intervene in counseling."

Said Sandhu, professor and former chair of the Department of Educational and Counseling Psychology at the University of Louisville, "I strongly agree with the creativity panel's theme for many reasons. Counseling is considered essentially both a science and an art. The scientific knowledge about our field helps counselors become competent, but they can't become effective unless, like an artist, they have the creativity and sensitivity to enter their clients' inner world. It also takes a counselor's creativity to generate multiple and varied strategies and solutions to help clients solve their problems."

He concluded: "I believe that the counseling process is a series of creative steps: From the beginning to the end, a counseling session demands creative thinking in developing and maintaining rapport with the client, exploration of issues, creative problem-solving skills and emphasis on construction of new and alternative options. So much so that even strategic questioning requires a lot of creativity. For all these reasons, counselors must reach their untapped resources of creativity to give it an artistic form to access their clients. Hopefully, the resolution of their clients' problems in the form of success should become the very substance of counselors' and clients' creativity."

Tapping into many sources of motivation

Each of the panelists has a slightly different motivation for pursuing their ideas from "inspiration to perspiration to product."

"My writing is based on my vision of what the counseling profession could be and my passion for the issues that I believe in," said Lee, a past president of ACA. "Although there is much perception involved in writing, the impact that my creative endeavors have had on the profession has been my inspiration."

DeLuccia-Waack said she has always had the desire to be creative. Her first attempt at professional writing came when she was in the fifth grade. She entered an essay contest and won first place. "I was only then was I inspired by Don McLean's "American Pie" to reflect her concern about pollution and the environment. Reader's Digest chose not to publish the fledgling writer, but didn't dampen DeLuccia-Waack's creative spirit. At the same time, she said, her creative pursuits remain pragmatic. "I see a need," she said, "usually from working with my students or counselors in the field, and I think, I know about that, and no one else seems to have written about it." For example, her friend had written songs and music for children of divorce, DeLuccia-Waack said, "but was too busy as a middle school counselor to turn it into group interventions. I said, 'I can do that.'" The result was one of her two solo book projects, Using Music in Children of Divorce Groups: A Session-by-Session Manual for Counselors.

"I struggled when I write," she said, "but I do think that I enjoy the process and that there is something therapeutic for me.
“...it was the creative process or my divergent thinking that opened the new vistas, new hopes and the refreshing prospects for me in the United States.”

He continued, “In the face of both micro and macro frustrations, unpleasant and many wrenching experiences in both my personal and professional life, I dare to say that creativity has been the source of strength that not only helped me to survive but also to prevail. It is due to the creative force that my hurts were positively transformed into inner tranquility, peace and personal growth. I strongly believe that through the creative process, my inner pain was restructured and crystallized into spiritual yearning, developing and maintaining more love and appreciation for my life and for my work.”

**Goals of the panel**

Sandhu hopes that those who attend the ACA Keynote Panel will emerge with a greater appreciation of the pivotal role that creativity plays in counseling. “I am also hoping that the participants will be more convinced that it is their creativity that can help them to become more effective in their personal lives and in the lives of their clients,” he said. “It is creativity that helps humans cope with crises, view their problems differently and activate the zest of life.”

Vernon said she wants those who attend the panel to leave knowing “that there are many ways to write and that it doesn’t seem like drudgery if you are able to be creative and innovative.”

Kottler, who has helped more than 100 first-time writers tell their stories in the “Finding Your Way” column (published monthly in Counseling Today), believes that the ACA Keynote Panel will embolden others in the counseling field to find their creative voice. He encourages counseling professionals interested in telling their stories to submit a column for consideration to jkottler@fullerton.edu.
### President's FY 2006 Budget Request Compared to FY 2005 Appropriated Levels

<table>
<thead>
<tr>
<th>Funding for Selected Education Programs</th>
<th>FY 05 Appropriation</th>
<th>FY 06 President's Request</th>
<th>Change from FY 05</th>
<th>Percent Change from FY 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Secondary School Counseling</td>
<td>$44.7</td>
<td>$50.0</td>
<td>($5.7)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Title I (Subtotal grants to LEAs) (a)</td>
<td>$123,799.6</td>
<td>$132,343.2</td>
<td>$8,544.1</td>
<td>7.4%</td>
</tr>
<tr>
<td>Title I (Basic Grants)</td>
<td>$6,634.9</td>
<td>$6,934.9</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Title I (Concentration Grants)</td>
<td>$2,363.0</td>
<td>$2,624.5</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Title I (Targeted Grants)</td>
<td>$2,421.8</td>
<td>$2,718.9</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Title I (Education Finance Incentive Grants)</td>
<td>$2,421.8</td>
<td>$2,718.9</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Even Start</td>
<td>$225.1</td>
<td>$290.0</td>
<td>($64.9)</td>
<td>-28.7%</td>
</tr>
<tr>
<td>High School Intervention</td>
<td>$80,000.0</td>
<td>$1,340.0</td>
<td>($68,660.0)</td>
<td>-85.8%</td>
</tr>
<tr>
<td>21st Century Community Learning Centers</td>
<td>$991.1</td>
<td>$991.1</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>State Grants for Innovative Education Programs</td>
<td>$198.4</td>
<td>$1,000.0</td>
<td>($801.6)</td>
<td>-80.8%</td>
</tr>
<tr>
<td>*High School Assessments</td>
<td>$0.0</td>
<td>$250.0</td>
<td>$250.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>*Teacher Incentive Fund</td>
<td>$0.0</td>
<td>$50.0</td>
<td>$50.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>*Choice Incentive Fund</td>
<td>$0.0</td>
<td>$50.0</td>
<td>$50.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Fund for the Improvement of Education-Pgms of Nat’l Signif.</td>
<td>$257.1</td>
<td>$290.0</td>
<td>($32.9)</td>
<td>-12.7%</td>
</tr>
<tr>
<td>Rehabilitation Services and Disability Research (total)</td>
<td>$3,047.6</td>
<td>$3,058.2</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Vocational Rehabilitation State Grants</td>
<td>$2,645.8</td>
<td>$2,720.2</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Rehabilitation Services Administration (RSA) – Training</td>
<td>$38.8</td>
<td>$30.0</td>
<td>-</td>
<td>-22.1%</td>
</tr>
<tr>
<td>RSA – Demonstration and Training Programs</td>
<td>$25.6</td>
<td>$5.6</td>
<td>($20.0)</td>
<td>-78.2%</td>
</tr>
<tr>
<td>Safe and Drug-Free Schools and Communities State Grants</td>
<td>$437.4</td>
<td>$5.0</td>
<td>($432.4)</td>
<td>-98.9%</td>
</tr>
<tr>
<td>Special Education- IDEA (total)</td>
<td>$11,673.6</td>
<td>$12,126.1</td>
<td>$452.5</td>
<td>3.9%</td>
</tr>
<tr>
<td>Special Education Grants to States Part B</td>
<td>$10,697.9</td>
<td>$11,067.7</td>
<td>($369.8)</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Special Education Preschool Grants to States</td>
<td>$264.6</td>
<td>$364.6</td>
<td>-</td>
<td>38.1%</td>
</tr>
<tr>
<td>Special Education Grants for Infants and Families</td>
<td>$446.0</td>
<td>$440.0</td>
<td>-</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Special Education National Activities – State Personnel Develop.</td>
<td>$30.7</td>
<td>$30.0</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Special Education National Activities – Personal Preparation</td>
<td>$30.7</td>
<td>$30.0</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Technical Assistance and Dissemination</td>
<td>$52.4</td>
<td>$49.0</td>
<td>-</td>
<td>-6.5%</td>
</tr>
<tr>
<td>*Special Education – Vocational Rehab. Transition Initiative</td>
<td>$0.0</td>
<td>$0.0</td>
<td>-</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Vocational Education (total)</td>
<td>$1,291.5</td>
<td>$1,394.3</td>
<td>($102.8)</td>
<td>-7.5%</td>
</tr>
<tr>
<td>Vocational Education State Grants</td>
<td>$1,194.3</td>
<td>$1,394.3</td>
<td>($200.0)</td>
<td>-15.7%</td>
</tr>
<tr>
<td>Vocational Education Tech- Prep State Grants</td>
<td>$105.8</td>
<td>$104.3</td>
<td>-</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Adult Education (subtotal)</td>
<td>$385.4</td>
<td>$300.0</td>
<td>($85.4)</td>
<td>-22.1%</td>
</tr>
<tr>
<td>Occupational and Employment Information</td>
<td>$5.3</td>
<td>$5.0</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pell Grants (at $4,050 maximum award)</td>
<td>$13,385.0</td>
<td>$13,199.0</td>
<td>($186.0)</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Pell Grant Maximum Award (in thousands) - See 1</td>
<td>$4,050.0</td>
<td>$4,100.0</td>
<td>$500.0</td>
<td>1.2%</td>
</tr>
<tr>
<td>Enhanced Pell Grants for State Scholars</td>
<td>$20.0</td>
<td>$33.0</td>
<td>$13.0</td>
<td>65.0%</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grants - SEOG</td>
<td>$778.7</td>
<td>$778.7</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$990.3</td>
<td>$990.3</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Federal Perkins Loans-Capital Contributions 2</td>
<td>$0.0</td>
<td>$0.0</td>
<td>-</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Perkins Loan Cancellations</td>
<td>$66.1</td>
<td>$66.1</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Perkins Loan (Total)</td>
<td>$66.1</td>
<td>$66.1</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Leveraging Educational Assistance Partnerships (LEAP)</td>
<td>$65.6</td>
<td>$65.6</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>*Presidential Math and Science Scholars</td>
<td>$0.0</td>
<td>$50.0</td>
<td>($50.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>TRIO Programs (total) 3</td>
<td>$336.5</td>
<td>$339.4</td>
<td>($2.9)</td>
<td>-0.8%</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>$306.5</td>
<td>$0.0</td>
<td>($306.5)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Graduate Assistance in Areas of National Need</td>
<td>$0.0</td>
<td>$0.0</td>
<td>-</td>
<td>-100.0%</td>
</tr>
<tr>
<td>*Community College Access</td>
<td>$0.0</td>
<td>$125.0</td>
<td>($125.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>*Special Education Studies and Evaluations</td>
<td>$0.0</td>
<td>$0.0</td>
<td>-</td>
<td>-100.0%</td>
</tr>
<tr>
<td>DEPARTMENT OF EDUCATION TOTAL DISCRETIONARY</td>
<td>$56,577.4</td>
<td>$56,047.8</td>
<td>($530.0)</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

### Funding for Selected Mental Health, Substance Abuse, Juvenile Justice and Other Programs

<table>
<thead>
<tr>
<th>FY 05</th>
<th>FY 06 President’s Request</th>
<th>Change from FY 05</th>
<th>Percent Change from FY 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA) (total)</td>
<td>$2,391.7</td>
<td>$2,339.0</td>
<td>($52.7)</td>
</tr>
<tr>
<td>Center for Mental Health Services (CMHS)</td>
<td>$36,13.9</td>
<td>$36,13.9</td>
<td>$0.0</td>
</tr>
<tr>
<td>CMHS Block Grant</td>
<td>$32,36.8</td>
<td>$32,36.8</td>
<td>$0.0</td>
</tr>
<tr>
<td>Children’s Mental Health</td>
<td>$105.2</td>
<td>$105.2</td>
<td>$0.0</td>
</tr>
<tr>
<td>CMHS Programs of Regional and National Significance (PRINS)</td>
<td>$574.3</td>
<td>$574.3</td>
<td>$0.0</td>
</tr>
<tr>
<td>Suicide Prevention (Barrett Lee Smith and other programs)</td>
<td>$165.5</td>
<td>$165.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>Center for Substance Abuse Treatment (CSAT) Block Grant</td>
<td>$3,756.5</td>
<td>$3,756.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>CSAT PRINS</td>
<td>$422.4</td>
<td>$422.4</td>
<td>$0.0</td>
</tr>
<tr>
<td>Center for Substance Abuse Prevention PRINS</td>
<td>$198.7</td>
<td>$198.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>National Institute of Mental Health</td>
<td>$1,412.2</td>
<td>$1,412.2</td>
<td>$0.0</td>
</tr>
<tr>
<td>National Institute on Drug Abuse</td>
<td>$1,095.7</td>
<td>$1,095.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>National Institute on Alcohol Abuse and Alcoholism</td>
<td>$438.5</td>
<td>$438.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>Health Resources and Services Administration (HRSA) (total)</td>
<td>$7,278.0</td>
<td>$7,278.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>National Health Service Corps</td>
<td>$192.5</td>
<td>$192.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>$98.0</td>
<td>$98.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Juvenile Justice (JJ) (total)</td>
<td>$254.5</td>
<td>$254.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>JJ Title II State Formula Grants</td>
<td>$88.3</td>
<td>$88.3</td>
<td>$0.0</td>
</tr>
<tr>
<td>JJ Demonstration Projects</td>
<td>$101.4</td>
<td>$101.4</td>
<td>$0.0</td>
</tr>
</tbody>
</table>

* President’s Initiatives
1. Pell Grants - The president proposes in his FY 06 budget to add $4.7 billion in mandatory funding to retire the shortfall ($4.3 billion) and increase the maximum award by $100 increments over the next five years (for a total of $420 million in FY 06).
2. Perkins Loans Capital Contributions were eliminated in the FY 05 Omnibus Appropriations Bill, H.R. 4818.
3. The president proposes to eliminate the Upward Bound and Talent Search TRIO programs.

Note: Appropriations levels in $ millions
related to the ongoing operations in Iraq and Afghanistan, nor does it include money for the expensive changes the president wants to make to Social Security.

Forty-eight programs within the Department of Education, including the Elementary and Secondary School Counseling Program ($34.7 million), the Safe and Drug Free Schools and Communities grants program ($437.4 million) and the Perkins career and technical education grants program ($1.326 billion), would be eliminated outright. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), accounting for $306.5 million, would also be eliminated, and TRIO programs would be reduced from $369 million, would also be eliminated. Overall federal spending on education programs would be reduced by $530 million, the first time in more than a decade that total funding has been cut. More significant than the FY 2006 cuts in discretionary programs are the more than $200 billion in cuts called for during the following four years. The budget proposal does not detail how these huge cuts in spending from FY 2007 through FY 2010 would be made. The reductions would be locked in through annual caps. Simultaneously, any new spending on "mandatory" programs (such as Medicaid, Medicare and Social Security) would have to be offset by spending reductions in other programs. The budget calls for $45 billion in net reductions in spending on Medicaid during the next five years. While sharply curtailing domestic spending, the budget proposes tax cuts that would cost the U.S. Treasury $129 billion during the next five years (until the FY 2009 target for reducing the deficit) and more than $1 trillion during the five years after that. In contrast to capping domestic spending and requiring offsets for new spending on entitlements, the Bush administration proposes exempting tax cuts from any such budget enforcement rules. It is unclear how closely Congress will follow the president's lead. While some members of Congress are committed to deficit reduction, others have expressed reservations about the cuts. The fate of this summer's appropriations battles will be predetermined by the outcome of deliberations on congressional budget targets and the budgetary rules by which Congress chooses to live. Congressional leaders want to adopt a budget resolution in March.

The American Counseling Association is working with several coalitions to push Congress to adopt a more responsible budget framework. Counselors are encouraged to contact their members of Congress to ask them to reject the president's proposal to cut education, health care, and social services programs and, more specifically, to ask them to maintain funding for the Elementary and Secondary School Counseling Program. For more information, visit the ACA website at www.counseling.org, or contact Chris Campbell (800.347.6647 ext. 241) or Scott Barstow (ext. 234) with ACA's public policy staff.

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- 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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Group Psychotherapy was first published in 1968 and revolutionized the practice of group psychotherapy in the United States and worldwide. Soon to be released in its fifth edition, the book has sold more than half-a-million copies in hardback. This standard text in counseling education covers aspects of group therapy such as interpersonal learning, group cohesion, transparency, and transference, patient selection, problem patients, specialized therapy groups and training the group therapist.

"The majority of people in our profession have read at least one of his books, especially in the group area," said ACA President Samuel T. Gladding. "He writes like a poet — just beautiful prose and very practical but descriptive. He is a New York Times best seller in regard to books that deal with the therapeutic process, so he reaches people on two levels — the professional level and the popular level. Those levels converge in emphasizing what counseling is all about, how it's done and how people benefit."

Yalom has developed a highly distinctive brand of fiction that he refers to as "teaching novels." In his 1989 best seller Love's Executioner and Other Tales of Psychotherapy, he meshed psychotherapy with storytelling, and in his 1995 novel When Nietzsche Wept: A Novel of Obsession, he used fiction and history to explore voids in philosophy and psychotherapy. Yalom has a unique skill for presenting complex ideas and theories in a clear and engaging writing style. Many of his students and peers agree that his textbooks read more like novels, enticing the reader to read on.

Dentists and peers agree that his textbooks have been "talk therapy" to the philosophy of his writing. "In one section of The Gift of Therapy, I say to create a new therapy for every client. I mean to be provocative in a way as an opposition to the idea that, we use a manual or a set way to work with each patient," he said. "You need to engage the patient. It's a creative process. I have 60 hours of training in hypnosis. I have 60 hours of training in hypnosis."

Continued from page 1

Creative counseling

Yalom said in a past interview for an online magazine that "What feels most central for me is being creative and looking at the way in which I have creative talents and gifts that I haven't used. I basically see myself as a storyteller engaged in ideas that have to do with an exploration of the field. I feel very uncomfortable with the idea of these gifts being unused."

His work fuels his own creativity, which he uses as a means to give back to his patient. "Nothing inspires me more than working hard and good in hours sessions with a patient. Seeing something come to life in another person (during therapy) is very inspiring," he said.

Yalom strongly believes that creativity and counseling are related and that good counselors are creative in their practice. "In one section of The Gift of Therapy, I say to create a new therapy for every client. I mean to be provocative in a way as an opposition to the idea that, we use a manual or a set way to work with each patient," he said. "You need to engage the patient. It's a creative process. I have 60 hours of training in hypnosis. I have 60 hours of training in hypnosis."

The future of counseling

Yalom said he credits much of his ability as a therapist to being in therapy himself, and he encourages those new to the profession to do the same. "I have a very strong urge for young therapists to know as much as they possibly can about themselves," he said. "It's their most powerful tool — to know their own self and personality. I urge them to be in therapy early on in their career and perhaps many times throughout their life. Therapy is the most powerful kind of education they can attain."

He also advises young mental health professionals to continue their education and exploration of the field. "I want to draw as much as I can from all the various therapies," Yalom said. "I tend to be very pluralistic. I think you need wide education, not just in one form of therapy, but as wide as an array of therapies as possible. Young counselors should never stop learning about the field. The more training, the more supervision, the better. It's very important educating yourself and learning. The kind of material we are dealing with is infinitely deep. You can never learn enough."

The opening session of the ACA Convention is from 9:30-11 a.m. in the Omni Hotel Grand Ballroom. Yalom will be signing books immediately after the opening session. Many of his books can be purchased beforehand at the ACA Pre-convention Bookstore and in the ACA Book Shop in the Exposition Hall, as well as outside the Grand Ballroom beginning at 8:30 a.m.
regarding the credential registry and its licensure reciprocity plan.

The National Credential Registry is a service where, for a fee, counselors can house information about their educational preparation, supervised experience, examination performance, continuing education and work history. Essentially, it is a centralized electronic filing cabinet that protects a counselor's professional documents and educational data. When necessary individuals may request their records from this hub location rather than contacting various relevant agencies to round up the needed information.

“I like to use this illustration,” said AASCB President Jim Wilson. “An individual applied for licensure in Delaware. He was a psychotherapist, worked for child protective services and child advocacy, and he was a U.S. Marine. He had a master’s in counseling psychology and a doctorate in psychology. He was a member of five professional societies and had three professional certifications, including NBCC (National Board for Certified Counselors). He worked for 10 years in one organization under one supervisor. The problem was he never sought licensure in any state, and he was unable to locate his clinical supervisor. He provided the board with affidavits of diligent searches for his supervisor, but couldn’t even find out if the supervisor was dead or alive. His request for the board was to consider him a special case because he could not find his supervisor, but the board had to deny him. He didn’t have a signed application by his supervisor. This is a real-life example of why we need this credentials bank.”

The registry will not only house educational data but will also provide assurance of licensure requirements by verifying that individuals have met specific requirements relative to education, years of licensure, hours of supervision, scores on examinations and continuing education credits.

The National Credential Registry will reduce the demands placed on AASCB board members to obtain evidence of fulfillment of the regulations and promote national standards in credentialing. The goal is to reduce disputes, duplication of materials and waiting times for licensees who want to move from one state to another to practice. The registry should also help portability issue between states.

Individuals applying for the registry must:
- Hold a license from an AASCB member jurisdiction.
- Have five years post-license experience.
- Have no record of disciplinary action taken against their license.
- Qualify for one of the licensure “tiers” of the AASCB Reciprocality Plan.

Counselors who meet those standards will receive the services of the registry, mainly portability between AASCB members. Those who do not qualify for the registry standards may deposit licensure-related information with AASCB and open a credential file recorded within the credential registry.

The need of addressing portability woes

Because licensure requirements vary from state to state, licensure portability has been an ongoing concern for Licensed Professional Counselors who wish to practice in a state other than the one that originally licensed them. As it stands now, counselors who move out of the state in which they are licensed cannot take that credential with them. They must apply for another license in the state of their new residency. They are faced with the hassle of digging out old school documents, supervisor evaluations and test scores to start the application process all over again. The AASCB Portability Plan and the National Credential Registry would make it easier for licensing boards to allow counselors to move in and out of a state. The future of reciprocity lies in the hands of the state licensing boards. AASCB recognizes the many differences of state licensure requirements and has provided its members with two options. Eligibility requirements for registrants of the Portability Plan fall into either Tier I or Tier II, based on AASCB members who require 48 semester hours for licensure (Tier I) or 60 hours (Tier II). For the complete list of Tier I and II requirements on mandatory supervised hours and post-license experience, visit www.aascb.org and click on the “Portability Plan” link.

Once the state has designated itself as a Tier I or Tier II state, counselors registered under that tier will have the option of moving to another state listed under the same tier structure. The biggest obstacle to states accepting the portability plan is the inconsistent licensure requirements from state to state. Currently, 19 states require 60 graduate credits, 13 states require 48 graduate credits and 15 states require only a master’s degree. Many states also vary on the required number of hours of clinical experience. Several states are working to change their current licensure laws to facilitate adoption of the tier plans.

“Tie that structure has nothing to do with one state being better than the other,” Wilson said. “But that is one of the criticisms we are getting from the states. We want to clarify that (the tier system) is more of a designation rather than a ranking. This has the potential to be a very powerful tool to counselors, potential employers, state licensure boards and, ultimately, the public. We are also looking into having a national directory where someone could go online and verify a counselor’s licensure.”

ACA President Samuel T. Gladding agrees that both the portability plan and the registry will be very valuable to counselors nationwide. “What AASCB is doing is really addressing the future of counseling in regard to the portability of licensure,” he said. “Since we live in a mobile society, it's good to see what is happening now and view what is planned. I think young professionals or those who are more mobile, could benefit greatly from this Education Session. It's a work in progress, but it really is exciting. AASCB has come a long way in helping the counseling profession and its professionals.”

The Presidential Featured Session is scheduled for Friday, April 8, from 1:15-2:45 p.m. in the Georgia World Congress Center, room A412. AASCB leaders will be available for questions after the presentation. They will also have an information booth in the exhibition hall for those who cannot attend the session.
What Young People Need Today Is A Sense Of Direction.

The Air National Guard experience has a way of changing young adults into mature adults. From the day basic training begins, pride and confidence start to build. In the classrooms and on the job, they learn to become leaders. Serving side-by-side with other members of their community, they see that teamwork is the key to success.

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Making the most of the ACA Convention

A sneak preview of sponsored Education Sessions

Every morning during the American Counseling Association conventions, attendees gather in the hotel lobbies and stroll out a comfy place to sit with their program guides. Ready to take on the day with hot coffee in one hand and a highlighter in the other, they feverishly mark which Education Sessions they want to see. With more than 30 sessions to choose from (plus special activities, luncheons and meetings), scheduling your day can be a bit overwhelming.

ACA allotls Education Session time slots to each of its divisions, allowing them to select or “sponsor” topics of discussion. The sessions can be broken into 60-, 30- or 15-minute sessions. Many of the divisions call for proposals for these sessions and choose the best ones. Others select the best presentations from their own convention sessions.

Follow along as a glimpse at what ACA divisions have planned for Atlanta. Think of it as the Cliffs Notes to the all-inclusive-program guide.

AADA Sponsored

The Relationship Among Spiritualism, Religiosity and Well-Being for The Central Women: Promoting Evidence-Based Interventions
Friday, April 8, 2:15-2:45 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS8
Carman S. Gill, University of North Carolina-Greensboro

Lifespan Stories: Journeys, Memories and the Spirit
Saturday, April 9, 9:45-10:15 a.m.
90-Minute Program, Georgia World Congress Center, Room A412
Judith Kovaco-Long, San Antonio College

Military Personnel and Their Families: Who They Are and What You Need to Know
Saturday, April 9, 12-1 p.m.
60-Minute Program, Georgia World Congress Center, Room A411
Carly Machioci, National Institute for Trauma and Loss in Children, JoYnes Reynolds, Stella Kail, Donna Albin, John Garcia, Marchetta Evans, Larry Golden, Teal Duffey and Albert Valsecchi

Creating a Cohesive Work Environment: How to Incorporate New Members in a Counselor Education Program
Sunday, April 10, 8:45-9:15 a.m.
60-Minute Program, Georgia World Congress Center, Room A406
Marchetta Evans, University of Texas-San Antonio, Albert Valsecchi, Larry Golden, Heather Trepal, Sarah Haskett-Gilbert, Michael Karcher and Gerald Jukuri

"Each of the Association for Creativity in Counseling-sponsored programs discuss how creativity can be used to facilitate deeper awareness and growth-fostering relationships, consistent with the goals of ACC," said ACC President Thelma Duffey. "ACC will also host a reception for all members and friends. We will also hold a silent auction that will highlight the artistic and creative works of many ACC members. Please contact us prior to the conference at tdseff@atsc.rr.com if you would like to donate creative works to support ACC. Poetry, dream interpretation sessions, artwork and more will be available for interested bidders."

Additionally, division members will operate an ACC booth in the expo hall. The booth, sponsored by the Hayworth Press, will provide information on ACC’s Journal of Creativity in Mental Health and the goals and mission of ACC.

ACC Sponsored

Creativity, Connection and Change: Perspectives From Relational-Cultural Theory
Friday, April 8, 1:15-2:45 p.m.
90-Minute Program, Georgia World Congress Center, Room A307
Dani L. Comstock, St. Mary’s University, and Georgina Klimos-Miller

Expanding Worldviews Through the Enneagram Personality Typology
Friday, April 8, 3:30-4 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS16
Drean Albin, Texas State University-San Marcos, Theresa Moore, Victoria Wing, Pierre Choucereen

Town Hall: What Does Creativity Mean to ACA Members?
Saturday, April 9, 12-1 p.m.
60-Minute Program, Georgia World Congress Center, Room A411
Cathy Matich, National Institute for Trauma and Loss in Children, JoYnes Reynolds, Stella Kail, Donna Albin, John Garcia, Marchetta Evans, Larry Golden, Teal Duffey and Albert Valsecchi

Body Image and Eating Disorders: Beyond the Basics
Saturday, April 9, 12-1 p.m.
60-Minute Program, Georgia World Congress Center, Room A301
Susan E. Belongie, Psychology & Counseling Association

College Counselors With Multiple Roles and Unique Considerations of Informed Consent: Implications for Counselor Preparation and Practice
Sunday, April 10, 8:45-9:15 a.m.
60-Minute Program, Georgia World Congress Center, Room A405
Greta A. Davis, University of North Texas-Dallas

The American College Counseling Association chose the most popular sessions from its 2nd National Conference in Biloxi, Miss., last spring for its sponsored sessions at the ACA Convention. The executive board went through all the program evaluations and ranked the sessions across several factors, including the presenter’s knowledge of the subject and presentation style, overall rating of the program and relevance to college counseling. The sessions were ranked, and the top-rated session became a 90-minute session, the next best six were awarded the two 60-minute sessions and so on.

"ACC has 18 conference sessions scheduled for you as college counselors," said ACC President Mark Freeman. "In addition to relevant workshops, we have several ancillary sessions for college counselors wanting to connect with new colleagues or reconnect with old friends.

"This year we are excited to have Scott Barzow, our legislative liaison from ACA, join us for the Forum on College Counseling on Friday, April 8 from 1-2 p.m. He will be discussing the legislative initiatives most relevant to college counseling this year. Continuing education credits will be provided for those attending the forum. Just after that meeting in the Redwood Room of the North Tower will be our annual resource and T-shirt exchange. Be sure to bring some of your best ‘share wear’ and resources, including information on programs useful for college counselors." The annual ACC reception will be held on Friday, April 8, and its annual brunch, business meeting and awards ceremony will take place from 10:30-12:30 on Saturday, April 9. Tickets for the event are $35.

ACES Sponsored

Experiences in Live Supervision: Counseling Trainees’ Perceptions Across Three Counseling Specialties
Friday, April 8, 11:45 a.m.-12:15 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS4
Julia Chapme, University of Wisconsin-Stout, and David Kleist Teaching Graduate Students in the New Millennium: New Faces, New Challenges
Sunday, April 10, 11 a.m.-12 p.m.
60-Minute Program, Georgia World Congress Center, Room A305
James M. Benshoff, University of North Carolina-Greensboro

The Student-Counselor Educator Connection: Clarifying Your Research Ideas
Sunday, April 10, 8-9:30 a.m.
90-Minute Program, Georgia World Congress Center, Room A410
Donna A. Henderson, Wake Forest University, James M. Benshoff, Jake Protivnak and Tear M. Moore

The Recruitment and Retention of Ethnic Minority Faculty, Students and Lenders: A Call to the Counseling Profession
Sunday, April 10, 9:45-10:45 a.m.
60-Minute Program, Georgia World Congress Center, Room A305
Carla Bradley, Western Michigan University, Daryl Bailey, Mary Loy Ramsey, Margaret Miller and Jake Protivnak

"The Association for Counselor Education and Supervision promotes research and practices that support the preparation of counselors in all work settings," said ACES President Donna Henderson. "We have sponsored some poster sessions that reflect that commitment. Additionally, our group is dedicated to recruiting and retaining people of color. One of our sponsored program slots is devoted to that conversation. We also focus on students with two presentations related to their needs; one to teaching strategies and another to helping them refine their research."

ACES highlights the research that has been sponsored by its research grant programs and will present poster sessions devoted to explanations of these studies. These poster presentations will be held on Friday, April 8 from 11:45-12:15.

"Jake Protivnak and Tear M. Moore are taking the lead on a session that will be an exchange of ideas between counseling students and professors," Ford said. To participate in this roundtable forum, students are being asked to submit brief outlines of their research. They will be grouped together with those of similar interests and along with a professor, they will discuss the idea. "We hope this will stimulate a cross-fertilization of ideas and connect doctoral students to people with similar interests," she said.

AGLIC Sponsored

AGLIC Day of Learning: The Spiritual and Religiosity of GLTB Individuals: From Marginalization to Celebration
Friday, April 8, 8-9:30 a.m.
Advocacy to Life
John Marszalek, Xavier University
Congress Center, Room A303

"I'm just proud of the fact that an idea like the Day of Learning, which I was fortunate enough to be part of when it was originally discussed, has now come to fruition," Parley said. "Colleen Connolly, our past president, was instrumental in making it happen last year in K.C., and I just feel privileged to continue this new tradition."

AMCD Sponsored
AMCD Latino Day of Programming:
Social Justice Issues in Serving Latinos: A Panel Discussion
Saturday, April 9, 10:45-11:45 a.m.
60-Minute Session, Georgia World Congress Center, Room A304
Hugh Crethar, Governors State University, Edil Talavera-Rivas, Sandra Lopez-Race and Carmen Salazar

Formando Communityidad
Saturday, April 9, 8:15-10:15 a.m.
60-Minute Session, Georgia World Congress Center, Room A304
Derrick Paladino, University of North Texas

The Counseling Profession in Diverse Cultures: Different Scopes for Different Folks
Saturday, April 9, 9:45-10:45 a.m.
60-Minute Program, Georgia World Congress Center, Room A304
Mary Alice Brico, University of Wyoming, Martin del Pilar Casado and Elizabeth Cardona

Latino Assessment Protocol for Latino Cross Cultural Couples Counseling
Sunday, April 10, 8:30-9:30 a.m.
60-Minute Session, Georgia World Congress Center, Room 304
Miguel Arciniega, Arizona State University, Maritza Gallardo-Cooper and Pat Perez

"In thinking about Latino/a Day, I want to express my real pleasure that we're bringing particular focus to our good friends," said Association for Multicultural Counseling and Development President Wyatt D. Kirk. "The cultural pieces central to the Latino/a community are important to the larger AMCD and ACA organizations. We're grateful for the opportunity to continue open dialogue and learning."

"All attendees are invited and welcome to participate in all AMCD activities," Kirk said.

"Of course, the activities will be included in the (convention) program, but ones which I would highlight at this time are the Past President's Reception, honoring the AMCD founder, Dr. Samuel H. Johnson, as well as other AMCD past presidents; the AMCD Luncheon, recognizing the Graduate Student Mentor/Mentee Program; the pilgrimage to the African American History Museum to view AMCD archives; the Graduate Student Networking Reception; the AMCD Dance/Mixer; and all the multitude of other educational and business activities sponsored by AMCD. We'll be happy to see everyone, but tell everyone to come prepared to hang on their hats because it's 'gonna be a ride!'"

ARCA Sponsored
The Ticket to Work as a Critical Tool in the Rehab Counselor's Toolkit
Friday, April 8, 3:40-4:30 p.m.
90-Minute Program, Georgia World Congress Center, Room A311
Thomas P. Golden, Kornell University
Adjustment to Disability and Forgivenness: Understanding the Relationship
Saturday, April 9, 12:45-1:15 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS13
Susan M. Stuntzner, University of Wisconsin-Madison, and Katie M. Blalock

What Counselors Need to Know About Physical Disability: Lessons Learned
Sunday, April 10, 11 a.m.-12 p.m.
60-Minute Program, Georgia World Congress Center, Room A302
Judith R. Warchal, Alvernia College

"These two resources provide the latest information vital to school counseling professionals to help them stay current in the field," said ARCA staff member Stephanie J. Wicks. As for activities, the American School Counselor Association will host a reception on Friday, April 8 from 5:30-7 p.m. Its booth in the exhibit hall will offer discounts on publications that cover a variety of topics and also provide information on ARCA's conference in Orlando.

ARSCC Sponsored
Breath and Spirit: Using Breath Therapy to Integrate the Sacred Into Counseling
April 9, 8:15-2:45 p.m., 90-Minute Program, Georgia World Congress Center, Room A302

Counseling: A Creative Force in the Fabric of Life
80-Minute Program, Georgia World Congress Center, Room A303
Ed W. Wicks, University of North Carolina-Charlotte

Congress Center, Room A303
Anneliese Singh, Georgia State University

AMCD Latino Day of Learning began at the ACA Convention in Kansas City and offers a concentrated opportunity to learn about a variety of topics of concern to sexual minority clients and their families.

"We have chosen to use our allotted slots by creating a Day of Learning rather than spreading them out throughout the conference," said Ned Parley, president of the Association for Gay, Lesbian and Bisexual Issues in Counseling. "We feel it is a good way to highlight both our division and the topics that we feel are relevant. There are almost always other GLBT-related sessions beyond what we sponsor, and we do try to list all of them for our members in our pre-conference newsletter. We have not yet received that listing from ACA, but will be doing so shortly as we prepare our newsletter for distribution."

Last year the sessions covered issues of spirituality, career and cultural diversity within the GLBT communities, for example. This year, AGLBIC is again offering a session on spirituality, along with a session formally introducing the AGLBIC Competencies endorsed by the ACA Governing Council last year. Other sessions will cover ethics, grief within the transgendered community and addictions.

Our sponsored sessions cover the range of spirituality, ethics and values in counseling," said Tracy Roberts, president of the Association for Spiritual, Religious and Religious Values in Counseling. "We have nationally recognized presenters offering practice- and theory-based presentations. They range from a review of where counselor education has come from 1995 and the Summit on Spirituality to today, with the spirituality competencies and the textbook on Integrating Religion and Spirituality Into Counseling: A Guide to Competent Practice. We have workshops on faith work and ethics research. Our programs cover spirituality in counselor education, addictions work, practice and interventions."

ASGW Sponsored
Working With the ASGW Group Work Training Standards
Friday, April 8, 12-1 p.m.
60-Minute Program, Georgia World Congress Center, Room A305
Lynn S. Rapins, University of Cincinnati, P. Robert Wilson and Mark Newcomb

"Of course, the activities will be included in the (convention) program, but ones which I would highlight at this time are the Past President's Reception, honoring the AMCD founder, Dr. Samuel H. Johnson, as well as other AMCD past presidents; the AMCD Luncheon, recognizing the Graduate Student Mentor/Mentee Program; the pilgrimage to the African American History Museum to view AMCD archives; the Graduate Student Networking Reception; the AMCD Dance/Mixer; and all the multitude of other educational and business activities sponsored by AMCD. We'll be happy to see everyone, but tell everyone to come prepared to hang on their hats because it's 'gonna be a ride!'"

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30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS13
Susan M. Stuntzner, University of Wisconsin-Madison, and Katie M. Blalock

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**Operationalizing ASGW Diversity Competencies**

Saturday, April 9, 3:45-4:45 p.m.
90-Minute Program, Georgia World Congress Center, Room A303
Loa T. Pham, University of New Hampshire; Nilsa H. Merchant, Carmen Salazar, Edil Torres-Rivera, Lynn Balsey and Linda M. Vaught-Evans

**Proceedings and Content in School Psychosocial Work Groups:**
Either, Both or None
Saturday, April 9, 4:30-5 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: F41
Kun Wu, Virginia Commonwealth University, and Anne Gerossi

Best Practice Guidelines at a Glance: Promoting Excellence Through Flawless Planning
Sunday, April 10, 8:45-10:45 a.m.
60-Minute Program, Georgia World Congress Center, Room A303
Valerie Thomas, Rollins College/State University, Delia A. Pandey, Cathie R. Brooks, Barbara Germain, Regina Morrow and Meredith N. Neil

"The Association for Specialists in Group Work-sponsored educational sessions listed are being presented respectively by our Professional Standards Committee, the Diversity Committee and the Ethics Committee. Those committees have been charged by the ASGW Board to translate ASGW's primary professional documents into training protocols for professional development and clinical practice," said ASGW President James F. Trotzer. "These seminars are the first in a long range plan to methodically develop the respective training protocols over the next two years using the ACA conferences and the ASGW National Conferences to launch them. The ASGW poster sessions are presented by ASGW 2004 award winners who were offered the sessions in honor of their contributions to the field of group work."

**C-AHEAD Sponsored**
C-AHEAD Wellness Center:
Mediation to Foster Wellness
Saturday, April 9, 7:30-8:45 a.m.
90-Minute Program, Georgia World Congress Center, Room A303
Mark Swaffield, Oregon State University

Adventures in Wellness — Part I
Saturday, April 9, 10:45 a.m.-12:15 p.m.
50-Minute Session, Georgia World Congress Center, Room 303
Jeffrey S. Ashbury, Georgia State University, Wendy L. Dickinson and Anneliese Singh

Adventures in Wellness — Part II
Saturday, April 9, 12:00-2 p.m.
90-Minute Program, Georgia World Congress Center, Room A303
Jeffrey S. Ashbury, Georgia State University, Wendy L. Dickinson and Anneliese Singh

Yoga for Everyone
Saturday, April 8, 2:15-2:45 p.m.
60-Minute Session, Georgia World Congress Center, Room 303
Bernadine L. Craft, BOCES

The Counseling Association for Humanistic Education and Development identifies a local charitable organization to support financially at each ACA Convention. This year the division has chosen the Atlanta Community Food Bank as the recipient of cash contributions from convention attendees.

The Atlanta Community Food Bank provides food and other donated products to more than 720 nonprofit partner agencies serving 38 counties in the Atlanta region and North Georgia. Disburse these donations to low-income Georgians, the partner agencies provide dynamic links among the local community, the Food Bank and its supporters. In addition to the core business of food distribution, the Food Bank has a number of projects that help build community.

During the Atlanta convention, C-AHEAD will lead a group of volunteers to collect donations from convention participants after the Opening Session and at the beginning of division meals. The financial support from convention attendees has averaged approximately $4,000 during the last four years.

**CSJ Sponsored**

**CSJ Day of Action:**
Social Justice: An Action Verb
Friday, April 8, 11 a.m.-12:30 p.m.
90-Minute Session, Georgia World Congress Center, Room A304
Moderator: Sandra I. Lopez-Baez; Panelists: Patricia Arredondo, Stuart Chen-Huy, Anita Jackson, Michael Hutchins, Mark Pope and Ed Sloon

Environmental Racism: How Counselors Can Help "Clean Up"
Friday, April 8, 1-2 p.m.
60-Minute Session, Georgia World Congress Center, Room A304
Azzam Samii, Arizona State University; University of Wisconsin-Milwaukee; Kriela M. Talia and Amy Tally

Social Justice: Its Need, Meaning and Consequences
Friday, April 8, 2:30 p.m.
60-Minute Session, Georgia World Congress Center, Room A304
Anthony Marsella, University of Hawaii

Collaboration Among the "Police" Divisions: An Idea Whose Time Has Come
Friday, April 8, 3:30 p.m.
90-Minute Session, Georgia World Congress Center, Room A304
Moderator: Sandra I. Lopez-Baez; Panelists: Patricia Arredondo, Stuart Chen-Huy, Jennifer Reagin, Frankie Brown, Jennifer Masson, Joanna Rosier and Paul Decker

The Counselors for Social Justice Day of Action began four years ago as a Day of Learning, which other divisions also have.

"It was changed to Day of Action because we want this day to be a catalyst for action in those who attend. The learning is dynamic and geared toward implementation," said CSJ President Sandy Lopez-Baez. "These sessions are a representative sample of the diverse way in which individuals implement social justice, and they foster a better understanding of the concept."

The Day of Action sessions are particularly important to CSJ students, which are forming in greater numbers, and individuals who are committed to social justice initiatives and change, said Lopez-Baez. "By that I mean counselors in school, agency and mental health settings as well as those working with diverse populations. Social Justice: An Action Verb" promises to give those in attendance ideas for implementing social justice initiatives. All are encouraged to offer diverse approaches to Social Justice. The collaboration panel is meant to bring dialogue amongst the divisions to foster cooperative endeavors."

In addition to its sessions, CSJ is co-sponsoring with ACA and the National Institute for Multi-cultural Competence the Giving Back to the Community Project.

The pre-convention event, "Working to Build a Healthier, More Secure and Just Society: Promoting Multicultural Counseling Competencies in the Field," will be held April 6 from 9 a.m.-4 p.m. This unique professional development program is specifically designed to assist counselors to develop new multicultural advocacy competencies that can increase their effectiveness when working within culturally diverse settings.

This one-day program will emphasize practical strategies that have been used and found effective in school, university and community settings. The event will be held at the Georgia World Congress Center. For complete project details, e-mail Michael@hawaii.edu.

**IAAC Sponsored**

**Carousel of Best Practices in Addictions and Offender Counseling**
Friday, April 9, 3:45-4:45 p.m.
90-Minute Program, Georgia World Congress Center, Room A410
Erin Chincot, Western Kentucky University; Kimberly Humble, Amy Reagin, Frankie Brown, Jennifer Masson, Joanna Rosier and Paul Decker

**Employment Barriers and Assessment Instruments for Ex-Offenders**
Saturday, April 9, 12-1 p.m.
60-Minute Program, Georgia World Congress Center, Room A312
Nicole Fizzini, 6th Judicial District Department of Correctional Services, Cedar Rapids, Iowa

**Substance Abuse Certification: An Interdisciplinary Developmental Approach**
Saturday, April 9, 12:45-1:15 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: F36
Kelly M. Burch-Ragan, Western Kentucky University

**Gambling Addictions in Family Counseling: Treatment Implications**
Saturday, April 9, 12:45-1:15 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: F57
Sharon Lambert and Wendy Borden

**The Need for the Diagnosis "Addictive Disorder" in the Next Decade**
Saturday, April 9, 12:45-1:15 p.m.
30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: F58
Gerald Juhake, University of Texas at San Antonio, and W. Joyce Hagstrom

**The Art of Front Porch: Addiction and Offender Counseling**
Sunday, April 10, 11 a.m.-12 p.m.
60-Minute Program, Georgia World Congress Center, Room A404
Laura Voch, Wake Forest University; Joanne Royster and Paul Decker

"Sponsored sessions were selected with an eye toward the diversity of the International Association of Addictions and Offender Counselors and the connection between counseling specialization," said IAAC President Kelly Burch-Ragan. "Sessions were selected that would provide cutting-edge information to practitioners, educators and researchers alike."

IAAC also wanted to promote the growth of our graduate students and new professionals. The latter will be accomplished during the "Carousel of Best Practices," which highlights the counseling work of counselor-in-training and those new to the professional position."

IAAC will continue the tradition of honoring the Counselor Educator of the Year, the IAAC Research Award and the Outstanding Counseling Program at its annual Awards Breakfast. New awards, scholarships and funding have been added to the program. These include graduate student scholarship awards, the Graduate Student Research Grant Competition and a Professional/Regular Research Grant Competition Award.

"It is such an honor to celebrate the outstanding accomplishments and contributions our members have and continue these awards in the field of addictions and offender counseling," Burch-Ragan said. "Remember, ACA attendees do not have to be a member to attend the Awards Breakfast."

**IAMFC Sponsored**

**Identity Renegotiation in Supervision of Couple and Family Counseling**
Saturday, April 9, 2:23-3 p.m.
30-Minute Program/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: F58
Thomas W. Blantu, Oakland University

**Suicide Prevention: The Role of the Family**
Saturday, April 9, 2:23-3 p.m.
30-Minute Program/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: F51
Lynn Billow, University of North Texas; Jackie Allen, Chris Simpson, Cristhim Overton and Joel Maro

**Ethics, Liability and Insurance for Marriage and Family Counselors**
Sunday, April 10, 8:59-9:30 a.m.
90-Minute Program, Georgia World Congress Center, Room A302
Robert L. Smith, Texas A&M University-Corpus Christi; Brian Canfield, Stephen Soohoo, Lynn Miller, Beat Hendricks and Phil Hodeson

**A Training Model for Marriage and Family Counselors**
Sunday, April 10, 8:46-9:46 a.m.
60-Minute Program, Georgia World Congress Center, Room A11
Kenneth Manroe, Texas A&M University-Corpus Christi; Mary Lou Holz, Kathy Tomlin, Brenda Berlin, Bonnie K. Allee and Holly Able
The International Association of Marriage and Family Counselors is pleased to sponsor sessions on a broad array of topics, all featuring marriage and family counseling issues," said IAMFC President Lynn Miller. "Included will be more traditional and important topics regarding supervision issues, training models, and the ethics of liability and insurance specifically for family therapists. For the 13th year, IAMFC is also pleased to sponsor the Distinct Speaker Series. This is a chance to feature a noted family counselor and his or her particular theoretical orientation in an applied setting—a live demonstration of counseling at the ACA conference."

This year's IAMFC Distinguished Speaker, ACA President-Elect Patricia Arredondo, will be featuring "The Psychohistorical Approach in Family Counseling With Mestizo/Latino Immigrant: A Continuum and Synergy of World Views" on April 9 from 1-4 p.m. in the Omni Ballroom. IAMFC will also have a luncheon on Friday, April 8. It will feature the research of Andy Home with the GREAT Schools and Families Project, funded by the Centers for Disease Control and Prevention, examining violence prevention programs for middle school students, their families and schools. ACT Early, funded by the U.S. Department of Education, will examine factors contributing to academic, behavioral and emotional problems of elementary school students and possible solutions.

Finally, all students and IAMFC members are welcome to attend the IAMFC Student Reception on Friday night, April 8, from 5:30-7:30 at the Omni.

NCDA Sponsored

Getting Published in the Career Development Quarterly: Tips and Guidelines for Authors Saturday, April 9, 9:20 a.m.

30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS13

Mark Pope, University of Missouri-Saint Louis

Developing a Mentoring Program: Nuts and Bolts Saturday, April 9, 9:20 a.m.

30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS15

Judith M. Hoppin, Oakland University, and Janet G. Lenz

Career Development Facilitator: From Concept to Future Vision Sunday, April 10, 9:45-10:45 a.m.

60-Minute Program, Georgia World Congress Center, Room A406

Martha M. Russell, Russell Career Services, and Judith M. Hoppin

Innovative Approaches to Career Counseling Utilizing the Revised Career Development Guidelines Sunday, April 10, 11 a.m.-12 p.m.

60-Minute Program, Georgia World Congress Center, Room A402

Pat Schwitalla-Giddis, The George Washington University, Linda Kobylarz and Rebecca Desmond

"The National Career Development Association is excited to present its sponsored sessions at ACA's annual conference," said NCDA President Janet G. Lenz, noting that the annual NCDA Networking Luncheon will be held on Friday, April 8 at the Omni Hotel CNN Center. Tickets for this event are on sale for $35 via the ACA website at www.counseling.org. NCDA, along with ASCA, ARCA and NECA, will also host a reception on Friday, April 8 from 5:30-7:30 p.m. NCDA members are invited to this free reception.

NECA Sponsored

Military to Civilian Transition Friday, April 8, 12-1 p.m.

60-Minute Program, Georgia World Congress Center, Room A312

Stephen Paley, Delaware Department of Labor

More Best Practices for Integrating Career Counseling and Counselor Preparation Friday, April 8, 1:15-2:45 p.m.

90-Minute Program, Georgia World Congress Center, Room A402

Dennis Engels, University of North Texas, John Dagley, Jane Goodman, Susan Hansen, Traci Lora, Carol Minor, Nadene Peterson, Mark Savick, Sue Whiston and Julia Yang

Connecting Fathers to Their Children Saturday, April 9, 2-2:30 p.m.

30-Minute Project/Research Poster Session, Georgia World Congress Center, Exhibit Hall, Booth: PS16

Larry, Pamela, Georgia Fatherhood Services Network

Training to Help Clients of All Ages Plan Their Futures Sunday, April 10, 11 a.m.-12 p.m.

NCDA, NECA and ASCA members. Programs will address topics such as returning vets, transitioning adults, the unemployed, welfare-to-work and best practices."

Editor's Note: Due to space constraints, not all sponsored sessions were included. Be sure to refer to the ACA Atlanta Convention Program Guide for the complete listings. Program Guides will be provided upon hotel check-in.

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Continued from page 7

experience family turmoil, violence and inadequate living conditions, while also receiving less cognitively stimulating activities and social support. It was beginning to make sense to me how childhood poverty, which I never experienced, might adversely affect people's physical and psychosocial conditions.

Immediately after the robbery, I was preoccupied with the question, "What can create a monster like the robber?" But the disturbing social and ecological environment pervasive for some African-Americans began to change my picture of the attacker. He was not born evil. But at least cognitively work through my trauma around African-Americans. He was understandably distrustful of adults, including mental health professionals, and was angry at how life and the state had treated him. I realized I would feel very angry myself if I were in his situation.

K was never talkative, but one day he began telling me about slavery in a very personal way. He said, "You know, we were forced to live here, and now they don't want us no more." He continued to talk about what could have been a peaceful life in Africa living off the land in a loving community of people like himself "if my ancestors didn't get caught by traders." I had hopes that my interventions would work with K, but his physical aggression toward peers and staff members continued. It seemed clear to me that he needed more than we could provide, so I set myself to convincing the administration and staff that he would benefit from long-term interventions and stable placement. Just when I convinced them that this was the thing to do, I received a final notice that he would be removed from the center if he caused another incident.

A few days later I came upon K physically confronting another resident. Other staff members were not intervening, so I ran up to K and tried to stop him from further approaching the resident by putting my hands against his body. The power difference was obvious. He picked me up and tried to approach the resident while holding me off the floor. Over his shoulders, I heard some of the staff screaming, "Don't do this! You can't hurt this lady!" I heard myself screaming, "What are you doing? K, think! Don't you remember? You need to think!" After carrying me a few feet more, he stopped, put me on the ground and turned his back to the resident, spitting out some curse words. Within a week, he was involved in another incident and was sent to a different facility.

I felt powerless over his placement decision as it involved the administration, staff, social worker and the state. They were beyond my control. It seemed clear to me that K's anger had accumulated over the years and that he did not know what to do with it. As such, I also felt powerless to deal with his enormous anger, because I could not find a means to directly access it or work with it within the short period we had together.

I was disappointed in my attempt to physically stop K because I could have put him in a position to receive even more severe consequences had he actually hurt me. On the other hand, I was desperate to stop him because I knew he didn't have another chance before being sent away. I wanted so much to show him that he had my full trust, that I cared about his future and that there were adults with whom he could place his trust. I seemed to know instinctively that he would not hurt me under any circumstances, but the question of how to act on that instinctive feeling is not so easily answered. Although I must have thought and felt many things during that moment, there seemed to be internal as well as external forces that moved my whole being to take action. I was again finding out just how complex this helping profession and cross-cultural relationships can be.

K taught me about his culture and helped me to eventually overcome my generalized fear of African-American males. The experience convinced me that the best way to break through negative stereotyping, prejudice and cultural mistrust is to directly and personally interact with culturally different people on an individual basis. These experiences taught me about the range of cognitive, experiential and emotional learning necessary to truly come to grips with the issues surrounding race and culture, where each domain interacts with the other to intricately weave the nature of human experience.

I have experienced intense emotions—fear, anger, sadness—since my arrival in the United States, particularly related to my trauma around African-Americans. But by learning various cultural concepts (for example, historical hostility and racial identity development) from readings and workshops, I was able to conceptualize and reframe the experiences, resulting in a better understanding of specific behaviors and emotions. Having learned these lessons, both emotionally and cognitively, I was able to translate these concepts into reality through my work with K.

Based on personal experience, I have some recommendations for other graduate students who wish to further develop their multicultural understanding and skills:

- First know that there can be great differences between your reactions to the world and those of others from different cultures.
- Plunge into different cultures and experience discomfort to the point where you feel the need to do something about it.
- Be prepared for strong emotional reactions when dealing with racial issues and resolve the emotional conflicts before working with clients.
- Search for multicultural conceptual frameworks that give you insights and new perspectives on your personal experiences.

The relatively homogenous cultural and racial composition in Japan never gave me the opportunity to experience the diversity found here in the United States. Theorists and researchers have linked racial, ethnic and cultural identity development with self-actualization. I can now see how it has been critical to my own personal and professional development. Rather than being taken for granted or simply tolerated, the diversity in the United States should be seen as offering valuable opportunities for expanding human development. Beyond tolerance and acceptance of differences, proactive exploration of diversity may well be a key to acquiring our truest forms of multiculturalism.
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“Yalom to keynote ACA convention”

1. Early in life, Yalom developed the notion that _ is the finest thing a person can do.
   o a. writing a novel
   o b. exploring a library
   o c. the creative act
   o d. listening to another human being

2. Yalom believes young therapists’ most powerful tool is:
   o a. to continue their education and exploration of the field
   o b. to know their own self and personality
   o c. to embrace their creativity
   o d. being open to new experiences

“AASCB to present licensure portability session at ACA convention”

3. Eligibility requirements for registrants of the portability plan fall into two tiers based on:
   o a. scores on examinations
   o b. years of licensure
   o c. semester hours
   o d. all of the above

4. The National Credential Registry is:
   o a. a centralized electronic filing cabinet
   o b. a service
   o c. open to those who already hold a license from an AASCB member jurisdiction
   o d. all of the above

“From inspiration to perspiration to product”

5. What led Kottler to explore the stories of numerous creative geniuses who struggled with mental illness?
   o a. a series of clients who were artists
   o b. his own deep fear of going crazy
   o c. his gifted daughter’s struggle with schizophrenia
   o d. a lifelong adoration of Hemingway’s work

6. Creativity has been Sandlin’s source of:
   o a. meaning
   o b. purpose
   o c. strength
   o d. connection

“Washington Update”

7. How many programs within the Department of Education would be eliminated outright by Bush’s proposed budget?
   o a. 39
   o b. 48
   o c. 52
   o d. 67

8. ACA encourages counselors to ask their congress members specifically:
   o a. to oppose the tax cuts
   o b. to support the Perkins Act
   o c. to maintain funding for the Elementary and Secondary School Counseling Program
   o d. all of the above

“Reader Viewpoint”

9. Children the author has worked with often express their impressions of the adult world as:
   o a. filled with language they do not understand
   o b. too fast to keep track of
   o c. big and imposing
   o d. filled with mysterious rituals

10. What should you do first when attempting to communicate with a child?
    o a. observe
    o b. slow down
    o c. note the child’s choice of vocabulary
    o d. use body-based actions

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Counseling Today® March 2006
child. We tend to forget that we experienced the world for our first two years without using language or play. This nonverbal, action-oriented mode of expression in understanding is available throughout one’s lifetime but is dominant during this phase of development.

Around the age of 2, children are beginning to understand and use language. However, their preferred mode for engaging the world is based in fantasy and pretend play. During this period children are compelled to symbolize and animate as they construct meanings of the world around them. Eventually, children still actively make use of language. However, their preferred mode for engaging the outer world has developed solid language skills and become enamored with language they did not understand. Often children will draw pictures or play to show that adults are speaking to them in a language they do not understand. Do you remember the teacher in the Charlie Brown cartoon? Do you remember the voice with unintelligible, droning language? Children have little difficulty speaking these three languages because they are developmentally pre-wired to do so. In my experience it is often adults who have forgotten their languages because they are developmentally dominated by the language mode. Parents and novice counselors often don’t realize that their dominant use of language is not effective in communicating with young children. Children I have worked with have drawn pictures of adults with “big mouths” who are perceived in the same way.

Is it any wonder that I frequently hear this statement from parents about their children: “I don’t understand. It seems as if they’re not listening to me or don’t understand what I am saying.” Could it be that we are not speaking to children in a language they can understand? I frequently tell my students that exclusively using language (no action or play) to speak to a child is akin to counseling an adult by using a foreign language they did not understand. Let’s turn to a brief common-sense strategy that counselors can use to effectively communicate with young children.

First, when attempting to communicate with a child, don’t focus on language. In fact, don’t say anything. Observe what the child is doing by attending to their actions and imaginary play without speaking. (As a guide-line, I often tell beginning counselors to observe themselves on tape and limit themselves to the same number and type of words the child is using. The tapes usually reveal the adult counselor using far too much language and not enough action and play.) As you observe, you should easily be able to determine what developmental modes of expression and themes a child prefers using.

Second, using body-based actions and imaginary play, naturally integrate the issues you wish to convey to the child without resorting to language or rupturing the child’s interactive play. Let me share an example from a personal rather than clinical perspective that illustrates these two points.

Continued on page 26
I recall when my firstborn daughter was two-and-a-half years old and, as parents, my wife and I were attempting to persuade her to relinquish her pacifier. We tried “speaking” to our daughter about the various reasons why a big girl should not use a pacifier. Despite our well-intentioned and creative verbal attempts, we were unsuccessful and became frustrated. As I thought of the situation from the perspective of a professional counselor, I felt foolish. I also felt that my daughter was “tuning me out” since I didn’t have the courtesy to speak to her in a language she understood.

The next day I sat down for five minutes and just watched my daughter play with her animal farm. She was taking the farm animals and other assorted toys, showing them the way home and making them a proper bed on the farm. After my daughter understood that I was not going to say anything (much to her relief I might add) she invited me to play with one of the farm animals. We had fun, and I felt connected with my daughter. I still needed to promote my agenda for discontinuing use of the pacifier, but now I had a new modality to communicate my concerns. Rather than saying a word, I looked for a way to use the play farm characters and the theme of taking them to bed.

A small brown beaver with large front teeth grabbed my attention. I aptly named him “Bucktooth Beaver” and grabbed a play pacifier from a doll’s crib. We made a bed for him on the farm and I put him to bed while imploring Bucktooth to give up his “binki” (pacifier) like a big beaver should. Soon Bucktooth began spitting out his binki before he went to bed because it was bad for such beautiful teeth. My daughter thought this was hilarious and entertaining. She recruited me daily to play Bucktooth Beaver. Not surprisingly, after a week my daughter relinquished her pacifier, noting that it was bad for her teeth. In retrospect, had I noted her developmental need for play early on I would have had much better success and less stress trying to rid her of the pacifier habit.

In summary, developmental theory not only informs us of stages, issues and needs, but of the child’s ability and preference to communicate in a modality other than language. Children negotiate developmental issues through action, imaginary play and language. Each child’s unique makeup determines the balance and preference for these modalities because development is inescapable, and all children will need to act, play and speak as they construct meaning for their world.

John A. Calicchio is an assistant professor in counselor education at Bridgewater State College in Bridgewater, Mass.

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Whose story is this?

It was another gorgeous day in the Himalayas. There were 10 of us to go trekking together in the Annapurna region of the Himalayas. We hired an outfitter, several dozen Sherpas and porters to handle the logistics and campsites, and off we went into a remote wilderness area in the mountains.

After a few days adjusting to the altitude, the group seemed to have found its stride. We had naturally gravitated into two groups composed of the "fast walkers" and the "relaxed strollers.

We were halfway through the day's walk, having completed a grueling climb from our camp to a clearing with spectacular views of the snow-covered peaks on both sides. Although physically demanding, it had been a peaceful morning in which we had encountered no one outside of our own group.

Group A (as we called ourselves) stopped for lunch to take in the view and gather our breath for the final ascent into camp. There were five of us together, with the second group perhaps an hour behind. When it came time to "saddle up" and begin walking again, Nicole elected to remain behind and continue her nap. She decided to wait for Group B to catch up, while the rest of us were anxious to forge ahead.

As the day neared its end, we arrived in camp weary but proud. We had made good time and now had an extra hour to relax before the second group arrived. When Group B finally stumbled in, we didn't have to count heads to notice that someone was missing.

"Where's Nicole?" I asked.

"What do you mean?" they answered. "We thought she was with you."

"What are you talking about? The last time we saw her she was taking a nap at the lunch spot waiting to join you."

After sorting things out, we discovered to our horror that she might have wandered into a village, but we knew this was a relatively remote possibility. Throughout the long day we had wandered off the trail. Or perhaps she'd been injured.

We spent hours and hours that night sitting around a fire talking about all the possibilities. The Sherpas and porters had sent out search parties but had found no sign of Nicole whatsoever. The most optimistic among us insisted that she might have wandered into a village, but we knew this was a relatively remote possibility. Throughout the long day we had not passed a single settlement or even encountered another human being.

As the night dragged on, it became colder and darker. Our hopes diminished with the fire fueled by green wood. Maybe Nicole had fallen. Perhaps she was unconscious, lying in a gully, and that's why she hadn't responded to the calls.

Some of us considered the likelihood that Maoists operating in the area had captured her and were holding her for ransom. This war, after all, a country in the midst of civil war. We'd already been accosted by Sherpas and porters in the Annapurna region of the Himalayas.

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Most of all, it is a place that embraces its present without forgetting its past, a contemporary city on the go that still knows how to stop and treat its guests to some genuine Southern hospitality.

While you're attending the American Counseling Association Convention, take some time to explore the city's bountiful attractions and find out why it is considered the Southeast's cultural and dining mecca. The following list is only a starting point for experiencing Atlanta and its environs. For more in-depth information on attractions, shopping, dining, nightlife and more, visit http://attend.atlanta.net/aca and click on "Atlanta Convention and Visitors Bureau."

APEX (African-American Panoramic Experience) Museum
136 Auburn Ave.
www.apexmuseum.org/

The APEX Museum displays artifacts, photographs and multimedia presentations about the African-American cultural experience, both past and present. Replicas of a trolley, barbershop and drugstore help to transport visitors back to "Sweet Auburn," the focal point of Atlanta's African-American community and the birthplace of Martin Luther King Jr. The museum also features a Hall of Achievement.

Atlanta Botanical Garden
1345 Piedmont Ave. N.E.
www.atlantabotanicalgarden.org

These 30 acres of gardens in Piedmont Park include a glass-walled conservatory of rare and endangered plants from tropical rain forests and desert regions, a center featuring orchids usually found at elevations above 6,000 feet, a children's garden and one of the few remaining mature hardwood forests in Atlanta.

Atlanta Cyclorama and Civil War Museum
800C Cherokee Ave. S.E.

Atlanta's Bureau of Cultural Affairs bills the Cyclorama on display in the city since 1893, as the longest running show in the United States. Visitors experience the 360-degree painting, which is 358 feet in circumference and 42 feet high, from a revolving platform complete with sound and light effects, narration and 3-D figures. The painting, located in Grant Park, shows the Battle of Atlanta on July 22, 1864.

Atlanta History Center
130 W. Paces Ferry Road N.W.
www.atlantahistorycenter.com

Get a glimpse of Atlanta, both old and new at this history center, which features everything from Civil War artifacts to Southern folk art to a model of modern Atlanta's intricate and bewildering interstate intersection known among locals as "Spaghetti Junction." Visitors can also tour a 1928 mansion and an 1845 farmhouse complex, walk woodland trails and stroll through gardens.

Centennial Olympic Park
265 Park Ave. West
www.centennialpark.com/

Billed as downtown Atlanta's gathering place, the park is one of the most evident legacies of the 1996 Summer Olympics. A pleasing green space that incorporates brick pathways, rock gardens and artwork, it also plays host to numerous events each month. Granite from each of the five continents represented in the Olympic Games is used in the park. The feature attraction is the Fountain of Rings, the world's largest interactive fountain utilizing the Olympic symbol of five interconnected rings. Four times a day the fountain puts on a "dancing water show," synchronized to music and complete with lights and sound effects.

CNN Studio
One CNN Center, Marietta St. and Centennial Olympic Park Dr.
www.cnn.com/StudioTour/

Take this tour to get a behind-the-scenes look at what it takes to run a live, around-the-clock broadcast news operation. Interactive exhibits show video clips of the top 100 news events of the last 20 years, and special effects demonstrations give you the lowdown on the technical aspects of news broadcasts. You'll also witness writers and news-
Atlanta Insider

Year tour guide: Brian J. Dow, assistant professor, Department of Counseling and Psychological Services, Georgia State University.

What’s on your must-see list? The CNN Tour, the Coca-Cola Tour, the Atlanta Botanical Garden at Piedmont Park and Stone Mountain Park (approximately 16 miles east of Atlanta).

What’s your favorite restaurant in the area? One Midtown Kitchen (Don’t miss it. Great environment, wonderful food); Rathbuns (great food, worth every cent); and the Food Studio (one of Atlanta’s best). For sushi: Basil’s Mediterranean Café is delightful, so bring your favorite pair of shorts and walking shoes and head down to Piedmont Park for a stroll through our beautiful park!

What is Atlanta’s most overlooked treasure? The Jimmy Carter Library and Museum.

What one place best sums up Atlanta’s spirit? Piedmont Park. On any bright, sunny Saturday afternoon, you will see the city of Atlanta come alive with picnics, badminton, tennis, frisbees, runners, walkers, dogs and their owners, tennis players, and couples hand-in-hand. The park resembles how people of all walks of life come together and celebrate its diversity.

What’s the most surprising aspect of Atlanta? For such a large city, Atlanta still has a small-town feel with various neighborhoods that offer various cuisines, coffee shops, bars and shops. If you stay off the internates, traffic is manageable. People really do say “Hello” to you when you walk down the street, so practice up on your “Hey y’all.”

Tourist tips for ACA Convention attendees: If you can afford it, rent a car. Atlanta is so much more than what is available within walking distance from the convention and its hotels. In fact, very few locals will even venture downtown. There is much truth to the fact that Atlanta is a driving city. There is public transportation (MARTA) that is convenient to the airport and to Lenox Mall (Buckhead), but don’t expect an extensive service as found in New York or Washington, D.C. A second tip? Do your homework! Find out what cultural events will be in Atlanta while the conference is being held. Especially seek out the Fox Theatre, Atlanta Symphony, museums and several smaller theaters.

What makes Atlanta unique? Atlanta is unique because it combines the cultural diversity of a big city with Southern charm and hospitality. Visitors feel welcome here. The weather in April should be delightful, so bring your favorite pair of shorts and walking shoes and head down to Piedmont Park for a stroll through our beautiful park!

What is Atlanta’s most overlooked treasure? The Jimmy Carter Library and Museum.

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Atlanta Capitol
200 Washington St.
www sos.state.ga.us/statetcapitol

Guided tours of this notable Atlanta landmark are available during the week. Patterned after the Capitol Building in Washington, D.C., the Georgia State Capitol features a 75-foot dome covered in gold leaf mined in the state. Also of note are its Corinthian columns, soaring rotunda ceiling, grand staircases and museum displays.

High Museum of Art
1280 Peachtree St. N.E.
www.high.org

Billed as the leading art museum in the Southeast, the High Museum of Art showcases African, American and European art, decorative arts, folk art, modern and contemporary art, and photography among its 11,000 pieces. Among the exhibitions during the ACA Convention: “The Art of Romare Bearden,” “Ernest C. Withers: The Memphis Blues Again” and “On the Side of Freedom: Jo Davidson and the Spanish Civil War.” The High Museum’s Folk Art and Photography Galleries (in the Georgia Pacific Building at 133 Peachtree St. N.E.) will be showing “Frank Stewart, Romare Bearden: The Last Years” and “Connective: Community and Culture in Self-Taught Art.”

Jimmy Carter Library and Museum
441 Freedom Parkway
www.jimmycarterlibrary.org

Part of the Presidential Library system, this facility features an extensive collection of memorabilia from President Carter’s term in the White House (including 500,000 photographs and audio and video tapes), as well as exhibits on his human rights activities, his childhood and his days as a peanut farmer. His Nobel Peace Prize is also on display.

Margaret Mitchell House and Museum
990 Peachtree St. N.E.
www.margaretmitchellhouse.org

Ask a stranger to name the quintessential Southern movie, and chances are they’ll say Gone with the Wind. Visitors to Atlanta can tour where Margaret Mitchell wrote her Pulitzer Prize-winning novel that eventually vaulted Scarlett and Rhett to Hollywood stardom. The museum features the front door of the Tara plantation from the movie set, as well as a portrait of Scarlett made famous in the movie.

Your tour guide: Huda Al-Datami, a Licensed Professional Counselor in private practice in Atlanta (www.hudacounseling.com).

What’s on your must-see list? There’s lots to see in Atlanta. If you like the theatre, there are several. Chastain Park is a great little outdoor amphitheater where people bring a picnic and wine to enjoy the show (www.chastainparkamphitheater.com). As for museums, the Fernbank Museum of Natural History is a great place to go on a Friday night. They have a Martinis & IMAX night where you can go have martinis and watch a movie in the IMAX theater (www.fernbank.edu). Underground Atlanta in the downtown area has shops and restaurants. There are some great little towns to visit with lots of shops and restaurants, including Historic Roswell, Decatur and Virginia-Highland. The Atlanta Botanical Garden should be blooming in April. Sometimes its has events and art exhibits.

What’s your favorite restaurant in the area? Baci’s Mediterranean Café is a great little restaurant in Buckhead with a cozy feel to it and great food (www.bacismediterranecafe.com).

What’s the most surprising aspect of Atlanta? One thing I noticed when I moved here is that I didn’t know how beautiful of a city Atlanta is and how many trees there are all around the city.

Tourist tips for ACA Convention attendees: To get around Atlanta you really need a car. But people can also use the MARTA subway to get around (go to www.atsmarta.com). It’s actually fairly easy to use. Creative Loafing (www.atlanta.creative loafing.com) is actually a good free newspaper that provides info on the events going on in the area.

What makes Atlanta unique? Atlanta is unique because there is so much to do here whether you are into sports, camping, dining out, the outdoors, shopping, arts ... the list is endless. It’s also a wonderful place to live if you are into a healthy lifestyle (from yoga places to gyms, whole food markets, meditation groups, etc).

Continued on page 30
Atlanta Insider

Your tour guide: Johnnie L. Jenkins, III, a Licensed Professional Counselor employed at the Morehouse School of Medicine, where he counsels medical students on mental health and academic issues. He also performs crisis emergency room evaluations for Rockdale Mental Health and Tenet Hospitals, and has a small private practice.

What's on your must-see list?

Lenox Square, Phipps Plaza, Mall of Georgia, the view from the Sun Dial Restaurant located on top of the Westin Peachtree Hotel, the Black History Museum on Auburn Avenue, the High Museum of Art (if possible see the Romare Bearden exhibit through April 24), the Martin Luther King Jr. Center, Ebenezer Baptist Church, Zoo Atlanta, the Rhodes House, the Herndon Home, the interior of the Fox Theatre, Piedmont Park, the Atlanta Botanical Garden, Underground Atlanta, Centennial Olympic Park and the World of Coca-Cola.

What's the most surprising aspect of Atlanta?

Atlanta is a big city with a lot of small neighborhood communities within it. It is also surprising to see that an urban area can still have many wooded areas. Atlanta is also a mix of many different cultures, but they have learned to live peacefully side-by-side. This level of racial harmony is not characteristic of most of the South and not even all of Georgia. The tremendous amount of diversity that exists in the area is the most surprising aspect of Atlanta. The metro area is more populated than you think. Most people that live in Atlanta are not natives.

Tourist tips for ACA Convention attendees:

Please be considerate to temporarily adapt to the "Southern way" and realize that faster is not always better and that being friendly is not a precursor to a hustle. Don't be afraid to ask people questions if you need assistance. Atlanta has some great spots. Take time to visit neighborhoods such as Virginia-Highland, Little Five Points, East Atlanta and Grant Park. Do a city tour if you have time.

What makes Atlanta unique?

The mix of big city-small town appeal. Atlanta is unique because it has been able to maintain the "country town feel" while providing the "big city" comforts.

What is Atlanta's most overlooked treasure?

I think the social and political history of Atlanta is one of its most overlooked treasures. The state of Georgia was one of the original 13 colonies. During the Civil War, Georgia and Atlanta played a major part in many pivotal battles. Remember, Gone With the Wind is all about how Georgians took part in the Civil War: Gen. W.T. Sherman burned a path of destruction from Atlanta all the way to Savannah. He did spare Savannah and gave it to President Lincoln as a gift to the Union. Atlanta played another major part in the battle for civil rights in the South. Then through this struggle Martin Luther King Jr., a man from Atlanta, led the nation through a nonviolent change that the world had yet to see and probably won't see again. Even though Atlanta has seen many battles in its history, we still have learned to be tolerant of each other and learn from our differences.

What one place best sums up Atlanta's spirit?

Piedmont Park, Centennial Olympic Park and Lenox Square.

Atlanta's Martin Luther King Jr. National Historic Site

460 Auburn Ave. N.E.

www.nps.gov/mplu/

This national historic site includes the birthplace and grave of the famed civil rights leader and Nobel Peace Prize winner, as well as Ebenezer Baptist Church (407-413 Auburn Ave.), where King's grandfather and father were ministers and King was a co-pastor. A visitor center houses exhibits pertaining to King and the civil rights movement. Also in "Sweet Auburn," the center of Atlanta's African-American community, is the Martin Luther King Jr. Center for Nonviolent Social Change (449 Auburn Ave.).
FAQs about the 2005 ACA Convention

Can I submit my registration by a purchase order? Yes. Please send in the purchase order, along with your registration form, to the attention of the ACA Member Services Department, 5999 Stevenson Ave., Alexandria, VA 22304-3900.

Where will the ACA Convention activities be held? All ancillary programs such as the Division meetings and functions, and ACA meetings and functions, including the Opening Session Keynote, Keynote Panel and the Opening Party, will be held at the ACA headquarters hotel — the Omni Hotel@CNN Center. The ACA Learning Institutes, Education Sessions, exhibits and registration will be held at the Georgia World Congress Center, which is adjacent to the Omni Hotel.

What are the other ACA hotels? ACA has contracted sleeping rooms with the Hyatt Regency and Westin Peachtree hotels. These two hotels are approximately 5-10 minutes from the Omni and the Georgia World Congress Center. No meetings will be held at these hotels.

Will ACA provide a shuttle bus? Yes. ACA will provide a shuttle bus to and from the hotels and the Georgia World Congress Center. Please check the hotel lobby for the scheduled times.

What is the difference between the Learning Institutes and the Education Sessions? Learning Institutes are the pre-convention workshops that take place two days before the start of the convention. The dates are Wednesday, April 6 and Thursday, April 7. The Learning Institutes are six-hour (daytime) and three-hour (evening) sessions that offer practical knowledge, strategies and intervention techniques. Learning Institute registration is not included in the convention registration. Education Sessions are included in the convention registration and will be held Friday, April 8 through Sunday, April 10.

How do I get continuing education credit for attending the ACA Convention? CE report forms will be included in the tote bags given to all attendees. Additional forms can be found at registration counters. Attendees simply check off the Education Sessions that they have attended, including the session number. The process is the same for the Learning Institutes.

Do I need to sign up for Education Sessions? No. You do not need to sign up for the Education Sessions. They are included in the registration fee and are on a first-come first-serve basis.

Can I register for the convention for one or two days? Yes, the cost for a one-day registration is $175. The cost for a two-day registration is $320.

Where is the Message Center located? The Message Center will be located in the ACA registration area at the Georgia World Congress Center to help locate friends and colleagues.

Can you provide me with travel information from the airport to the hotels? Hartsfield-Jackson Atlanta International Airport (ATL) is located 15 minutes from the heart of downtown Atlanta. The airport provides a shuttle bus located outside the baggage claim area in ISLAND C; STALLS 10-14. The cost is approximately $14 one way and $22 roundtrip. There is also taxi service available. The cost between the airport and downtown is approximately $25 one way. You may also take advantage of the Metropolitan Atlanta Rapid Transit Authority (MARTA) train system located in the airport.

Can I get around Atlanta using the MARTA system? MARTA's 47-mile Rapid Rail transit system has stations convenient to the Georgia World Congress Center and many of the city's top attractions. A one-way fare costs $1.75, or a Weekday Transfer — good for unlimited rides — costs $15. The rail system operates from 5 a.m.-1 a.m. Monday through Friday, and from 6 a.m.-12:20 a.m. on weekends. Trains run every 10 minutes on weekdays and every 15 minutes on weekends. For more information on schedules, maps and how to use MARTA, visit www.itsmarta.com.

What is the weather like in Atlanta in April? Springtime in Atlanta is beautiful, especially with the dogwoods and azaleas in bloom. The average high temperature for Atlanta in April is 72°, and the average low is 50°.

Powerful Techniques for Controlling Problem Anger

"This book can change the life of the angry person and the lives of those around him. Strong practical advice. Clear Answers. This is essential reading for those who want less anger in their lives."

— MATTHEW MCKAY, PH.D., author of When Anger Hurts

This book contains a powerful and straightforward system for controlling your anger and your life. Readers learn to:

- Identify the causes of their anger
- Avoid violence, blaming, and threats
- Stay calm one day at a time
- Change anger-provoking thoughts
- Ask for what they want without anger

publishing with you & your clients in mind
Atlanta Insider

Your tour guide: Tom Query, a psychotherapist with the Well-spring Counseling Center in Atlanta and director of Foothills Counseling Center in North Georgia.

What's on your must-see list? You're in luck! The Atlanta Braves’ opening night at Turner Field is April 8! In my opinion, the other must-sees are the Martin Luther King Jr. National Historic Site and the Jimmy Carter Library and Museum. Also of interest are the CNN Studio Tour, the High Museum of Art and, across the street from the ACA Convention, Centennial Olympic Park. It's great for an outdoor lunch after getting your food in the CNN Center. A few miles north of downtown is Buckhead, one of Atlanta's busiest suburbs and the center of nightlife in Atlanta. It has great restaurants and clubs.

What's your favorite restaurant in the area? For the experience, there are two perennial favorites: The Varsity for Southern hot dogs, and Mary Mac's Tea Room for Southern charm and hospitality. Atlanta has a Southern meal. The finest restaurants and clubs.

What makes Atlanta unique? It's a Southern city with Southern charm and hospitality. For International fun, try out your belly dancing moves at the Imperial Fez. Another great restaurant is the Sun Dial Restaurant atop the Westin Hotel.

What is Atlanta's most surprising aspect of Atlanta? Most people only see Hartsfield-Jackson International Airport as they transfer through going somewhere else. There is a joke that even when you die you have to go through Hartsfield-Jackson. Surprising to some people is the sprawl of the city (90 miles from one edge to the other), the traffic, the diversity and the green beauty of the South.

Tourist tips for ACA Convention attendees: For Internet tips go to www.AccessAtlanta.com. For transportation, use our MARTA mass transit system (www.marta.com). Try grits for breakfast (put butter and salt on them) at the Waffle House! You really will find Southern charm and hospitality — practice saying "Y'all." It's Uva-all in one syllable. Please do not say "You all!" The area around the convention center and the hotel has a lot to offer. If you want a day trip go to Plains/ Pine Mountain and see peanut country and Callaway Gardens, or take a trip to Stone Mountain (it's not a politically correct place and may be offensive to some). Or try Helen, a faux German village nestled in the North Georgia Mountains about two hours north of Atlanta.

What is Atlanta's most over-looked treasure? Barbeque and ribs along Auburn Avenue.

What makes Atlanta Atlanta? Atlanta is a city too busy to hate. The city's diversity is rich and welcoming. We are a major metropolitan city with Southern charm. Atlanta has a symbol of a Phoenix rising from the ashes — triumphant and hopeful for the future!

What is Atlanta's most over-looked attraction? Barbeque and ribs along Auburn Avenue.

What is the traffic like in Atlanta? The 12-acre urban marketplace, which marks the original downtown area, is so named because in the 1920s, concrete viaducts were built to elevate the street system above the market, allowing for better traffic flow. Merchants moved their wares to the new "second level," leaving the "underground" storefronts mostly for storage. Underground Atlanta experienced a re-birth in 1969 (and a re-rebirth in 1989) as an entertainment complex complete with stores, restaurants, nightlife, special events and history tours.

World of Coca-Cola

Located in Grant Park, Zoo Atlanta is one of the few facilities in the United States to have giant pandas. The zoo is also well-known for its Reptile House and for housing many endangered animals, including Sumatran orangutans, western lowland gorillas, black rhinos, African dwarf crocodiles and more.

League Baseball's Atlanta Braves in action here (the team’s opening home stand runs from April 8-13), or enjoy a one-hour tour of the 50,000-seat ballpark. Tours take in the field, a Braves luxury suite, the press box and broadcast booth, the dugout and the players’ clubhouse. You’ll also visit Scouts Alley, a hands-on educational/entertainment area where you can test your own hitting and pitching skills. Exhibits in the museum include Atlanta’s 1995 World Series trophy and the bat Hank Aaron used to break Babe Ruth’s all-time home run record.

Underground Atlanta

90 Upper Alabama St.
www.underground-atlanta.com/

It's said that locals prefer the eating, shopping and entertainment options found in the Buckhead and Virginia-Highland neighborhoods, but Underground Atlanta also has its appeal, especially for convention-goes and tourists in the downtown area.

Zoo Atlanta

800 Cherokee Ave. S.E.
www.zooatlanta.org/

Located in Grant Park, Zoo Atlanta is one of the few facilities in the United States to have giant pandas. The zoo is also well-known for its Reptile House and for housing many endangered animals, including Sumatran orangutans, western lowland gorillas, black rhinos, African dwarf crocodiles and more.

Continued on page 51
How can I add structure to outpatient treatment?
How do I reach the meth user?
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Terrorism, Trauma, and Tragedies:
A Counselor’s Guide to Preparing and Responding
2nd Edition

edited by Jane Webber, Debra D. Bass, and Richard Yep

This best-seller has been substantially revised and updated to include lessons learned since September 11, 2001 and experience gained during other recent traumatic events such as Hurricane Charley in Florida. A critical resource for all counselors, this edition includes special chapters for school counselors and others who work with children exposed to violence and trauma. New chapters include:

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

List Price: $36.95 ACA Member Price: $26.95

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- **An awards ceremony and banquet, included in the registration fee!**

- **CEs awarded through NBCC**

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**Keynote Speaker**

Kay Redfield Jamison, PhD, is a noted speaker, researcher, and authority on mood disorders. She wrote about her own struggles with bipolar disorder in the bestseller, *An Unquiet Mind*.

**Poster Session**

The AMHCA registration fee covers all these events:

- Welcome reception
- Morning and afternoon refreshment breaks
- Awards banquet and ceremony
- Conference closing reception

Most associations charge one rate for the conference, and then attendees pay for meal events in addition. Not AMHCA. Our all-inclusive fee covers the conference sessions and all these events, too!

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**FEES**

The registration fee covers all onsite events for the conference. The full conference registration fee must accompany all registration forms.

- Early Bird member fee (postmarked by May 15) $345
- Regular member fee (postmarked by June 15) $379
- Non-member fee $395
- Late/Onsite registration fee $450
- Student or retiree fee $175
- Spouse/Guest fee $95

**Register Online at [www.amhca.org](http://www.amhca.org)**

or mail or fax your registration form and payment to:

- **AMHCA**
  - P.O. Box 768717
  - Baltimore, MD 21275
  - 800/ 222-2734 or 703/ 548-8002; Fax 703/ 548-4775

**CANCELLATION POLICY:** A $50 fee will be charged for cancellations. Cancellations must be made in writing to AMHCA and postmarked by June 20. No refunds will be made for cancellations postmarked after June 20. No-shows at the conference will not receive a refund. People who register after June 20 will not be entitled to a refund. Name substitutions must be made in writing to AMHCA.
Career development opportunities in Atlanta

Q: Will there be a Career Center at this year's American Counseling Association Convention in Atlanta? What are some highlights? And what do I need to do to sign up?

A: You betcha! ACA's Career Center in Atlanta, located in the exhibit hall at the Georgia World Congress Center, will offer a myriad of opportunities to counselors interested in addressing their own career development. Of course, there will be interview opportunities. The list of employers is beginning to take shape, and we'll have more interview space than in previous years to accommodate our growing program. Résumé referral will be available for employers who are unable to interview candidates during the convention. Volunteer career counselors from the National Career Development Association and the National Employment Counseling Association will be on hand to answer questions and provide job search assistance. And refreshment breaks in the exhibit hall will double as networking opportunities in the space reserved for the Career Center. ACA is excited about its new private practice initiative, and we will welcome Bob Walsh and Norm Davidson for a special presentation on Friday afternoon, April 8, to help introduce this new program. An informal question-and-answer period will follow. There will, no doubt, be many questions about the new American Association of State Counseling Board's License Portability Plan, and we will have experts on hand during the Saturday morning coffee break in the Career Center to answer those questions on an informal, individualized basis. Additional programs are in the works to address a variety of professional concerns expressed by counselors. Employers and employee candidates can both find Career Center registration materials online. From the ACA website (www.counseling.org) click on "Career Center." You'll be able to download registration forms and find complete instructions for registration. Employers who haven't done so already should contact Amy Reece Connelly, manager of career services at ACA, to secure interview space as soon as possible. Either e-mail ACACareers@counseling.org or call 317.403.0269.

E-mail your counseling career-related questions for possible inclusion in "Career Corner" to ACACareers@counseling.org.

E-mail your counseling career-related questions for possible inclusion in "Career Corner" to ACACareers@counseling.org.
Innovator Thomas Magoon passes away at 82

Colleagues remember him as a “founding father” of college-based counseling

Thomas M. Magoon, 82, a retired University of Maryland psychology professor and director of the school’s counseling center, died Jan. 1 at Riderwood Village, a retirement community in Silver Spring, Md. He had pneumonia and coronary artery disease.

Magoon, a life member of the American Counseling Association, was also the founder of the National Counseling Center Data Bank in 1962. The data bank, an annual survey of counseling center directors, cataloged innovative programs and activities. In the late 1950s, he was responsible for forming the American Board of Professional Standards in Vocational Counseling, which later became the International Association of Counseling Services.

Magoon was born in Lancaster, N.H. and served in the Army in the Pacific during World War II. He also spent time in the Army’s specialized training program in personnel psychology, studying with psychologists at the University of California, Berkeley. He graduated from Dartmouth College in 1947 with degrees in psychology and education. After working as a psychology instructor at Colgate University, he earned his master’s degree in psychology and a doctorate in counseling psychology, both from the University of Minnesota.

Charles Lewis, ACA’s executive director from 1973-1983, met Magoon when both were graduate students at the University of Minnesota. “He was one of the most creative and enthusiastic persons I have known,” Lewis said. “Tom had a full life career at the University of Maryland and served in many very significant leadership roles in our profession as well. He was, in my perception, a founding father of college-based counseling, and he created and maintained an incredible database used by hundreds of sister institutions of higher education.”

Magoon joined the University of Maryland Counseling Center in 1955. In 1960, he was named the center’s director, a position he held until 1988. He also joined the faculty at the University of Maryland and was involved in both the Counseling and Personnel Services Department and the Department of Psychology. He was professor emeritus in both departments and director emeritus at the counseling center.

“I am here today in large part because, more than 30 years ago, Tom Magoon appointed himself my mentor,” said Vivian S. Boyd, director of the University of Maryland Counseling Center. “He possessed great vision and an endless spirit of innovation. Tom saw the university as a community, and at the heart of that community he saw the counseling center. He made counseling the moral compass of the community and that it existed to enrich the university.”

She continued, “It was Tom who forsook counseling center staff out of our offices in the Shoemaker Building and onto the campus. He would devise ingenious ways to achieve his goal. In this instance, his handy dandy project, known as the ‘Habit Breakout’ in essence got counseling center staff out onto the campus where they could experience firsthand, and hence better understand, the many barriers confronting students.”

A tribute in the newsletter of the University of Maryland Counseling Center also touted Magoon’s innovative nature: “Dr. Magoon’s ... innovations included ‘alternative treatment modes’ (counseling beyond the one-to-one), campus outreach and consultation (in, as he called it, ‘upstream from the counseling center’) and the development of a uniquely structured counseling center. He recognized students’ need for services beyond the psychological and vocational before many of his colleagues. The result was his overseeing the development of a counseling center that now includes a Learning Assistance Service, a Disability Support Service, a Testing and Research Unit, and a Parent Consultation and Child Evaluation Service.”

Said Boyd, “As an agent of change, Tom set the bar high. He leaves a magnificent legacy for academic and applied psychology as well as education. It was our former vice president of student affairs, William L. Thomas, who in my view described it best: ‘Tom came to the University of Maryland in those days when counseling centers were just beginning to emerge on college and university campuses across the country, and he simply hung the moon.’”

Said J. O’Neill, a professor of family studies and educational psychology at the University of Connecticut, “Tom was my mentor, colleague and friend for 35 years ... He was a pioneer in the professions of counseling and counseling psychology. He made major contributions to the profession, (and) his annual database survey of counseling centers in the United States significantly shaped how today’s mental health services are delivered at all our colleges and universities nationwide.”

He continued, “Tom was an inspiration to everyone he met. He believed in hard work and creative innovations to help people help themselves. He was a wise mentor to many and had a deep compassion for those who were hurting and marginalized in society. His mission was to infuse people with hope and optimism. He personally touched people with his energy, brilliance and sense of humor. He will be sorely missed, but the differences he made in the profession and individual people’s lives will last for many years into the future.”

Magoon’s honors included the University of Maryland Chancellor’s Award, the Maryland Psychological Association’s outstanding psychologist award and a lifetime achievement award from the American College Student Personnel Association.

Survivors include his wife of 55 years, Mary Constance Froias Magoon; five children, Peter G. Magoon; Daniel J. Magoon, Kenzie M. Raulin, John B. Magoon and Steven T. Magoon; a sister, Jean Frances Boyd; five grandchildren and a great-grandson.

Contributions in Magoon’s memory can be sent to the University of Maryland Foundation/Counseling Center, 2108 Mitchell Building, College Park, Md. 20742-5221.

Letters

Continued from page 4

But let us all recognize that the terror experienced from interpersonal violence is not caused by a stranger, for a political cause, but rather it is caused by the people who live in the home of the victim.

“We as professionals can give a voice to interpersonal trauma and, in doing so, we can work to provide therapeutic intervention and education for prevention. I have long believed and practiced that when we combine treatment with prevention we are increasing the likelihood that abuse and other forms of violence do not recur to the very people who entrust their health and well-being to us. I would also like to share that the Association for Traumatic Stress Specialists is an excellent organization for our membership to consider if they are working or want to work in the field of trauma. Thank you for the article and for the opportunity to share my thoughts as a member of ACA and as a trauma therapist.”

Karen A. Duncan
Greensboro, Ind.
karenduncan@healing4women.com

Counselors: Beware of what you’re sharing

I recently joined a music service that allows for the searching and sharing of media files. I entered a search for “counseling” and was shocked to find that I could access not only the music files of fellow subscribers of this music service, but also other types of files such as text documents. These files included the confidential client records of other mental health professionals who subscribe to this service. The widespread popularity of these types of services presents a staggering potential for the breach of client confidentiality. Please remind the readership that those who subscribe to this type of service need to check with their service to determine how they can prevent access to their confidential files.

James Jackson
Florence, Ala.
prov11_146@go.com

Counseling Today | March 2006

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Journal highlights for counselors

Recovering from ethical missteps

All professionals are vulnerable to committing minor ethical infractions during their careers. What should you do when you recognize that you’ve engaged in an ethically questionable practice that doesn’t qualify as an egregious violation of the American Counseling Association’s or American Psychological Association’s codes of ethics?

In “Accepting Fallibility: A Model for Personal Responsibility in Nonregreuous Ethics Infractions” (Counseling and Values, January 2005, pages 120-131), Elizabeth Reynolds Welfel presents a useful guide for repairing and learning from ethical missteps. She uses three counselors’ situations to demonstrate the process. One counselor has allowed personal problems to interfere with his treatment of clients. Another counselor has slipped into discussing clients’ personal issues (without identifying information) while chatting with a friend at a restaurant. The last counselor has given a client to whom he was attracted free consideration that he would not usually offer (though she was unaware of this and left satisfied with her course of counseling).

Welfel explains how these counselors can go through four steps: recognizing the error rather than dismissing or trivializing it, experiencing regret or remorse that mobilizes them to address the problem, making restitution in direct and indirect ways, and taking action to prevent recurrence of the ethical infraction. Welfel’s advice is sensible and sensitive, and could apply to a much broader audience than counselors.

Family patterns as career exploration topics

Themes and patterns in family history influence an individual’s career decision-making process. Counselor educators Krista Malott and Sandy Magnusson detail an interesting use of family genograms in a career exploration class for undergraduates (Career Development Quarterly, December 2004, pages 178-186). Students constructed traditional family genograms, following directions and examples provided by the instructor. They then used the genograms as a basis for exploring questions related to career development, including questions about gender roles, attitudes toward money, work/career values, relationships, beliefs about education, leisure, role models, and family successes and failures.

The instructor followed up with 30-minute individual meetings with students to examine family dynamics and patterns relevant to each student’s career decisions. Student comments reflect their conviction that the genogram activities were valuable and engaging. An appendix to the article lists suggested questions for reflection and discussion.

An anxiety scale tailored for college students

Chronic manifest anxiety shows up in different ways among different age groups across the life span, though some elements remain the same throughout life. Counselors in collegiate settings will be glad to learn of the Adult Manifest Anxiety Scale-College Version, which reflects developmental variations specific to college students and also uses item content relevant to the college setting. Besides the usual behavioral, cognitive, and physiological aspects, the AMAS-C includes the important dimension of test anxiety.

In the January 2005 issue of Measurement and Evaluation in Counseling and Development (pages 220-227), educators Patricia Lowe, Elena Papanastraous, Kimberly DeRuyck, and Cecil Reynolds report their study of test score stability and construct validity of the AMAS-C. Test-retest reliability over a four-week interval was adequate to excellent. When correlated with the Coping Scale for Adults, Multidimensional Anxiety Questionnaire, and Test Anxiety Inventory, the AMAS-C displayed the expected convergent and discriminant patterns, supporting its construct validity.

The authors suggest that the AMAS-C can be used as a screener to identify anxious college students, and the four subscale scores can be used to specify targets of treatment (test anxiety, worry/oversensitivity, physiological anxiety and social concern/stress).

Distance Counseling Credential and Training

Bringing Counseling Practice into the 21st Century

Distance Counseling is now recognized as a valuable and exciting tool for use in the field of counseling. The Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors, has established a new credential for counselors and those helping in the helping professions — the Distance Credentialed Counselor (DCC™).

By attending a two-day DCC Professional Development Workshop you will learn effective distance techniques, with specific applications to career, school and clinical counseling specialties. ReadyNinds, a leader in distance counseling has been authorized by CCE to offer this training.

UPCOMING 2005 TRAINING DATES

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guerrillas a few days earlier and required to pay a "tax" before being allowed to continue our journey.

Regardless of what had happened, it was clear that Nicole was in deep trouble. When last we'd seen her, she had been wearing only a light parka and had limited food and water. Even more frightening, we knew that Nicole had never been trekking in her life. As a matter of fact, she had never even spent a night in the woods. She had no survival skills and absolutely no experience with finding her way in the wilderness. It went mostly unspoken, but we silently realized there was a good chance she wouldn't survive the night. We couldn't imagine the situation becoming any more dire — until we were awakened by waves of thunder, lightening and then freezing rain. Now we were convinced there was no way she could survive the night without protection and resources. In the morning, when we finally emerged from our tents, hoping Nicole had shown up, we saw only a layer of snow covering the ground.

Our guide tried to reassure us that Nicole was O.K. She was probably ahead of us. Maybe she'd even met us at the next campsite. But we knew this was grasping at straws. Even our guide and the Sherpas began to lose hope as the day wore on with no sign of our lost friend.

As we trudged along the trail, I fought back tears of grief. I pictured Nicole during lunch, thought of how peaceful she'd seemed. I had even taken a photograph of her lying on the ground with the mountains in the distance as a backdrop. What would I tell her family? I didn't even know what had happened to her. Would they ever find her body? Would we ever discover where she went astray?

Somehow, I felt responsible. I should have taken better care of her, of all of us. Why had I let her out of my sight? I knew, rationally, that it was the job of our guide and the Sherpas to keep a watchful eye, yet I still couldn't help but think that this was somehow my fault. And I knew I wasn't the only one who felt that way. The whole awful situation reminded us of how each walk through life alone can be so devastating.

The whole awful situation reminded us of how each walk through life alone can be so devastating. It was only after 10 solid minutes of such exhaustion that we finally heard Nicole's story, and it was quite a different version than any of us had imagined. While we had been living in pure hell for the previous 24 hours, grieving the loss of our friend, hearing ourselves for neglect and ineptitude, Nicole had been safe — even more than that, she'd been comfortable.

It turned out that throughout most of the previous afternoon Nicole didn't even know she was lost. Somehow, she'd taken a wrong turn and ended up on another trail. She walked happily and contentedly through the day, believing that we were all just up ahead. She loved the time alone to think about her life, to consider new decisions she'd like to make when she got home. She enjoyed walking at her own pace. And she loved the silence, broken only by the sound of her breath.

As night started to fall, without sign of our camp, Nicole grew a bit concerned. She started calling out for help, hoping one of us would answer. Finally, two people approached from the woods. She supposed they were our guides coming to retrieve her. As they got closer, she noticed their machetes and automatic weapons. Nicole realized they were, in fact, Maoists on patrol. They looked dangerous.

"I'm lost," Nicole called out to them in careful English. "Can you help me? I need to find my friends. Do you know where they are?"

The two men signaled for her to follow them. Nicole did so, mostly because she had little choice. Not too many minutes later, they arrived in a village where she was directed to a home occupied by someone who spoke English fairly well. The gracious hosts invited Nicole in and offered her a place to sleep, as well as a lovely dinner consisting of local delicacies.

Nicole knew we'd be worried about her so she had little appetite. She heard the thunder and the sound of the rain and slept during the night, but she was tucked comfortably into a warm bed by a fire. She felt terribly guilty knowing we'd be distressed, but she had no way to get word to us. She didn't even know where she was, much less how she got there or how to find us.

In the morning her host escorted her to the camp where we were to arrive later in the day. That's where we found her. What strikes me as most intriguing about the struggle to find my way in that this story is so different from that of Nicole's experience. She was the "victim," the one who was lost, but the rest of us were the ones who were traumatized. Nicole actually had a fairly interesting "home stay" in a remote Himalayan village. She met some wonderful people and enjoyed an exotic adventure. Her only real concern was that we would be worried about her.

Weeks later, each of us is still trying to process the experience. I think it was the most interesting and while this was Nicole's adventure, her story, each of us reacted in quite a different way according to the information we had at the time. There are clients and students I worry about in a similar manner. I assume they are lost, struggling to find their way, just because I can't follow their trail.

I sometimes delude myself that students and clients must follow my lead in order to grow and change. As I talk to Nicole now and hear about her adventures, I realize it was the act of becoming lost that taught her to feel more resourceful and independent. She came back from the trip determined to make changes in her life. I already notice dramatic results.

There are times when clients need to wander off on their own. They need time to find their own way or even get lost on occasion. For that to happen more often, I have to surrender some of my own need to be in control, to be the guide. This was Nicole's story, but it was also mine.
Multicultural advocacy and community service

The multicultural movement has taken center stage in the counseling profession. As a result, it is forging a paradigm shift that is causing many counseling professionals to rethink the way they provide mental health services to people in diverse cultural populations.

The multicultural counseling movement is also changing the way counselor educators approach their work and the types of professional training strategies used to prepare their students for the challenges they will predictably face when working in the field.

Counseling researchers are also being challenged to use new investigative approaches that will expand our understanding of the unique strengths and needs that people from diverse populations present to counselors in school, rehabilitation and community counseling settings.

Clearly, the multicultural counseling movement has achieved much during the past 35 years. And yet, much more needs to be done to move the counseling profession beyond the various types of ethnocentrism that continue to be perpetuated in many of the clinical practices, counselor education programs and research endeavors implemented in the field.

One of the multicultural movement's most significant accomplishments is development of the multicultural counseling competencies. Initially developed by leaders in the Association for Multicultural Counseling and Development in 1992, these competencies were operationalized in 1996, and formally endorsed by the American Counseling Association in 2003 (along with a complementary set of advocacy competencies). For those individuals who have not yet reviewed these competencies, you will be glad to know that they are available on the ACA website (www.counseling.org).

Although the development and endorsement of these competencies represent major advancements for our profession, we are reminded that there is a difference between "institutional endorsement" and "professional advocacy." Although ACA's formal endorsement symbolizes the organization's approval of the multicultural counseling competencies, it does not guarantee that these competencies will be effectively implemented in the work of counselor educators, practitioners and researchers. To bridge the gap that currently exists between the organizational endorsement and the professional implementation of the competencies, multicultural advocates need to work together to plan and implement strategies that will build a mass grassroots movement within the counseling profession. This movement should be intentionally aimed at getting large numbers of counselors to effectively implement the multicultural competencies in their work settings.

Leaders in ACA have recently joined representatives of the Counselors for Social Justice association and members of the National Institute for Multicultural Competence to build this sort of movement in the fields of counseling and psychology. What follows is discussion of a series of events deliberately designed to build a mass grassroots movement composed of a growing number of counselors, psychologists, social workers and other mental health practitioners who are committed to implementing the multicultural competencies into their daily work.

The 2005 National Multicultural Summit

Leaders in ACA, CSI and NIMC participated in a series of events at the 2005 National Multicultural Summit aimed at organizing and mobilizing counselors willing to state how they specifically intended to implement one or more of the multicultural counseling competencies into their professional practices. One of the events involved a presentation in which several multicultural counseling advocates discussed the history of the multicultural movement, presented the advocacy that would enable other professional associations to take action to effectively implement specific multicultural-advocacy competencies.

Among the people who participated in this unprecedented professional organizational and mobilization event were several longtime ACA members, including Allen Ivey, Mary Bradford Ivey, Rebecca Toporek, Judy Daniels, Brynn Kim, Lewis Schlosser, Pamela Foley, Giola Lin and Yu-Wei Wang. After briefly discussing different aspects of the multicultural counseling movement and the ACA-endorsed advocacy competencies, they also explained how they were implementing various multicultural-advocacy competencies in their daily work.

They then proceeded to invite other people who attended this presentation to join in the effort to create a mass grassroots movement. The audience was then asked to break into small working groups. These groups brainstormed concrete strategies that would enable participants to effectively implement specific multicultural-advocacy competencies upon leaving the summit.

Finally, all the people who attended this presentation were encouraged to do three things: write down what specifically they were committed to doing to implement one or more of the multicultural-advocacy competencies after returning to their work settings, submit an anonymous copy of their action statement to the organizers of the meeting so that an ongoing record could be kept of the
cific commitments individuals were willing to make and publicly state their action plan if they were comfortable doing so before the conclusion of the summit presentation. This activity resulted in more than 100 written statements regarding specific commitments that participants made to implement one or more of the multicultural-advocacy competencies when they returned to their work settings.

**Giving Back to the Community Project**

Leaders in NIMC have outlined a comprehensive plan that is being implemented across the United States in a continuing effort to expand the sort of mass grassroots movement building effort described above. One of the ways NIMC plans to build on the efforts initiated at the 2005 National Multicultural Summit is by helping to organize a new project that is being co-sponsored with ACA and CSJ. The Giving Back to the Community Project was initially conceptualized by Thomas Parham, one of the leading multicultural scholars and social justice counseling advocates in the United States. In describing the importance of institutionalizing this concept in ACA, Parham has repeatedly emphasized that counselors should not simply take advantage of all the conveniences offered at the host cities where our national conventions are held. We should also give something back to these communities as a gesture of our genuine appreciation, demonstrating our willingness to make a positive contribution during our short stays in those cities.

With this creative suggestion for action in mind, leaders in ACA, CSJ and NIMC are planning a full day of professional development activities that will be held in Atlanta on April 6, just before the annual ACA Convention opens in that city. Although the professional development services offered during the Giving Back to the Community Project will focus on a broad range of issues of interest to counselors, psychologists, social workers, educators, administrators, community organizers and law enforcement personnel, all training activities will be anchored in strategies designed to promote the participants' cultural competence. With this in mind, the organizers will use the training/organizing/mobilizing model that was effectively implemented at the 2005 National Multicultural Summit. The goal is to further build the sort of mass grassroots movement necessary to bridge the gap that currently exists between the organizational endorsement and the actual implementation of the multicultural-advocacy competencies on a large scale across the United States. It is important to acknowledge that all of the people offering their services in conducting these and other professional development projects are doing so on a pro bono basis. Because these respected counseling leaders are volunteering their services in these and other projects to create a mass grassroots movement to increase the implementation of the multicultural-advocacy competencies, minimal costs will be required to attend such activities.

To receive additional information about some of the ways you can join in the effort to build a mass grassroots multicultural-advocacy movement in the United States, contact Michael D’Andrea via e-mail at Michael@hawaii.edu. You can also access additional information about NIMC and its plans for future events at www.geocities.com/nimc_newsletter/nimc_newsletter.htm.

**Michael D’Andrea**

(e-mail: Michael@hawaii.edu)

and Judy Daniels (jdaniels@hawaii.edu) are faculty members in the Department of Counseling Education at the University of Hawaii. ACA President-Elect Patricia Arredondo (e-mail: empow@aol.com) is a faculty member in the Department of Counseling Psychology at Arizona State University and the founder and president of Empowerment Workshops in Boston.
Mental Health and Productivity in the Workplace


The editors of this book have compiled a comprehensive overview of mental health issues and their impact on the American workplace. The work was originally published in 1993 as Mental Health in the Workplace but has been significantly updated and expanded to create a practical handbook for business professionals as well as behavioral health professionals.

This is not surprising given that Alan Langlieb has a master's in business administration in addition to his degree as a doctor of medicine; and Jeffrey Kahn is the head of a business, WorkPsych Associates, as well as being a physician. His organization's website, www.workpsychcorp.com, includes additional information and links to related sites such as the Academy of Organizational and Occupational Psychiatry and the Society for Human Resource Management.

The first of the book's four parts addresses the broad context of both mental health problems and the workplace. Each has had an impact on the other through competing demands. For example, cost containment is crucial to business success but pointless without demonstrated quality outcomes, and the right to confidentiality can be in conflict with the need to know. The editors have included material on the historical perspective of these issues as they have developed from the earliest years of the 20th century and into the new millennium.

The second part gives particular attention to problems at the executive level and how those problems can have a ripple effect throughout an organization. At any level of the organization, stress caused by the possibility of job loss or the maneuverings of office politics can have mental health consequences, and counselors are devoted to each area. Today's global economy also requires inclusion of a chapter on the effects of sending employees and their families overseas.

The book's third and fourth parts address common organizational issues and employee problems. Both sections include good information on specific concerns, for example, the Americans With Disabilities Act and the Family Medical Leave Act on the organizational side and substance abuse on the employee side. In addition, the editors have highlighted how organizations have personalities just as individuals do. The interplay of an organization's culture and ethics with the strengths and weaknesses of individuals can give rise to high individual and organizational performance or create barriers to productivity.

Taken as a whole, the book provides the information and insight necessary to assist businesses and mental health professionals with creating organizational structures, policies and benefits that will help individuals achieve optimum performance and help organizations achieve maximum productivity.

Reviewed by Eileen Fernandez Self, counselor educator and Business/Industrial Management Counseling Counseling Program adviser at Wright State University.

Critical Incidents in Group Counseling


Community and school-based counselors alike are eventually presented with the notion that they must lead a group counseling session. This is usually an overwhelming and unsettling experience for entry-level group workers, who frequently exhibit that "deer-in-the-headlights" look. No wonder, especially when considering that in forming a group, a counselor invites multiple individual variables to join forces with a multiplicity of group variables. This collision of individual and group variables provides ample fodder for potentially destructive events.

As the title suggests, the editors use critical incidents to organize the book. Key concepts in group theory and dynamics are illuminated through specific critical incidents in group counseling. To amplify and expand on these incidents, leading practitioners within the field provide commentary. The editors focus on group leadership skill development and understanding of such issues as negotiation, power, controversy, ethics and performance.

The book is divided into three sections, the first addressing the concerns of group leaders, the second those of group members and the third, leadership issues. Each of the 41 chapters features critical incidents introduced with background information, a description of the incident and questions aimed at investigating the contributing factors. Each chapter allows two practitioners to respond to questions about ethical guidelines, theoretical criteria and appropriate intervention strategies. This book can help the reader to effectively handle several potentially destructive incidents within a group setting.

The value of this resource extends from the novice group leader to the seasoned practitioner. The editors have assembled a collection of authors who focus on key elements important to running a group that simultaneously satisfies and protects the individual member. The use of questions guides readers' understandings of the issues at hand and enhances the development of relevant skills. Responses from the chapter authors flesh out ways to take critical incidents that appear to be the most potentially destructive and use them to draw a group closer, come to a better resolution and work more effectively on future challenges. This reader-friendly book would be a useful supplementary resource for any student or counselor working within a group setting.

Reviewed by Christopher P. Roseman, a doctoral student in counseling education and supervision at the University of Toledo.

The Heart & Soul of Change: What Works in Therapy


For decades, mental health theorists have touted new ways of understanding clients. Typically, theorists trouble themselves to highlight how their theories are different and unique. These efforts often lead to competition and divisiveness among theorists and their proponents, thus distorting the real issue of counseling clients through meaningful change.

In its sixth printing, this book builds a case for the idea that effective therapy has more to do with similarities in approaches than with differences.

The common factors of therapeutic change highlighted in this book were proposed by Michael Lambert in 1992. The editors cite several factors common to change: extratherapeutic, relationship, expectancy or placebo, and techniques. An assortment of authors reviews research and literature relating to each factor. Each chapter ends with questions centered on the implications and applications of the current research findings.

The common factors theme transcends multiple facets of the mental health field. A case in point is Chapter 8, "How Do People Change and How Can We Change to Help Many More People?" In this offering, author James O. Prochaska integrates Lambert's common factors of therapeutic change into his transtheoretical model. Prochaska's model outlines six stages of change clients experience during the therapy process, including pre-contemplation, contemplation, preparation, action, maintenance and termination. Similar to the common factors, awareness and understanding of the stages of change can help counselors to meet clients where they are and work collaboratively toward change focusing on what is useful for the client at that specific time in his development.

Continuing this integrative approach in Chapter 10, Roger P. Greenberg outlines psychosocial factors that are often minimized or ignored in the use of psychochemical treatments for mental illness. He articulates the notion that from a strict biological perspective, psychosocial factors tend to be viewed as nuisance variables rather than factors that influence client change. Greenberg discusses how, upon discovering the significant power of the client-therapist relationship, medical science began exploring the doctor-patient relationship. Through several studies including incorporation of client feedback, the doctor-patient relationship was found to be an important factor influencing outcomes of treatment.

In chapter 12, John J. Murphy draws parallels between the common factors of therapeutic change and those of school-based change. He highlights empowerment, acceptability and collaboration as the common factors of school-based change, then explains that empowerment is similar to Lambert's belief that client contributions are vital to the success of therapy. Murphy outlines and describes the 5-B Method, a five-step approach to school-based change that builds on strengths to work toward successful outcomes: eliciting or identifying resources, elaborating on the resources, expanding and application of the resources, evaluating the effectiveness of what was applied and empowering effective outcomes.

I found the book exceptionally useful both as a practicing counselor and counselor educator. As a counselor, it focused more of my attention on nurturing factors that facilitate change and effective outcomes. As a counselor educator, it urged me to revitalize my counselor training program with cutting-edge, research-driven and treatments-based approaches.

Reviewed by Joseph D. Welman, assistant professor and program coordinator in the Department of Psychology and Counseling at Northern State University.
COMING EVENTS

ACA Annual Convention
April 6-10
Atlanta, Ga.

The theme for ACA's Annual Conference is "Counseling: A Creative Force in the Fabric of Maine Life," at the Samoset Resort. ACA President Samual T. Gladding, professor and chair of the Department of Counseling, Wake Forest University, Winston-Salem, N.C., will be the guest keynote speaker. For more information, go to www.mainecoa.org/annual.htm.

For more information contact Conference Chair Cathleeft Dziekan at 203.483.7342 or cdziekan@northbranfordschools.org.

**F.Y.I.**

Call for manuscripts/submissions

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

Manuscripts may be sent to Paul M. Parsons, Editor, The Journal for the Professional Counselor, Medallie College, 18 Agassiz Circle, Buffalo, NY 14214-5998. The guidelines for authors are found in each issue, including the use of the reference style of the Publication Manual of the American Psychological Association, Fifth Edition.

A. Scott McGowan, editor of The Journal of Counseling and Development (JCD), is seeking applicants for three-year appointments commencing July 1 to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Given the scope and nature of the journal, we are seeking applications from people who represent all the various specialty areas of counseling. We are also looking to increase ethnic and racial diversity and to achieve a geographic balance on the board. Although not required in the letter of application, sharing such information relative to these characteristics is appreciated.

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

To apply, send the following materials electronically as attachments to amc@liu.edu: a letter of application describing qualifications and areas of expertise, a vita and a list of publications. In addition, send hard copies, along with a recent representative publication of an article the applicant has successfully published in a refereed journal, via gowan@liu.edu. Applications are invited immediately but must be received electronically no later than April 1. The JCA Publications Committee will consider applications at the ACA Convention in Atlanta, April 7-9.

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


Counseling and Values, the journal of the Association for Spiritual, Ethical, and Religious Values in Counseling is seeking applicants for its Editorial Board for 2006-2008.

All ACA members who are interested in serving on the journal's Editorial Board are encouraged to submit their application materials by Feb. 15, 2006.

Primary responsibilities include reviewing manuscripts and submitting the reviews to the editor in a timely manner. Editorial Board members should be familiar with the content and aims of the Counseling and Values journal and ASERVIC, have sound opinions on what is relevant to readers and be capable of offering constructive feedback to authors. Several openings are available for the three-year term from July 1, 2006, through June 30, 2008.

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

Funding program/award

ING awards $240,000 every year to K-12 Educators through the Unsung Heroes program. The ING Unsung Heroes awards program recognizes teachers who make a difference by finding ways to take teaching to new heights and make learning fun. Initiated by ING in 1995, the ING Unsung Heroes awards program invites educators to submit applications describing projects they have initiated or would like to create. Their applications are judged on their innovative teaching methods, creativity and ability to make a positive influence on the children they teach.

Funding goes to you and your school directly from ING. Every year, ING recognizes deserving educators and their students nationwide through awards totaling nearly $250,000. Another 100 educators join their ranks each year, receiving checks for $2,000 each, with an additional $5,000, $10,000, and $25,000 going to the top three winners.

Applicants must be a K-12 teacher, principal, paraprofessional or classified staff member with an effective project that improves student learning. For more information, visit www.ing.com/unsungheroes.
ACCA announces events at ACA Conference
Submitted by Mark Freeman
Mark.S.Freeman@Rollins.edu

The American College Counseling Association is looking forward to a great American Counseling Association Convention in Atlanta this spring. ACCA has numerous conference sessions scheduled for you as college counselors. In addition to relevant workshops, we have several ancillary sessions for college counselors wanting to connect with new colleagues or reconnect with old friends. The Executive Board will meet all day on April 7.

Our committees have a meeting space and time dedicated to discuss division business. Be sure to discuss with your committee chairs whether there will be a meeting for your group. Committees will meet in the Birch Room in the South Tower of the Omni from 8-9 a.m. on April 8.

In addition, the Editorial Board of the Journal of College Counseling will meet this year from 2-3:30 on Saturday, April 9 in the Redwood Room in the North Tower of the Omni.

This year we are also excited to have Scott Barstow, our legislative liaison from ACA, join us for the Forum on College Counseling on Friday, April 8 in the Walnut Room of the Omni North Tower from 1-2 p.m. He will be discussing the legislative initiatives most relevant to college counseling this year. Continuing education credits will be provided for those attending the forum.

Following the forum, we will have our annual resource and T-shirt exchange in the Redwood Room of the North Tower. Be sure to bring some of your best “share wear” and resources, including programs for college counselors.

Our social events are exciting this year. We will have an annual ACCA reception, complete with a grand array of delicious, hot hors d’oeuvres. The reception will be held on Friday, April 8 in the Spruce Room of the South Tower from 5-7 p.m.

Our annual business meeting and awards ceremony will take place from 10:30-12:30 on Saturday, April 9 in Dogwood B of the North Tower in the Omni Hotel. Tickets for the event are $35.

There are many great workshops and presentations on college counseling. We hope you can attend and support our fantastic division this year, because Atlanta is so accessible to all of us.

If you cannot come for some reason, please see our website at www.collegecounseling.org for the online professional development opportunities. We have two courses. One course is on improving your skills with students who suffer from test anxiety. Our own Joyce Thomas is the author of that workshop. The other course deals with how to develop policies and manage the suicidal student within the college setting. The two authors for this great workshop are Perry Francis and M.J. Raleigh.

ACES conference to focus on creativity
Submitted by Paige Bentley
pbentley@tnad.rr.com

What happens when we take a break from the ordinary? Many believe that shift helps us tap into our creative reserves, transform our perspective, revitalize our spirit and promote positive change.

The Association for Counselor Education and Supervision recognizes the transformative power of creativity and the potential it brings to counselors, counseling processes and clients with its 2005 national conference, “Creativity and Change in Counselor Education and Supervision.” The conference will celebrate and highlight the innate creativity of counselors and supervisors and the imaginative approaches they use to facilitate change.

“We are beginning to see our profession opening to new methods,” said ACES President-Elect James Berenboff. “At the 2005 conference, we hope to cultivate this growing interest in alternative approaches and build on the creativity that is already a part of the counseling process.”

In keeping with these objectives, ACES plans to incorporate a variety of artistic elements into the conference schedule, including music and movement.

A highlight of the conference will be a performance by the Tamburitzans Dancers at Duquesne University’s reception for ACES on the evening of Thursday, Oct. 20.

“We want this conference to be an energizing and revitalizing experience for all participants, so we plan to offer a diverse mix of creative opportunities,” Berenboff said.

The conference will be held in downtown Pittsburgh, opening up even more opportunities for creative exploration. Simply strolling along the downtown streets is a treat for the senses. From the distinctive architecture to the flair of the locals, the city offers an array of unique features. Pittsburgh is home to a number of museums and cultural attractions such as the Andy Warhol Museum, the Carnegie Museum of Art and the Pittsburgh Symphony. The “almost famous” Primanti Brothers sandwich, a local tradition for more than 60 years, is a “must taste” for any visitor.

The 2005 ACES National Conference will be held Oct. 19-23. “Super saver” discounts

when your profession needs you......

Will You Be There?

Professional counselors are coming together to establish a new voice for the profession in Washington, D.C.: the Professional Counseling Fund. The Professional Counseling Fund is working to put counselors and their clients on the radar screen of the legislators who are making policy decisions affecting our profession. We’re gaining the attention of lawmakers through political contributions, and we need your help to make our voice as effective as possible.

Please join us in Atlanta for a fundraiser for PCF. The event will be at McCormick & Schmick’s Seafood Restaurant, CNN Center, from 5:00-7:00p.m, Saturday, April 9, 2005. We hope to see you there! Also, check out the Professional Counseling Fund online at www.counselingfund.org, e-mail us at info@counselingfund.org, or contact Treasurer Pat McGinn by phone at 773-363-8313.

Signed,

Patricia Arredondo
Bill Braden
Joni Carlson
Jack Cloud
Kelly Collins
Dana Couch-Davis
Doris Rhea Coy
Norm Densenbrook
Deborah Elhard
Rebecca Farrell
Francesca Giordano
Sam Gladding
William Glasser
Jane Goodman
Carolyn Greer
James Henderson
Nita Jones
Harvey Kelber
Pat Kozik
Courtland Lee
Judy Lewis
Maria McCabe
Pat McGinn
Scott McGowan
Irene McIntosh
Beverly O’Bryant
Mark Pope
Dean Porter
Lee Richmond
Pat Schwallie-Giddis
Dan Stasi
Toni Tollerud
Bob Walsh
Gail Wirtz

44
NEW! A MAJOR BREAKTHROUGH!

What can you do for students undecided about their majors?

The new What Can You Do with a Major in ...? series offers practical, detailed, career guidance you can share with college-bound and undergrad students considering a major. Each book covers one of America's top 10 majors and includes:

- Traditional and non-traditional career opportunities
- Profiles of real graduates—career paths, lessons learned, and more
- Overviews of salary levels and work environments
- Advice on college curriculum, including courses and internships
- Extensive additional resources, including Web sites and professional organizations

All 5 Career Idea-Packed Books

WILEY
Now you know.
wiley.com
on April 8 will include award presentations and will feature Mark Pope as the luncheon speaker. Please plan to attend.

In addition, the ARCA booth will be open in the exhibit area. Come by to say “Hello” and receive an ARCA pen. Sign up to attend the ARCA raffle, which has as its prize a paid conference registration for 2006. The booth will have materials and information from both the Commission on Rehabilitation Counseling Certification and the Council on Rehabilitation Education. ARCA representatives will be available to answer your questions. There will also be additional information on the ARCA program at the Convention June 2-3 at Cornell University in Ithaca, N.Y. Check ARCA’s website at www.counseling.org/arca for additional information, or contact Betty Hedgeman or Carolyn Rollins. ARCA will also host a reception with other divisions on Friday, April 8.

ARCA is also seeking nominations for office next year. If you are interested, let us know. In addition, we are also seeking a newsletter editor. If you are interested, contact Mark Stebnicki or Betty Hedgeman.

### Professional Counseling and Psychology

A new Master of Philosophy in Education (M.Phil.Ed.) program at the University of Pennsylvania Graduate School of Education (Penn GSE)

Graduate study at Penn GSE is more than learning—it’s an experience of personal growth and challenge. Through an urban-focused, culturally relevant curriculum, Penn GSE students rethink the way that they’ve been taught to think about issues. Studying with faculty who specialize in novel, evidence-based interventions, Penn GSE students develop their own creative ways to approach their work in the field. The culmination of the Penn GSE student experience is the internship, which allows students to test the application of their theories and to develop their professional skills.

- Pre-requisites include the completion of a master’s degree in clinical or counseling psychology or another related field.
- Minimum of 10 courses in advanced psychological counseling, assessment, career psychology, and program evaluation.
- Students can attend on a full- or part-time basis and can begin their program during the fall, spring or summer semesters.
- Applications accepted on a rolling basis, beginning with application for summer 2005.

Contact Evelyn A. Jordan at jordane@gse.upenn.edu or 215-898-4176, or visit our website: [http://www.gse.upenn.edu/aphd/mce.php](http://www.gse.upenn.edu/aphd/mce.php) for further information.

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**ASGW plans conference, develops AGTI certificate**

Submitted by Jim Trotzer

Put these dates on your calendar for the Association for Specialists in Group Work National Conference: Jan. 10-13, 2006. The conference will be held at the beautiful and historic Marriott Grand Hotel in Point Clear, Ala. Visit the ASGW website at [www.asgw.org](http://www.asgw.org) for details and its call for programs.

ASGW would like to announce the newly developed Advanced Group Training Institute (AGTI) Certificate of Completion. This program awards a certificate to participants who complete designated ASGW programs and events. The upcoming 2005 ACA Convention in Atlanta will be the first venue for ASGW members to partake in this new opportunity as a means of promoting our professional development in group work. More information about the AGTI Certificate of Completion will be available to members on the ASGW website.

ASGW has the honor of presenting a multicultural conclave entitled “Heartbeat of the Circle: Experiencing Multicultural Group Work” at the ACA Convention. The conclave is scheduled for Thursday, April 7 from 1-5 p.m. in the Pine Room of the South Tower of the Omni Hotel. The conclave will feature Michael Garrett, Sherlon Brown and Edil Torres-Rivera, nationally and internationally known experts who have conducted training for many years in local communities, states and several countries. They are authors of several textbooks, book chapters and numerous articles pertinent to group work. Each of the presenters brings unique perspectives and experiential dynamics that enhance group work practices.

Workshop participants will experience circles within circles, with multiple cultural avenues to understand the power of the circle through group work. The four directions will provide a model for an ancient Native American, African and Latin framework of maintaining harmony and balance of mind, body and spirit, and natural environment. Multicultural interventions in group work will be the focus of the sessions.
Purchase the latest publications and new ACA logo accessories including sweatshirts, T-shirts, hats, key chains, and many other items in the ACA Convention Book Shop. More than 150 books, home-studies, CD's, and videotapes will be available for purchase at special discounts for all convention attendees. A preconvention Auxiliary Bookstore featuring new releases and best-sellers will be open April 6–7 in the ACA convention registration area.

**ACA AUTHOR BOOK SIGNINGS**

- **Thursday, April 7** • 5:30 p.m. – 6:30 p.m.
- **Friday, April 8** • 11:00 a.m. – 12:00 p.m.
- **Friday, April 8** • 5:00 p.m. – 6:00 p.m. – Signing for Journeys to Professional Excellence: Lessons From Leading Counselor Educators and Practitioners Authors
- **Saturday, April 9** • 10:30 a.m. – 11:30 p.m. – Signing for “Giving Creativity Form and Substance” Panel Members

**New Releases:**

- The Accountable School Counselor
- Assessment and Intervention With Children and Adolescents: Developmental and Multicultural Approaches, Second Edition
- Career Development Across the K-16 Years: Bridging the Present to Satisfying and Successful Futures
- Career Education: History and Future
- Contemporary Mental Health Issues Among African Americans
- Counselling as an Art: The Creative Arts in Counseling, Third Edition
- Counselling for Wellness: Theories, Research, and Practice
- Critical Incidents in Addictions Counseling
- Critical Incidents in Group Counseling
- Cybercounseling and Cyberlearning—An Encore
- The Emerging Professional Counselor: Student Dreams to Professional Realities, Second Edition
- Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups, Volume Two
- Feast, Stress, and Trauma: Helping Children Cope
- Integrating Spirituality and Religion Into Counseling: A Guide to Competent Practice
- Journeys to Professional Excellence: Lessons From Leading Counselor Educators and Practitioners
- Measuring Up: Assessment Issues for Teachers, Counselors, and Administrators
- The Mother-Daughter Relationship: Activities for Promoting Lifework Success
- Preventing Substance Abuse: A Guide for School Counselors
- The Professional Counselor: Portfolio, Competencies, Performance Guidelines, and Assessment, Third Edition
- Professional School Counseling: A Handbook of Theories, Programs, & Practices
- Suicide Across the Life Span: Implications for Counselors
- Unfocused Kids: Helping Students to Focus on Their Education and Career Plans
- Using Technology to Improve Counseling Practice: A Primer for the 21st Century
- VISTAS: Perspectives on Counseling 2005
- Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents, Fourth Edition

**Special Book Signing for Keynote Speaker Dr. Irvin D. Yalom!**

- **Friday, April 8** • 11:00 a.m.
  - Omni Hotel, Grand Ballroom

**ACA BOOK SHOP**

- **Thursday, April 7** • 5:00 p.m. – 7:00 p.m.
- **Friday, April 8** • 11:00 a.m. – 6:00 p.m.
- **Saturday, April 9** • 10:30 a.m. – 6:00 p.m.
work will be explored through self-reflective, fun group activities and discussions along with stories, songs, flute and drum. Continuing education units will be available. Registration is on a first-come, first-served basis, and space is limited. For more information and registration visit the ASGW website.

IAAOC introduces new interactive website
Submitted by Kelly M. Burch-Ragan
kelly.burch-ragan@wku.edu

The leadership of the International Association of Addictions and Offender Counselors is excited to announce the long-awaited debut of our division’s new interactive website at www.iaaoc.org/. Our members’ support and patience in waiting is appreciated, and we think the website is IAAOC’s way of creating a community among our practitioners, researchers, graduate students and counselor educators across the United States and internationally. We also wish to extend our community by inviting members of other ACA organizations and the public to join us by subscribing to our online newsletter. If you are searching for readings, news and the ability to stay professionally connected, then IAAOC’s website is the place to go. The leadership hopes that members will be inspired by all the possibilities available through the website. We welcome feedback and creative ideas as we continue to grow and meet the needs of our professional field of expertise. We also respectfully request members to provide ACA and IAAOC’s membership chair, Ford Brooks (cbrooks@arklshlp.edu), with your current e-mail address. We do not wish to miss announcements of new publication releases, invitations to participate in various projects, scholarship and grant opportunities, calls for papers and presentation proposals, and responses to current broader issues that have an impact on the quality world of professionals and clients alike.

In closing, three additional items are worthy of noting. First, the publication of Critical Incidents in Addictions Counseling by V. Kelly and G. Johnko (Eds.) will be available in March and is expected to be available at the 2005 ACA Convention bookstores. Second, Era St. Clair. IAAOC’s Advocacy and Legislative Committee chair, received a grant supporting her participation in ACA’s Legislative and Advocacy Institute at the end of February. Third, please check the website. There is a plethora of information regarding the IAAOC’s committee activities, and there is still time to submit your application for one of IAAOC’s scholarships, awards or grants to be presented at the IAAOC’s Awards Breakfast on Friday, April 8, from 7:30-9:30 a.m. If you have additional questions or concerns please do not hesitate to contact me at kelly.burch-ragan@wku.edu.

IAMFC previews special events
Submitted by Lynn Miller
lynn.miller@ucb.ca

Please see the details of the International Association of Marriage and Family Counselors events planned for the ACA Convention on p. 20. As a reminder, ACA President-Elect Patricia Arredondo is our Distinguished Presenter. “The Psychosocial Approach in Family Counseling With Mestizo/Latino Immigrant: A Continuum and Synergy of World Views” will take place April 9 from 1-4 p.m. in the Omni Ballroom.

We also will have our annual awards ceremony at the IAMFC luncheon, Friday, April 8. Order your tickets early! Andy Home will address our members and discuss his cutting-edge research. We also encourage students and all IAMFC members to attend our industry-funded social later that day at the Omni from 5:30-7:30 p.m. CPH Insurance is our gracious host. Check your registration book for the exact location.

Also join IAMFC in Atlanta to honor the contributions made by 13 volumes of The Family Journal, an award-winning publication ably headed by Jon Carlson with the assistance of MaryKay Nieplo-ki. The announcement of the new editorial team will be made at the IAMFC luncheon on Friday, April 8.

Mark your calendars now for marriage and family conferences! The 1st IAMFC World Conference, held in New Orleans Jan. 27-29 was a huge success! Lots of fun, education and cultural experiences were the mandate of our initial first “solo” conference. Pat Love was the keynote speaker, informing us of the neurophysiological components in a successful relationship. We had the opportunity to have sessions in the U.S. Mint and the Cabildo (where the Louisiana Purchase was signed). Due to popular demand, we are scheduling the 2nd Annual IAMFC World Conference in the same place, New Orleans, in the week prior to Mardi Gras, Feb 17-19, 2006. See you there!

The Northampton Summer Institute (outside of London), to be held July 5-11, is a weeklong event that offers a unique and affordable professional development study-abroad experience for mental health professionals in the fields of counseling and marriage and family therapy. Concurrent with the summer institute is the Graduate Student Program, a two-week residential summer program that allows graduate students to enroll in online and on-campus courses offered through accredited university counseling programs. Questions concerning the IAMFC Northampton Summer Institute should be directed to Brian S. Canfield via telephone at 985.974.8405 or via e-mail at DrBSC@aol.com.

MCA conference building bridges to improve trauma counseling
Submitted by Mike Wesnabane-Taylor
mikewt@msu.montt.edu

It is an exciting time for the Montana Counseling Association as we look forward to our upcoming conference and have developed key organizational partnerships across Big Sky Country! We are pleased to announce the 2005 MCA Conference, “A Community of Healing: Integrative Practices in Trauma Response.”

The event will be held April 21-22 at the Best Western Great Northern Hotel in the state capital, Helena. The event will provide training in critical issues and promising practices for counselors who provide services to traumatized adults and children. The conference features trainings in trauma-focused cognitive behavioral therapy, cognitive behavioral therapy for child sexual abuse and parent-child interaction therapy. The event will offer 13.75 continuing education unit credits from the National Board for Certified Counselors, the Montana Department of Labor and Industry, and the Montana Office of Public Instruction. We will welcome state government officials, university researchers, local clinicians and two nationally distinguished keynote speakers: American Counseling Association Executive Director Richard Yep and Lucy Berliner, director of the Harberview Center for Sexual Assault and Traumatic Stress and clinical associate professor at the University of Washing- ton Department of Psychiatry and Behavioral Sciences.

In addition to these keynote speakers, the conference will provide special sessions on critical incidents stress manage-
Three topics announced for 2005 grad student essay contest

Graduate students in counseling programs can voice their opinions and compete for valuable prizes in the 2005 Graduate Student Essay Contest recently announced by the American Counseling Association Foundation.

"Our students need to realize that they can help shape the future of our profession," noted ACAF Chair Clemmie Solomon. "When we open the floor to the creative discussion of subjects which will determine where we will place our emphasis as counselors and educators, we are all better, for the process."

The winning essay writer will receive a $500 grant, a one-year student membership in ACA and publication of the essay in a future issue of Counseling Today. Four runners-up will receive free memberships to ACA and publication of their essays in Counseling Today.

Graduate students can choose from three essay topics reflecting both current and future issues of concern to the counseling profession. This year's topics are:

- Define "advocacy" and explain if you support requiring "advocacy" as a component of graduate counseling programs.
- Should graduate counseling programs continue to focus on human development and career counseling or shift to emphasize diagnosis and treatment of mental disorders?
- How can counselor training programs better prepare students to address today's broad range of social justice concerns?

The contest is open to all students in graduate-level programs at institutions of higher learning. Applicants should submit essays of no more than 750 words. Either e-mail a copy of the essay (as a Word or WordPerfect file) to acafessays@counsel.org or mail three copies of the essay to ACAF Graduate Student Essay Contest, 5999 Stevenson Ave., Alexandria, VA 22304-3300. The deadline for all entries is April 29.

All essays will be reviewed and scored in a two-part process by a panel of counseling professionals and educators. Submitted essays will not be returned.

For a copy of all the submission guidelines, contact ACA Member Services at 800-347-6647 ext. 222 and request the ACAF Graduate Student Essay Contest rules, or find them online at www.counseling.org.

The ACA Foundation first launched the Graduate Student Essay Contest in 1999. Since that time approximately 600 graduate students have written on a wide range of timely and important topics relevant to the counseling profession.

ANNOUNCING
The 2005 Graduate Student Essay Contest
DEADLINE: APRIL 29, 2005

Enter today to win! $500 first prize plus (for first prize and 4 runners-up) 1 year of paid ACA Student Membership and essay publication in Counseling Today

VOICE YOUR OPINION ON ISSUES VITAL TO THE COUNSELING PROFESSION.

Write up to 750 words on one of the following topics:

A. Define 'advocacy' and explain if you support requiring 'advocacy' as a component of graduate counseling programs.

or

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

or

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

Send your essay via email to acafessays@counsel.org or mail your 3 copies to:
ACAF Graduate Student Essay Contest, 5999 Stevenson Avenue, Alexandria, VA 22304-3300

call ACA Member Services at 800-347-6647 x222 or visit www.counseling.org for more details
Continued from page 48

AACA advice on insurance for your home

BY PAUL L. NELSON
FOR COUNSELING TODAY

- If you watch the news, you notice how many catastrophes occur each and every day — tornadoes, hurricanes, tornadoes, fires, mudslides, floods, etc. All these things can have a major impact on your business or your home. If you are uninsured, you will be unprepared. It is imperative to have adequate insurance in the event you face a disaster and it becomes necessary to repair or rebuild your home. If you are uninsured, you will lose a significant portion of your savings.

It doesn't take a major catastrophe to realize a need for good homeowners protection. If a tree in your yard crashes into a neighbor's house, would your policy cover the damage? If the wind blows a tree through your roof, are you protected from the water damage as the ensuing rain pours in?

It is always a good idea to examine your insurance policies to be sure you have insurance protection for all possible events. Consider how much it would cost to replace your home in today's market. Building costs are constantly rising, so the importance of adequate amounts of insurance cannot be overemphasized.

People forget about the value of home improvements when they consider the replacement cost value of their home. If you put an addition on your house, then you may need to increase the amount of insurance. Insurance policies cover almost all types of fire losses, except in the case where you intentionally cause the fire damage. However, your house is not covered for flood damage unless you purchase flood insurance through the federal government. Flood insurance may be defined as surface water from a heavy rain that seeps into your home. Homeowners policies will not cover this type of damage. If you're covered for floods in your area, call the federal government at 800.323.8603.

Homeowner policies usually cover personal items, but you must be able to prove what you own. Take photos of the rooms in your home and the furnishings therein. Keep the photos or video in a safe place away from your home. This evidence can be very helpful if the time ever comes when you have to make a claim. Exceptionally valuable items such as jewelry and paintings should be insured separately. It is advisable to get those items appraised and add a rider to your policy to cover them.

Renters also qualify for homeowner policies, sometimes referred to as tenants policies. Many people underestimate the value of their personal belongings and regret the lack of insurance when a fire or theft occurs.

The American Counseling Association Insurance Trust sponsors homeowners insurance with a specially priced program through Liberty Mutual. Extra savings can be achieved if you purchase insurance in conjunction with the homeowners policy. If you have questions or concerns about homeowners insurance, call the AACA office at 800.347.6647 or Liberty Mutual at 800.524.9400. Please mention participant number 8654. Let them know that you are an AACA member, and they will be pleased to assist you.

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

Your tour guide: Catharina Chang, assistant professor, Department of Counseling and Psychological Services, Georgia State University.

What's on your must-see list?
Atlanta is a diverse city with attractions for anyone. Here are some things I personally think are worthwhile: CNN Center, which is right next to the Omni (a tour of the CNN Center is a must); Centennial Olympic Park, which is directly across from the Omni Hotel; Martin Luther King Jr., National Historic Site; Atlanta Botanical Gardens; Jimmy Carter Library and Museum; and the World of Coca-Cola for those who don't mind commercialization at its greatest.

What's your favorite restaurant in the area?
It's difficult to name just one. Atlanta has some wonderful and diverse restaurants. No matter what type of food you are looking for you can find it here. The "hottest" and "trendiest" restaurant right now is probably Two Urban Licks with its stunning onion rings. Of course you can't visit the South without tasting the local barbeque, and for that I recommend Fat Matt's Rib Shack.

What's on your must-see list?
The view of the city from the revolving restaurant atop the Westin Peachtree Plaza at dusk; the lights of Centennial Olympic Park at night.

Tourist tips for ACA Convention attendees:
Visit the Michael C. Carlos Museum on the campus of Emory University and the Carter Center Museum and Library.

In Brief

Former ACA president Feingold passes
S. Norman Feingold, president of the American Counseling Association from 1974-75, died on Feb. 13 at age 90. His specialties in psychology included counseling, career choice, rehabilitation of persons with disabilities, job placement and testing.

Over the course of his career, which spanned more than 50 years, Feingold provided services and consultation to countless people and many professionals in the fields of counseling and psychology, both in the United States and internationally. He was a licensed psychologist and continued his practice until his death from pneumonia.

In addition to serving as ACA president, Feingold was an active member of organizations such as the American Psychological Association, the National Rehabilitation Association, and the Maryland and Washington, D.C., psychological associations.

Feingold was born in Worcester, Mass., on Feb. 2, 1914, and received degrees from Clark University and Indiana University. He earned his doctorate from Boston University in 1948. He served as an officer in the U.S. Army during World War II and taught in graduate schools at Boston University, American University and George Washington University. In addition, he lectured at more than 35 other academic institutions.

Feingold's family has tentatively planned a memorial service to celebrate his life on Monday, March 28 in Washington, D.C. For additional information, contact his daughter, Lynne Feingold, at 202-564-0701 or via e-mail at lynne.feingold@mindspring.com. Counseling Today will feature an article that takes a more in-depth look at Feingold's life and contributions to the fields of counseling and psychology in its April issue.

Interventions get prime-time play
Intervention is a new documentary TV series debuting on the A&E Network on March 6 at 10 p.m. EST. Each show spends several days profiling someone struggling with an addiction and culminating in an intervention led by a professional. Family and friends of the person battling the addiction are intimately involved in the intervention. At the end of the intervention, if the person with the addiction chooses to accept treatment, he or she will enter a top-notch treatment facility free of charge.

The goal of the TV show is to get help for people who are suffering, while also educating the audience about the day-to-day realities of living with addiction. The first episode will feature the dramatic story of two addicts who are unaware that their families plan to conduct interventions that will force them to choose between treatment or exile and isolation. Family and friends hold interventions to help Tommy, a 38-year-old former executive, and Allyson, a 27-year-old who was once a White House intern.

The two featured interventionists will be Jeff Vanderderen and Candy Finnigan. Vanderderen is a highly sought-after speaker and consultant both nationally and internationally. Individuals, families and organizations have benefited from his skills and understanding in the areas of addiction, family systems and recovery for more than 25 years. He is the best-selling author of Tired of Trying to Measure Up and The Sufficient Power of Spiritual Abuse.

Finnigan is a nationally recognized addiction specialist. She received her certification in chemical dependency from the University of California-Los Angeles and did her internship at Cedar-Sinai Hospital, where she worked in addiction services. She was certified in sex addiction and codependency and received her intervention training from the man who developed the process, Vern Johnson. Finnigan has been involved in all areas of recovery for more than 15 years, not only as an interventionist but also in relapse prevention and family and individual counseling. She herself has been in recovery for more than 18 years.
CALIFORNIA

MODESTO JR. COLLEGE
Counselor (3 positions avail.): 2EPSCoR, 1-Gen counseling. Must have Master's in Counseling, Possess CA $40,512 to $83,906 plus $2,100 stipend for earned doctorate. New personnel link to max placement of $65,263. Contact www.yosemite.cc.ca.us/cjob/209 (575)-6968 for app & requirements. FPD: 3/25/05

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Clinical Counselor Position #9670: This Clinical Counselor position combines generalist counselor duties with a significant emphasis in clinical and outreach work with Latina and Latino students. Along with the generalist counselor responsibilities described below, this counselor will also assume a primary responsibility for training, supervising, and consulting with other Counseling Center counselors and interns, as well as other University Departments about issues involving Latina and Latino students. Other desired areas of expertise and interest include providing outreach and clinical services to first-generation college students. As a generalist, this Clinical Counselor will share with other counselors responsibilities for carrying out the multi-faceted mission of the Counseling Center. The Center's mission places a high value on serving a diverse population of students. The Counseling Center provides a variety of services to help students with psychological, educational, social, and developmental concerns. The Counseling Center also has an APA approved pre-doctoral internship program. The successful candidate will first be a well-rounded and energetic professional who works comfortably both individually and as a team player in providing effective Counseling Center programs. Especially important is an ability to provide leadership in the area of emphasis while working closely with other Counseling Center staff. Qualifications: Doctorate in Clinical, Clinical/Community, or Counseling Psychology or related field, or Masters in Social Work is required. Demonstrated interest, expertise, and experience in clinical and outreach work with Latina and Latino students is required. Demonstrated competence in multicultural programming and multicultural clinical work is required. Demonstrated ability to function at a high level as a generalist counselor in a setting with both diverse clients and staff colleagues is required. License in Illinois or license-eligible background as a psychologist, clinical social worker, counselor, or marriage and family therapist is required. Fluency in English is required; fluency in Spanish is preferred, but not required. Previous experience in a counseling center is preferred, but not required. Conditions: Starting Date: August 1, 2005 or mutually acceptable date thereafter; Appointment terms: 12-months with 24 working days vacation; full time, regular position. Candidates with all levels of relevant experience are encouraged to apply. Salary commensurate with qualifications and years of experience. Applicants should send a letter of application, a vita, and three current letters of recommendation forwarded to: Rene Montelligent, Ph.D., Search Committee Chair, Position #9670, Counseling Center, University of Illinois at Urbana-Champaign, 110 Student Services Building, 610 E. John St., Champaign, IL 61820-2337, Telephone: (217)-333-3704. In compliance with federal law, all application materials must be received by 4/22/05. For a complete job description, please see: http://www.countiu.edu/CJ/Jobs.html THE UNIVERSITY OF ILLINOIS IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

IOWA

UNIVERSITY OF NORTHERN IOWA
Assistant Professor: Department of Educational Leadership, Counseling, and Postsecondary Education, College of Education, University of Northern Iowa. Tenure track position has teaching responsibilities in counselor education. Qualifications: Doctorate in Counselor Education with emphasis in counselor education; and experience in counselor education or closely related field. A complete application must consist of a letter of interest, a current vita, a current CV, transcriptions, a statement of teaching philosophy, a writing sample, and three letters of reference. Review of application packets will begin on March 30, 2005, and continue until position is filled. For more information, please visit: http://www.uni.edu/coe/elcpe

MINNESOTA

WINONA STATE UNIVERSITY
Assistant/Associate Professor: The Counseling Education Department has an opening for an Assistant/Associate Professor of Counselor Education starting the 2005-2006 academic year. The position has teaching responsibilities in both Winona and Rochester. Qualification for the position are required to have earned doctorate in counselor education or closely related field by the date of hire and must also have had graduate level teaching experience in counselor education or closely related field. A complete job description, see: http://www.winona.edu/humanresources, e-mail rde-long@winona.edu or call (507) 457-5639. Review of applications begins immediately. Position available pending budget approval. Winona State University is a member of the Minnesota State Colleges and Universities System and is an equal opportunity employer and educator employer. Women, minorities and individuals with disabilities are encouraged to apply.

NEBRASKA

WAYNE STATE COLLEGE
Dean of Education and Counseling: Wayne State College seeks applicants for Dean of the School of Education and Counseling. Wayne State College, located in a city of 5,500 in northeast Nebraska, is a comprehensive college with a public four-year college serving 3,400 students. Wayne State College is dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. The institution offers 44 undergraduate majors and three graduate degrees. Founded as a normal school in 1910, Wayne State College has a rich history in teacher education. The School is divided administratively into two departments. Educational Foundations and Leadership has responsibility for programs of Administration, Curriculum and Instruction, Early Childhood Education, Elementary Education, and Middle Level Education. Counseling and Special Education has responsibility for the majors of Counselor Education, Human Services Counseling, and Special Education. The Master of Science in Education and the Education Specialist in School Administration/Educational Leadership are offered. The School has 21 full-time faculty members, over 600 undergraduate and 300 graduate students. The other academic schools are Arts and Humanities, Business and Technology, and Natural and Social Sciences. The successful candidate will exhibit teaching and academic achievement; history of leadership and management experience appropriate to a comprehensive institution of higher education; record of collaborative decision-making with internal and external constituencies; knowledge of state and national accreditation; history of personal and professional integrity; excellent communication skills; knowledge of current trends in education including technology and distance learning; and an earned terminal degree in a discipline represented in the School. The Dean will provide administrative, academic

PRIVATE PRACTICE?

53
American Counseling Association

FUND BALANCES:

Unrestricted Fund Balances

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>5,358,146</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>7,467,780</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>70,924</td>
</tr>
<tr>
<td>Deposits</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Inventory</td>
<td>303,340</td>
</tr>
<tr>
<td>Fixed Assets (Net of Accum. Depr.)</td>
<td>495,011</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$17,467,790</td>
</tr>
</tbody>
</table>

LIABILITIES AND FUND BALANCE

LIABILITIES:

Due to related organizations: 100,852
Accounts Payable: 992,372
Accrued Salaries, Annual Leave & Payroll Taxes: 376,407
Deferred Revenues: 2,024,449
Total Liabilities: 5,293,840

FUND BALANCES:

Unrestricted Fund Balances: 3,163,381
Designated Fund Balances: 3,377,586
Prior Period Adjustment: 0
Retained Earnings: 1,725,841
Total Fund Balance (Deficit): 2,172,951

Total Liabilities & Fund Balance (Deficit): $7,467,790

Second quarter ACA fiscal report

BY JANE GOODMAN
FOR COUNSELING TODAY

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 Oct. 1-Dec. 31, 2004) represents the second report for the fiscal year ending June 30, 2005.

The Balance Sheet, which is 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 Dec. 31, 2004. At Dec. 31, ACA owned $7,467,780 in assets. Of these assets, $5,358,146 was in cash and investments. In addition, ACA holds a $1 million note from its landlord at an above-market rate (8.25 percent).

At Dec. 31, the association’s liabilities included vendor fees of approximately $992,372, staff salaries and benefits of $376,407, and fees collected on behalf of related organizations of $100,652. Member benefits to be fulfilled totaled $3,824,409 and appear as a liability because ACA receives membership revenues annually while providing member benefits monthly.

As this Balance Sheet indicates, ACA’s

American Counseling Association

BALANCE SHEET

DECEMBER 31, 2004

ASSETS

<table>
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If you have questions about this report or need clarification, please contact ACA Treasurer Jane Goodman via e-mail at goodman@evalcounseling.edu.
A Malpractice Lawsuit Could Derail Your Career

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✓ Assault Coverage
✓ License Protection
✓ Deposition Representation
✓ Personal Liability Coverage
✓ Defendant Expense Benefit, for Lost Wages
✓ Personal Injury Coverage
✓ First-Aid Expenses
✓ Medical Expenses
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